



Manheim Township School District Technology Mentor Program

Information and Application Packet for Class of 2007-2010

Open to K-8 Contracted, Professional Staff Only

You will need to gather written endorsements from a principal or assistant principal and one or more fellow teachers; so please pick up a packet as soon as possible to meet the application deadline.

**Completed Applications are due to Dr. Riegel
by
May 15, 2007**

Questions about the program may be directed to
Jill Greiner or Dr. Riegel.

Technology Mentor Program Description 2007 — 2010

This is a three-year program designed to provide leadership in the development of technology competencies of all District staff. It is ambitious and requires a serious commitment from the Technology Mentors. Mentors will receive a new laptop computer and compensation for training and mentoring time. The Technology Mentor in-service course (24 Act 48 hours) is required for program participation. In years two and three mentors will participate in the last two days of the course. The scheduled sessions are:

August 9, 10, 16 and 17, 2007 (8:30 am to 3:30 pm).

Program Goals:

- To develop collaborative, professional relationships around the use of technology in teaching and learning;
- To provide a distributed learning model to help protégés advance measurably in technology integration through close, personal, collaborative mentoring relationships between a mentor and 2 to 3 colleagues each year;
- To measurably advance mentors in technology integration;
- To develop technology staff development leadership at the school and district level.

PLEASE NOTE: If, for some reason, a mentor cannot meet his or her responsibilities and cannot continue in the program, it is understood that the laptop will be returned to the Technology/Media Office and the individual will no longer be eligible for further compensation within the program.

Tech Mentor Compensation and Benefits:

- Exclusive use of a laptop with a full range of productivity software
- Unique opportunity to expand teaching strategies, maximize technology competencies, and develop technology leadership skills
- Opportunity to attend the Pennsylvania Educational Technology Conference in Hershey, PA.
- Additional pay opportunities:
 - Workshop participant rate for first orientation in-service (24 session hours — required) (\$20 per hour)
 - Compensation for time spent before or after school working with protégés or preparing materials or information for their benefit in the program (projected average of 50 hours per mentor) (up to \$1,000)
 - In-service leadership preparation rate for workshops approved in advance by the Technology Department and presented to district staff

Tech Mentor Responsibilities:

- Complete the program orientation 24-hour in-service course with assignments – readings and Blackboard discussions. In years two and three mentors will complete 12 hours of in-service each year.
- Mentor 2 to 3 teachers (protégés) during each year. The group of protégés will need to change from year to year with the goal for mentors to have a total of 7 different protégés over the course of three years.
- Schedule and coordinate collaborative staff development work and project plans for mentor and group of protégés.
- Attend periodic after-school Tech Mentor Round Tables – 5 to 6 per year, time applicable to stipend compensation.
- Maintain a log of mentoring activities and submit with Stipend Time Report sheets (Stipend pay only available for non-contract time).
- Develop a yearly staff development plan for personal development of technology implementation including participation in formal technology staff development for each of the three years in the program. Each annual plan must include at least one of the following:
 - A graduate level technology education course with prior approval of program leaders. (Wilkes University ED526, ED527, ED528, and ED585 may be taken without program leader approval.)
 - Attendance at an educational technology conference such as PETE&C.

Each participant **MUST** take at least one graduate level educational technology course or one approved online technology course during the three-year period.

- Submit each year to program leaders an exemplar, problem-based curricular project incorporating an essential question, teaching to curriculum standards, authentic learning, and technology in a constructivist approach.
- Assist each protégé to plan and complete a problem-based curricular project with his or her students by the end of the year.

**Technology Mentor Program Application
2007-2010**

1. Commitment to the Program

Please read the *Technology Mentor Program Description and Selection Rubric* (attached) before initialing each of the following commitment statements.

Initials indicate agreement with the statement:

- I have carefully read the Technology Mentor Program Description. **I am willing to commit to the three-year Program as described, and I fully expect to complete the program.** I understand that if, for any reason, I am unable to complete the program, I would be required to return my laptop and would no longer be eligible for compensation opportunities through the program.
- I am generally competent with technology**, and I consider myself above average in this regard. **I routinely (more-or-less daily) use an MTSD network account to access the Internet and correspond with others via email.** I do not require a lot of direction and support when I try new technologies and/or new software programs. **I am willing to endure the unavoidable frustration** inherent in being on the leading edge of technology because what is learned, regardless of perceived success, is nearly always valuable and useful.
- I am willing to take risks by trying new teaching strategies and new technologies. I am at least somewhat familiar with constructivist teaching and learning concepts**, and I look forward to applying these concepts to leverage the effective use of technology with my students.
- I have experience using technology in the classroom both as a professional and teaching tool and as a tool for students.** I do my best to make good use of the technology available to me in my classroom and my building. I often consider new ways I can incorporate technology in the classroom as I develop new curricular units and refine those I have employed previously.
- I look forward to working collaboratively as a technology mentor with 3 colleagues for the first year and 2 to 3 in years 2 and 3.** I believe I can have a positive impact on my fellow teachers, and expect to discover and learn many insights through this program. **I am also willing to lead/facilitate workshops for my colleagues and share my experiences and learnings with others via the district web site.**

2. Self-Assessment Tools

Complete and attach the 6-page Self-Assessment: ISTE National Educational Technology Standards (NETS) for Teachers and LoTi – Levels of Technology Integration – <http://www.lotilounge.com>

3. Individual Statement of Technology Use

Describe on a separate page one example of how you have used technology in your classroom including key learnings from the experience described and why you selected this example.

Optional (as separate statement or incorporated in statement above): Describe one example of how you have used or plan to use *constructivist strategies* in your classroom. Indicate why you selected this particular example.

Additional comments may be included, but these statements and any comments should be limited to one or two pages total.

4. Endorsements

Obtain and attach endorsements (short statements of recommendation) from the following people:

- Principal *or* Assistant Principal
- Teacher(s) (one or two only)

Applications for the Technology Mentor Program must be returned to Dr. Riegel no later than May 15, 2007.
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