



Lower Merion School District Tech Mentor Program Program Description for 2008 – 2009



The Lower Merion School District Technology Mentor Program is designed to provide leadership in the curricular implementation of technology throughout the curriculum and to support teachers through collaborative small, group learning and project development with a Tech Mentor. If you take pride in your outstanding teaching practice and you like working and sharing with your colleagues, you may be a good Mentor candidate. Advanced technology proficiency and experience is *NOT* required, but you must recognize the importance of incorporating appropriate curricular use of technology by students in your classroom. Program goals are ambitious and require a serious commitment.

Only contracted professional staff are eligible to be Tech Mentors and the significant benefits for Mentors include special staff development components, opportunities for early deployment of new technologies, leadership growth, and supplemental compensation per contract. Newly selected Mentors are required to complete the Technology Mentor in-service course as preparation for program participation (see additional information on application form).

There are two levels of participation in the Tech Mentor Program. All contracted professional staff members are eligible to apply to become Level One Mentors. Applicants for Level Two Mentor must have already successfully completed at least two years as Level One Mentor. A limited number of Level One Mentors may be accepted for a given year and priority may be given by level or school. Please see the Desired Qualifications under Compensation and Benefits.



Program Goals:

- *To develop technology leadership through Tech Mentors:*
 - Mentor small learning group (3 to 5 colleagues)
 - Share and model exemplary use of technology at the building and district level
 - Provide leadership for staff development programs at the building and district levels and beyond

- *To continually improve the implementation of technology throughout the curriculum and as a professional tool:*
 - Facilitate small, collaborative learning groups addressing individual and group needs with a focus on development of classroom projects
 - Facilitate progression through levels of technology implementation through guided use of individual assessment tools and professional development resources
 - Challenging/changing the culture of professional learning and how it applies to teaching practice

Level 1 Mentor Compensation and Benefits

Desired New Mentor Qualifications

- Commitment to the goals of the Tech Mentor Program, to persistent and on-going use of technology appropriate for learning, to continuous development of instructional practices for effective technology use, and to collaborating with colleagues in a mentoring relationship.
- Overall LoTi Level 3 (or higher) with Current Instructional Practices (CIP) and Personal Computer Use (PCU) at Level 4 (or higher), as determined by the online DETAILS (LoTi) Survey.
- Experienced professional use of technology for teaching and learning.
- Endorsements from principal and professional colleagues that indicate current, appropriate educational use of technology and positive collaboration with colleagues.

Personal Professional Development

- New Tech Mentors must successfully complete the PDE-approved Continuing Professional Education orientation course (*Mentoring Educators in Curricular Integration of Technology*) during their initial year in the program.
- Mentors will attend a minimum of three after-school Tech Mentor Round Table meetings during the school year.
- Tech Mentors may be given the opportunity to attend the Pennsylvania Educational Technology Exposition and Conference (depending on available funding each year).
- Mentors will prepare and take responsibility for implementing a yearly plan for their own professional development in the implementation of technology in the classroom. Tech Mentors will be provided additional, unique opportunities for professional development including participation in online courses to expand their individual teaching strategies, maximize technology competencies, and develop technology leadership skills.

Leadership in Professional Development

- Recruit and mentor 3 to 5 teachers throughout the school year.
 - Schedule and coordinate time to meet with group using release time and/or after school time as provided through the program.
 - Assist group members to complete individual on-line assessment of technology implementation and encourage participation in available staff development opportunities according to individual needs.
 - Facilitate implementation of technology in group members' classrooms through development of individual and/or group selected projects and lessons.
- Subsequent to first year as Mentor, provide leadership in technology staff development – ranging from informal, building level small group workshops or demonstrations to more formal district-level workshops and/or in-service presentations (compensated as appropriate at prevailing contracted rates)

Written Report Submissions

- Beginning of year report including initial assessment of group members, initial group project plan(s), and a yearly plan for the Mentor's personal professional development of technology implementation. The Mentor's personal professional development plan must involve participation in at least one formal type of technology staff development – options include online courses, taking or teaching a CPE in-service course, technology conference attendance, taking and/or leading technology workshops, and others as available and appropriate. For the first Mentor year, the required orientation course satisfies this requirement.
- Mid-year and end-of-year reports addressing progress with your own mentor tech staff development plan, progress of group members with tech skills and classroom implementation (project work), and reflection on your mentoring role and experience.
- Completion yearly of a project-based curricular learning unit or project to be shared district-wide. Subsequent to the first year, Mentors are also encouraged to formally submit plans for approval as an exemplar project.

Equipment

- Mentors must participate in the Teacher Laptop Option program. Participation in the Tech Mentor Program meets all requirements for the Laptop Option.
- Tech Mentors may have additional opportunities to pilot and review new technologies (hardware and/or software) as determined and made available by the Technology Department.

Financial Compensation

- See contract provision for current year.

SPECIAL NOTE:

All possible efforts are made to coordinate the Mentor and CFF program requirements to eliminate redundancies and overlap and to ensure that the two programs strategically reinforce one another throughout the length of the Classrooms for the Future Project.

**Applications for the Technology Mentor Program
must be returned to the Technology Office
no later than **Friday, May 30, 2008.****

Fax: 610-896-2017

**New Mentor Orientation Course
Tentative Dates***



*Tuesday, July 22, 1:00 to 6:00 pm**
Thursday, July 24, 1:00 to 6:00 pm**
Wednesday, July 28, 1:00 to 6:00 pm**
Wednesday, August 6, 8:00 am to 1:00 pm
Thursday, August 21, 8:00 am to 1:00 pm
Monday, August 25, 8:00 am to 1:00 pm*

*If the course is approved for blended online and face-to-face delivery, only the first and last date will be used as face-to-face meetings, but the course will be increased from 2 to 3 credits.

**Please Note: These times are set to accommodate candidates who teach summer school. If there are no such candidates, the time for some dates may change to 8:00 am to 1:00 pm.

Only a Limited Number of New Mentors Will Be Selected This Year