

**Module 3: Instructional Technology to Improve Pupil Performance  
AB 430 Content Area 5**

If principals maximize their use of instructional technology, they will increase their overall student achievement, as measured by **California Standardized Testing and Reporting System (STAR) program**, and decrease the time required to effectively implement their instructional strategy. Principals need to have a strong working knowledge of the use of technology and its relationship to school management, accountability, and the delivery and assessment of instruction to students and staff. In addition, the principal needs to understand how to connect to and navigate through the school to the vast amount of available instructional resources for classroom and school use.

<p align="center"><b>Provider Guidelines and Criteria Basic training program must offer...</b></p>	<p align="center"><b>Desired Participant Results Participants will...</b></p>
<ol style="list-style-type: none"> <li>1. Discussion on use of assessment data for continuous improvement goals and to guide decisions on instructional strategies in order to ensure the continuous improvement of students.</li> <li>2. Direction and practice with formulating and articulating data-driven strategies to reach instructional goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be able to formulate and articulate data-driven strategies to reach instructional goals.</li> <li>2. Be able to provide clear guidance to teachers regarding data compilation and analysis.</li> <li>3. Able to lead collaborative process and formulate overall improvement and grade level improvement plans, based on data compilation.</li> </ol>
<ol style="list-style-type: none"> <li>3. Discussion on use of data to make decision on school site, instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.</li> </ol>	<ol style="list-style-type: none"> <li>4. Learn to use data to make decisions on school site, instructional program, teaching strategies, allocation and use of resources, financial investments, technologies, and other school programs and activities.</li> </ol>
<ol style="list-style-type: none"> <li>4. Demonstration, practice, and discussion on techniques to developing and managing (collective) knowledge and data.</li> <li>5. Discussion of how to leverage existing knowledge within school site.</li> </ol>	<ol style="list-style-type: none"> <li>5. Understand knowledge that exists within individual teachers and classrooms that should be shared across the school site (and vice versa).</li> <li>6. Be able to apply techniques to develop and manage (collective) knowledge and data.</li> <li>7. Understand how to manage, use, and interpret data effectively.</li> <li>8. Be able to utilize and act on data.</li> </ol>

<p align="center"><b>Provider Guidelines and Criteria</b>  <b>Basic training program must offer...</b></p>	<p align="center"><b>Desired Participant Results</b>  <b>Participants will...</b></p>
<p>6. Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information.</p> <p>7. Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders, using web-based technologies to communicate policies and regulations, using web, voice, and video reports connecting home and school, and using email, lists, and threaded discussions to assist in the day to day flow of their jobs.</p>	<p>9. Be able to apply effective techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information.</p> <p>10. Learn to use online tools and resources to develop and electronic network with other school leaders.</p> <p>11. Learn to use web-based technologies to communicate policies and regulations.</p> <p>12. Learn to use web, voice and video reports connecting home and school.</p>

## Instructional Technology

Provider Guidelines and Criteria Basic training program must offer...	Desired Participant Results Participants will...
<b>A. General Applications</b>	
1. Training on systems and databases that are compliant with generally accepted industry standard technologies and currently in use by the district.	1. Understand the relationship between technology, instructional leadership, and management. 2. Learn how to use technology to effectively support instructional leadership and management and improve student performance.
2. An overview of district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision making.	3. Become familiar, at the appropriate level, with district's main technology systems, including multiple databases used by district as decision support systems and for data-driven decision-making.
3. In conjunction with the district, identify overall data reporting needs and requirements, including federal, state, district, and school.	4. Be able to identify overall data reporting needs and requirements, including federal, state, district, and school.
4. Identify the technology systems and databases that will be used to support management and instructional needs.	5. Be able to identify the technology systems and databases that will be used to support management and instructional needs.
5. Training, practice, and discussion on the use of pupil assessment instruments with specific ways of mastering the use of data from the STAR program, including analyzing achievement of specific subgroups including English language learners and students enrolled in Special Education programs.	6. Be able to use electronic learning assessment resources to master the use of data from the STAR program.

