SET-BC Service Delivery Model

Tier 2 Services – Technology-based Training

Each year school district teams, on the District Request for Service, identify the specific technology-based training opportunities they would like SET-BC consultants to help facilitate or deliver for the coming school year. District technology, learning support, or student support planning teams may want to schedule their usual training planning meetings prior to the annual District Request for Service meeting to ensure their Tier 2 training priorities can be listed on the DRFS form. During the SET-BC Provincial Review, Tier 2 training requests will be reviewed to approve those that can be supported.

During the District Request for Service meeting, basic information on each of the Tier 2 requests will be noted:

- Focus of the technology-based training activity with a general description
- Intended audience (type and number)
- Preferred or suggested service format (e.g. face-to-face, online, blended, workshop, course, web-based resource package, etc)
- Preferred date(s)
- Key contact name, email and phone number (the person who will be contacted to complete the Tier 2 training CAP and who will liaise with the SET-BC consultant(s) to provide the service)

Tier 2 training-based activities are intended to build the capacity of most teachers to use specific technologies, regardless of source, successfully in the classroom to support diverse student needs. Tier 2 requests can focus on technologies or software available from SET-BC but also on technologies or software available in the district from other sources.

Here are some examples of past Tier 2 training activities that have been successful:

Workshop Title	Description
Apps for Literacy Development	A half-day hands-on workshop featuring 3-4 of the most commonly used iPad apps (e.g. Explain Everything, Comic Life, Popplet, etc) to support struggling readers and writers.
Boardmaker v.6	Full day workshop on creating literacy boards using Boardmaker V6
Chrome Apps and Extensions	A workshop providing the basics on how to use Google Apps & Extensions.
Clicker 6 and Clicker Apps Training	A series of 3 trainings (2 in-person and 1 online follow-up) to build district capacity to support emerging and developing literacy using Clicker 6 software technology.
Exploration of UDL Training and Differentiation on the Smartboard	Full-day training to build capacity of district to use Smartboards and Notebook Software to promote create inclusive learning environments.
iPad Accessibility Features	A half-day workshop explaining how to use the accessibility features on the iPad to provide support for students who may have difficulties accessing it using traditional means

Workshop Title	Description
iPads for Resource Room Teachers	This two-hour workshop looks at using iPads outside of the resource room. The workshop covers many of the basics of the functionality of an iPad such as navigation, installing apps, settings, accessibility features, and supports for students requiring academic support.
Kurzweil/Firefly Student Camps	Four days of training on Kurzweil and firefly for students, teachers and EA's at four schools.
Office 365	This two hour workshop provides an overview of the Office 365 environment. Participants are given an opportunity to see the application of the suite of tools for meeting the needs of diverse learners.
SOLO 6	Full day workshop on using Solo 6 to support instruction in secondary school social studies.
Something to Use on Monday	In this workshop, participants complete typical classroom assignments while learning about a set of free "starter apps" for the iPad. Key iPad accessibility features are also covered. In one district the workshop was offered as an all-day session with two online sessions on topics of the participants' choice. In another district the workshop was offered in 3 afternoon sessions
Technology Resources to Support Students	Full day workshop looking at iPad apps to support students with ASD and websites that support reading and writing. The morning session focuses on introducing a variety of apps that are specific to facial recognition and emotions, allowing participants to explore. The afternoon session introduces online literacy supports, specifically websites that support reading and writing for student in K-12.
Text to Speech and Speech to Text Training	This one hour session looks at Narrator and other text to speech technologies within the current Windows operating system.
Today's Technology to Support Reading and Writing Output	A half-day workshop introducing Read & Write for Google Chrome as a means to support Reading and Writing in a classroom with access to this tool.
Using Notebook and Your Smartboard to Address Diversity	A half-day workshop using SMART notebook with a SMARTboard. This is a follow-up to an introductory session and will dig deeper into how to use the tools to support diversity in the classroom
Using Apps for Social Stories and Visual Schedules	In this one hour online workshop, participants explore several online resources for social stories and visual schedules. They also saw a demo of how the free apps BookCreator, Puppet Pals, and CanPlan could be used to create social stories and visual schedules.

These are just some examples of the types of Tier 2 training activities districts could consider requesting. The exact focus of each district's Tier 2 training requests will depend entirely on that district's overall technology plans and specific software/apps currently available to teachers.

