

## Newsletter

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## Principles of Sustainable EdTech Implementation

There is a fundamental difference between schools that use technology effectively and those that use it as decor. Leadership. Even the best intentions of a tech-savvy teacher aren't enough to change the cultural tapestry of an entire school or district. For substantive change to occur, those in positions of leadership must articulate a clear vision of technology use and shed some deep rooted beliefs and opinions that have shaped education for centuries. And once they do, they must take the lead in initiating change by adhering to the ten principles of effective integration of educational technology as outlined by the National Association of Secondary School Principals.



1. Principals must effectively and consistently model the use of the same technology tools they expect teachers to use in their classroom with the students. How can a leader expect her staff to use technology that she is not leveraging for her own work on a daily basis? Modelling effective technology use as a principal can inspire your teachers to do the same with their students. It's all about commitment.

2. Principals must be consistent in their decisions and expectations about integrating learning technology in the school. When initiatives are adopted and decisions are made, school leaders must stick to them with strategic consistency. Doing so communicates your expectations about using technology and allows teachers to respond appropriately.

3. The principal's communication about the pace and process of integrating learning technology needs to be clear and reasonable. Sit your staff down and lay out your expectations for implementing learning technology in an established time frame. Reassure teachers that the digital tools that your school is adopting are intended to enhance instructional practices, not replace it. Be sure to articulate the rate by which school staff are to integrate technology. And help teachers understand that they will be largely in control of how that technology is used in their classrooms individually.

Read more at: <http://gettingsmart.com/2014/04/10-principles-sustainable-edtech-implementation>

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## Say Goodbye

After nearly eight years as PRISM's web developer, Matthew Davidson will be leaving the PRISM staff and moving across campus to join Rose-Hulman's Learning and Technology team as their LMS Development and Support Specialist. We want to wish Matthew luck as he begins his new position later this month.



[http://www.usnews.com/education/online-education/articles/2014/04/04/tips-for-online-students-with-disabilities?src=usn\\_tw](http://www.usnews.com/education/online-education/articles/2014/04/04/tips-for-online-students-with-disabilities?src=usn_tw)

## Students with Disabilities Meet Challenges in Online Courses

By: Devon Haynie

Online education can seem like a promising alternative for students with disabilities, but many still face challenges in accessing course materials.

In some ways, Shelesha Taylor is like many online students. A single parent of two daughters, the 33-year-old is finishing her post-master's certificate in professional counseling Virginia Commonwealth University, a blended program where half of her classes are online.

But unlike her classmates, she has an extra challenge: The Virginia resident has a degenerative eye condition, which means she depends on a magnifying screen reader to access her online course materials. And often it doesn't work with the documents her professors provide. "Sometimes I feel angry and frustrated," says Taylor, who plans to graduate from her program in May. "My classmates can say, 'I did my homework in three hours,' and I think, 'Lucky you. I had to obtain this document and find it in a usable format and struggle harder because of the added time.'"

Online education can seem like a promising alternative for students with physical and sensory disabilities, some of whom would struggle to navigate a physical campus. But even the most accessible online programs can still pose challenges for students like Taylor.

Since not all online programs are equal when it comes to their resources for students with disabilities, experts suggest students do their research before choosing a program and prepare to advocate for themselves once enrolled. "Some places have let the drive to offer online instruction get ahead of thoughtful planning," says L. Scott Lissner, president of the Association on Higher Education And Disability. "I think there are a number of institutions that do it well – whether it is offering captioning or print access or helping the quadriplegic student – but there are enough places that are not doing it well."

According to the Americans with Disabilities Act, online courses should be made accessible to students with disabilities, Lissner says. But since the ADA has not provided any specific accommodation standards, it's up to each school to decide to what extent it will serve its students with disabilities.

In a perfect world, online courses should be created using the concept of universal design – the idea that all course material should be accessible in different ways, be it through audio or video or text, says Vickie S. Cook, director of the Center for Online Learning, Research and Service at University of Illinois—Springfield. But since academia isn't quite there yet, she suggests students with disabilities investigate a school's learning management system – the platform that allows them to consume materials, post assignments and engage with their virtual classroom – before they enroll.

While some of the more popular, commercial systems, such as Moodle, Blackboard and Desire2Learn, are built in a way that makes them accessible, some of the platforms designed by schools are more limited.

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Those systems can be particularly challenging for students like Taylor who have print disabilities - physical, visual, cognitive and other impairments that prevent them from effectively reading their course materials, she says. She suggests students do an Internet search to discover the strengths and the weaknesses of a potential LMS. Once students with disabilities are accepted into an online program, they should prepare to be direct and open about what they need to succeed, experts say. Even if a school uses a learning management system that is completely accessible to students with vision, hearing or other impairments, the odds are that at some point some students will hit a snag, says Lissner of the Association on Higher Education And Disability, who also works at Ohio State University.

“We still have 5,000 faculty posting content and Desire2Learn doesn’t stop them from posting something inaccessible,” he says. “It doesn’t screen their content. It provides an accessible building but you might not be able to get into every room.”