## Instructional Technology

Provider Guidelines and Criteria Basic training program must offer...	Desired Participant Results Participants will...
<b>A. General Applications (cont)</b>	
<p>6. Information on technology resources and support available to the district and school, including:</p> <ul style="list-style-type: none"> <li>a) Core academic standards on line (by grade level and content area).</li> <li>b) Electronic STAR and API reports.</li> <li>c) California Learning Resource Network (CLRN) approved supplemental electronic learning resources and web information aligned with state academic content standards and electronic learning assessment resources.</li> <li>d) Utilize Technical Support for Technology in Schools (TechSETS).</li> <li>e) Administrative support and resources, such as the Technology Information Center for Administrative Leadership (TICAL), offer hundreds of resources to assist administrators in leadership and technology, planning and implementation.</li> <li>f) Technology professional development planning resources, such as EdTechProfile, offer teacher and student technology assessment and survey resources to assist administrators in identifying site technology professional development needs and monitoring the impact of the professional development.</li> <li>g) Access to the online education codes and to correlate them to existing district policies and regulations.</li> <li>h) Be exposed to online purchase order systems and data warehouses.</li> </ul>	<p>7. Learn how to access and utilize Technology resources.</p> <ul style="list-style-type: none"> <li>a) Learn to access the on line core academic standards.</li> <li>b) Learn to access the on line STAR and API reports.</li> <li>c) Utilize California Learning Resources Network (CLRN) for approved supplemental electronic learning resources and web information links aligned with state academic content standards and electronic learning assessment resources.</li> <li>d) Utilize Technical Support for Technology in Schools (TechSETS).</li> <li>e) Utilize Technology Information Center for Administrative Leadership (TICAL) for resources to assist administrators in leadership, technology planning, and implementation.</li> <li>f) Utilize EdTechProfile for teacher and student technology assessment and survey resources to assist in identifying site technology professional development needs and monitoring the impact of professional the development.</li> <li>g) Learn to access the online education codes and to correlate them to existing district policies and regulations.</li> <li>h) Be exposed to online purchase order systems and data warehouses.</li> </ul>
<p>7. Information and requirements for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.</p>	<p>8. Learn what type of plan is required for state education technology funding through exposure to the Educational Technology Planning Guide for Districts and its five essential components.</p>

**Instructional Technology**

<b>Provider Guidelines and Criteria Basic training program must offer...</b>	<b>Desired Participant Results Participants will...</b>
<b>B. Classroom Instructional Resources</b>	
1. Demonstration of adopted instructional program software, and supporting media, used to support learning.	1. Be able to use and discuss merits of the instructional program software and media for learning.
2. Discussion of instruction embedded assessment methods that are enhanced through the use of technology.	2. Familiarity with the range of instruction embedded assessment methods that are enhanced through the use of technology.
3. Discussion of how to organize and analyze data for the purpose of improving instruction.	3. Attain an understanding of how to organize and analyze data for the purpose of improving instruction.
4. Discussion of how to individualize instruction and provide extended day opportunities for classrooms and homes.	4. Able to individualize instruction and provide extended day opportunities for classrooms and homes.

**Instructional Technology**

<b>Provider Guidelines and Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>
<b>C. Financial Management Technology</b>	
1. Demonstration, practice, and discussion on using technology to track, monitor, and evaluate the lead indicators within and across major categories, including operations, professional development, and instructional programs.	1. Learn how to track, monitor and analyze lead indicators within and across major categories, including operations, professional development, and individual instructional programs.
2. Model, and provide practice, effectively communicating budgets, key measures, progress, and results through visual charting and presentation software.	2. Understand linkage between budget and school goals, including instructional program implementation.  3. Be able to effectively communicate budgets through visual charting and presentation software.  4. Understands importance of sharing relevant financial goals and measures, progress and results with teachers, staff, students, parents, and community.
3. Demonstration, practice, and discussion on business management software (if currently used by district).	5. Attain familiarity with how to use business management software.
4. Demonstration, practice, and discussion on use of spreadsheets and accounting software programs, to plan, project, analyze, and monitor school site budget.	6. Attain familiarity with how to use spreadsheets and accounting software programs to plan and monitor school site budget.

