

Digital Education Teacher Academy Progress Report and 2003-2004 Program

Background: The Digital Education Teacher Academy (DETA) began in the summer of 2002 with the objective of providing technology integration staff development aligned with National Education Technology (NETS) standards for Teachers and Students. The program is offered through a partnership with the Teaching and Leadership Center@FAU in which teachers earn three graduate credit hours toward re-certification and/or advanced degrees. The overall objective of DETA is to implement a professional development model for SBBC teachers focused on integrating technology into the curriculum and aligned with the goals of “No Child Left Behind.”

DETA provides Broward Teachers with a framework of educational pedagogy infused with technology integration. This “theory to practice” model is co-taught by a teaching team of an FAU professor and a Broward teacher. SBBC pays for the teachers’ tuition and the goal is to have 1,000 Broward teachers attend DETA annually. Besides the tuition, the SBBC also provides DETA teachers with a digital toolbox of the materials used in the course (software, CD-ROMs, online subscriptions, technology standards publications, books). Broward staff order, inventory, coordinate and pay for all the materials in the course. This indicates that SBBC is contributing heavily to make this partnership successful. The program incorporates an intensive, outside evaluation process to study the impact of the program on student achievement in the long-term.

Progress to date:

The table below indicates the number of teachers and district administrators who have completed the Digital Education Teacher Academy to date and projected through the summer of 2003. Attached is a list of the number of teachers attending from each school ordered by School Board District number.

Timeframe	Number of Teachers	Number of Curriculum Staff
Summer 2003	138	N/A
January 2003-June 30, 2003	175	81
July 1, 2003 – August 30, 2003	500 (estimate)	
TOTALS	813	81

Follow-Up Component of DETA

DETA teachers receive follow-up support after completing the course. The follow-up takes several forms:

- Onsite visitations by Broward Instructional Technology Specialists who assist teachers with incorporating learning into actual classroom practice.

- Modeling and coaching by Instructional Technology Specialists who demonstrate strategies and lessons within core subject areas.
- Monthly workshops, sponsored by DETA partners, which focus on an aspect of using technology in the curriculum and overcoming barriers to incorporating technology.

2003-2004 PROGRAM

During the next school year, it is proposed that DETA be expanded to include the following:

1. Two new courses are to be offered during the summer of 2003. Evaluate and revise these courses and begin offering them regularly during the 2003-2004 school year. These courses are:
 - a. DETA Two – This is an advanced course open to participants that completed DETA One. Its focus, based on evaluation results and customer needs, will be:
 1. Using student achievement data to plan instructional programs.
 2. Producing digital content for instruction and to engage students as producers of their own learning.
 - b. DETA Administrator – This course will focus on the role of the district or school administrator in supporting the integration of technology into the curriculum. Its focus, based on evaluation results and customer needs, will be:
 1. Collecting, evaluating and analyzing student achievement data for school improvement planning.
 - a. Tools: Data Warehouse, Virtual Counselor
 2. Recognizing effective classroom practice that integrates technology into the curriculum
 3. Meeting NETS standards for teachers, students and administrators.

Expansion of follow-up

The DETA follow-up component of the program will be expanded to add an online discussion forum via the Broward Virtual University among DETA participants.

Evaluation

Evaluation will include an impact study to determine the effectiveness of the staff development on student achievement. Essential research questions include:

- Does the staff development received have an impact on the pedagogical practices of participating teachers?
- Is the follow-up an appropriate strategy to assist teachers in achieving technology integration in classroom?
- What factors facilitate or block implementation of NETS standards to create learning environments that integrate uses of technology?
- Is the incentive of providing tuition an effective incentive for teachers to complete DETA?