Read more online at: [http://www.usnews.com/education/online-education/articles/2014/04/04/tips-for-online-students-with-disabilities?src=usn\\_tw\\_dsaafd](http://www.usnews.com/education/online-education/articles/2014/04/04/tips-for-online-students-with-disabilities?src=usn_tw_dsaafd)



<https://twitter.com/acgaleas>

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## 3 Professional Development Tips For Schools Going 1:1

By: Albert Galeas

As our 1:1 initiative moves forward, I see that there are three kinds of teachers that are part of the process:

1. The teachers who are ready for change (!!)
2. The teachers who are willing to change
3. The teachers who just want to get by

I wish someone would have told me about this! But, I’m glad I had the chance to be a teacher before becoming an Instructional Technologist. That background has led me to approach the teachers as students first & teachers second. I pondered and pondered how 1:1 should be implemented (after I had also read some literature on it). I came up with the idea that because I target three different groups of teachers, my sessions need to be differentiated to meet their needs.

So, here are my recommendations for implementing 1:1 from a professional development standpoint:

### 1. Create a self-paced online course

Make sure that it utilizes the LMS that will become the avenue of classroom instruction. This will help the teachers learn on their own pace because we all know they are busy people! Editor’s Note: Here are some options for online courses that might help: GEDB Courses, Udemy, Intel Teach Elements, and PBS TeacherLine

### 2. Create one-on-one sessions

This is where teachers can get their concerns out (their voice matters), have more of a hands on approach to the products being implemented differentiated at different

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levels (beginners, intermediate, and advanced).

### 3. Create whole group sessions

These will be to target teachers at the beginner, intermediate & advanced levels. This will also give them a chance to share ideas on classroom instructional methods that can be used!

From the Instructional Technologist point of view, this approach is a lot of work, but the benefits outweigh the (effort) cost. All three groups are taken care of and will be ready when the time comes. In addition, our 1:1 is focused around Chromebooks & Schoology; therefore, the professional development revolves around learning the ecosystems of both products and instructional methods. Remember, without supporting the teachers, our efforts to go 1:1 can quickly fail.

## How I See Social Media: Teacher vs. Students



Love it! It's so fun to see pics and posts from my friends, family, even my coworkers.

Facebook? Isn't that for old people?



Awesome for connecting with other teachers. Love my Tuesday night #edchat!

Awesome for connecting with my friends.  
#FridayNightParty  
#ChelseasHouse  
#Don'tCareThisIsPublic



Check out these supercute photos of my classroom!

Check out my supercute mirror selfies!



Have an account but don't really use it.

Have an account but don't really use it.



My source of inspiration for lesson planning, crafts, meal planning and more!

A source of procrastination for grown-ups.



Snapchat? I think my students use that.  
#Don'tEvenWantToGoThere

My favorite social media app.  
#UntilTheGrownUpsArrive

## The PBL Academy

### 2014 Project-Based Learning Institute

June 23-26, 2014

Chapel Hill 7th & 8th Grade Center, Indianapolis, IN

The PBL Institute immerses educators in a PBL experience by challenging them to create a rigorous and relevant PBL unit to implement in the upcoming school year. In content-specific rooms, PBL practitioners will work to facilitate teacher growth and understanding of PBL planning and implementation. Over four days, participants will:

1. Plan their own PBL unit with the support of facilitators and colleagues who teach similar content and/ or grade levels\*
2. Discuss of how PBL can make educators more effective and how that could be reflected in teacher evaluation
3. Network with PBL practitioners
4. Hear from students and administrators about PBL experiences
5. Learn about the process of becoming PBL certified in the State of Indiana

Learn more and register here: <http://pblinstitute.com/>

### 2014 Northern Indiana Project-Based Learning Summer Workshop

June 16-17, 2014

Plymouth High School, Plymouth, IN

The Northern Indiana PBL Summer Workshop offers differentiated learning about Project-Based Learning, meeting the needs of a diverse audience. Over two days, participants have the opportunity to:

1. Learn the basics in a PBL 101 session
2. Connect with other PBL practitioners
3. Experience protocols and strategies to implement in their own classroom
4. Attend need-based workshops around different PBL topics

Learn more and register here: <http://www.cvent.com/d/44qz94>

## What PRISM Can Do For You!

- Easily find the perfect teaching and learning resources from our library of over 4,000.
- Save a list of your favorite resources for quick retrieval.
- Create and share lesson plans that teach your subjects utilizing your favorite resources.
- Develop online classrooms with interactive assignments, lessons, quizzes and more!
- Store your classroom materials online so that they are available to you from any computer.
- Reach your students more effectively by using web media for the digital age.
- Earn PGP points by completing PRISM led online Moodle course – either Beginning Moodle or Intermediate Moodle courses are available to you at no cost several times throughout the year.
- Select from free learning resources that emphasize visualization, rich context, staged-problem solving, and electronically enabled collaboration / communication.
- Augment your own dynamic presence in the classroom with teaching tools that mirror the skills needed for success in higher education and the 21st Century workplace.

*Through our strong support from the [Lilly Endowment](#) and others, we are constantly growing and improving. Check our site regularly to see what new resources you can use in your classroom.*

[www.rose-prism.org](http://www.rose-prism.org)



PRISM is a free website that provides collections of online resources for Indiana educators in the fields of science, technology, engineering, and mathematics (STEM). The primary collection of digital teaching materials is indexed according to the Indiana Academic Standards for 6th, 7th, and 8th grade and secondary education courses.