**Instructional Technology**

<b>Provider Guidelines and Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>
<b>D. People Management Technology</b>	
1. Demonstration, practice, and discussion on use of database programs as they relate to tracking, monitoring, and storing teacher, staff, and student information, including: <ul style="list-style-type: none"> <li>a) Student information (e.g., classes, teachers, attendance, test scores).</li> <li>b) Human resource management (e.g., professional development plans, attendance).</li> <li>c) General personnel information for teachers and staff (e.g., hiring, recruitment, teacher retention practices, the identification of misassignments of certificated personnel, performance evaluations, attendance).</li> </ul>	1. Learn how to use, collect, track, store, and utilize databases as student data, human resource management, and personnel information.
2. Demonstrate how to make student performance data readily assessable to staff and parents.	2. Be able to use technology to facilitate the availability of student performance data to staff and parents.
3. Provide and share ideas within the educational community on how to improve principal practices.	3. Demonstrate how to share ideas within the educational community through the use of technology.  4. Begin to develop a support network.
4. Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development.  5. Discuss process and requirements for coordinating training programs directly with college and university advance degree programs.	5. Demonstrate means to identify courses and program opportunities that are available electronically for ongoing professional development.  6. Develop means to create and maintain professional Portfolio.  7. Familiarity with process and requirements for coordinating training program directly with college and university advance degree programs.

## Instructional Technology

Provider Guidelines and Criteria Basic training program must offer...	Desired Participant Results Participants will...
<b>E. Academic Data Management and Assessment Technology</b>	
1. Demonstration, practice, and discussion on collecting, storing, accessing, and analyzing data on students, as related to peers, class/teacher, school, and district.	1. Be able to collect, store, access, and analyze data on students, as related to peers, class/teacher, school, and district.
2. Provide assistance navigating through multiple sources of data available and identifying methods to assess student data against peer groups. 3. Demonstration, practice, and discussion on entering, storing, and accessing data that will be used by the school and district into the appropriate databases.	2. Learn how to enter, store, and access the student achievement data that supports specific school mission and identified measures.
4. Provide information on laws and policies regarding technology, copyright, and Internet use at school sites.	3. Become familiar with laws and policies regarding technology, copyright, and Internet use at school sites.
5. Demonstration, practice, and discussion on techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. 6. Demonstration, practice, and discussion on using online tools and resources to develop an electronic network with other school leaders, by using web-based technologies to communicate policies and regulations; using web, voice and video reports connecting home and school; and using email lists, and threaded discussions to assist in the day to day flow of their jobs.	4. Be able to apply effective techniques to efficiently coordinate efforts, share information across school sites, and foster attitudes open to sharing information. 5. Learn to use online tools and resources to develop an electronic network with other school leaders. 6. Learn to use web-based technologies to communicate policies and regulations. 7. Learn to use web, voice and video reports connecting home and school. 8. Understanding of how to submit data in digital form.

**Instructional Technology**

**Provider Guidelines and Criteria**  
Basic training program must offer...

**Desired Participant Results**  
Participants will...

**E. Academic Data Management and Assessment Technology (cont)**

7. Discussion on how to interpret data for the purpose of identifying student focused interventions.

9. Understanding of how to interpret data for the purpose of identifying student focused interventions.

8. Discussion on purposes of assessment and the use of data to make educational decisions.

10. Understanding of the purposes of assessment and the use of data to make educational decisions.  
11. How to use data to determine if subject matter standards have been met.

**F. Delivery of Instruction and Professional Development via Technology**

1. Demonstrate the use of technology to deliver, monitor and evaluate courses of the professional development program offerings.

1. Use technology to evaluate courses of the professional development program offerings.  
2. Participate in an on-line course evaluation process.