Tier 2 Technology Training Service Considerations

Reflections from 2015-2016

➢ Districts who included their Professional Development Chair when planning Tier 2 technology-based training requests had much higher interest and attendance
➢ Tier 2 training events offered on Pro-D days had inconsistent attendance and a very broad range of participant knowledge and experience with the technology being featured
➢ Tier 2 training events offered after school had more consistent attendance if the audience was targeted
➢ Targeted participants (i.e. clear invitations with participants having direct access to the technology in their classrooms) resulted in the most effective Tier 2 training events
➢ If a participant list is made available to the consultant a week before the Tier 2 training event, the consultant is able to send out questionnaires and poll the participants prior to the session to ensure the content and activities are the most effective
➢ Those districts that connected Tier 2 training with overall district initiatives and immediately available hardware / software had the most positive outcomes
➢ Those districts that had clear goals for the Tier 2 training had the most effective events and were able to build on those events with follow up support
➢ Many training events were able to be offered online throughout the school year (e.g. Clicker 6 training, TouchChat app for classroom teachers, etc)
➢ Key contacts for Tier 2 training events required clear communication once the service was approved so they understood their role in planning
➢ Clarity in venue amenities and participant technology access (e.g. Wi-Fi, room set up, version of software teachers use, etc) when completing the Tier 2 CAP form resulted in far fewer technical issues or difficulties when using technology during the training events

SET-BC Service Delivery Model

Tier 2 Services - Classroom-Based Solutions

Each year school district teams, on the District Request for Service, identify the classroom teams they would like to receive classroom-based technology solutions for the coming school year. District planning teams will need to screen and select these classrooms (the number being based on the district's annual Tier 2 allocation) **PRIOR** to the annual District Request for Service meeting. During the SET-BC Provincial Review, Tier 2 classroom-based solution requests will be reviewed to approve those that can be supported.

During the District Request for Service meeting, basic information on each of the Tier 2 classroom-based solution requests will be noted:

- Focus of the classroom-based solution with a general description including curricular areas to be supported
- **Specific district technology considerations** (e.g. what computing devices will be supported, school access to Wi-Fi, what components of the technology solution will be provided by the district, etc)
- Grade level and class profile (general and/or specific student needs)
- Key contact name, email, and phone number (the person who will be contacted to complete the Tier 2 classroom-based solution CAP – most usually the classroom teacher)

In addition to the information recorded on the District Request for Service form, a copy of the district's screening or application document with more detailed information on the classroom to be supported must be appended to the DRFS to provide the supporting SET-BC consultant with enough information to schedule the CAP meeting.

Here are some examples of past Tier 2 classroom-based solutions that have been successful:

Grade	Description
K	Using iPads and Clicker Apps to enhance literacy instruction.
1	Early numeracy development. Using iPads, students focus on conceptual understanding of numbers documenting their learning by capturing audio, video and photos to share their understanding.
1	Exploring iPad apps to support the math curriculum
1/2	Using iPads and Clicker apps to allow primary students to demonstrate their learning through writing.
2	Using clicker apps for writing and book making with themes of 'All about me' and 'Friendship'.
4	Exploring tech tools for literacy. Employing UDL strategies of multiple means of representation, engagement, and expression. Freshgrade, Clicker apps, Explain Everything.
4	Using the iPad to support Project Based Learning. Students explore for a deeper understanding of First Nations Culture in the new Social Studies curriculum.
4	Writing support using Smartboard technology, Clicker apps, and iPads in the classroom.
4/5	Using Clicker Apps for writing and book making with themes of "All About Me" and "The Best Part of Me".

Grade	Description
5-7	Middle school students use iPads and a variety of apps to produce work which they upload to their online Freshgrade portfolios to improve communication between home and school.
7	Language arts novel studies using iPads and Opinion App for podcasting.

The screening/application and selection process for Tier 2 classrooms is determined and carried out by the district team and may vary from year to year depending on district priorities and initiatives.

District Acquisition of Computing Devices for Tier 2 Classroom Solutions

SET-BC has for many years provided Toshiba laptops for those classroom solutions requiring laptop technology. As District IT departments have developed their own acquisition and support infrastructure around computing devices, some have indicated a preference for acquiring and supporting their own laptops (e.g. Dell, Lenovo) to minimize the difficulties with integration and support. This is particularly important if computing devices are transferred to district management at the end of the Tier 2 service year.

If district teams want to consider acquiring their own computing devices for Tier 2 classroom-based solutions, this should be indicated and reported during the District Request for Service meeting with a clear description of the type of computing device(s) the district team would like to acquire and/or support. The **key IT contact** must be noted on the DRFS for future communication and coordination of the acquisition process.

During the Provincial Review process, this aspect of the service request will be noted and carried forward to the Collaborative Action Plan (CAP) meeting. Once the Tier 2 classroom-based CAPs have been completed, SET-BC Administration will contact the district key IT contact identified on the DRFS to discuss the computing devices needed to support their Tier 2 classroom-based solutions. SET-BC Administration will inform District IT of the number of computing units required as identified in all relevant CAPs. District IT will need to provide a complete quote to SET-BC Administration on the cost of the units. This will then be approved, an approval letter will be sent to District IT and the units can be purchased. District IT must then provide SET-BC with a receipt for units purchased.

SET-BC is only able to provide support for district acquisition of computing devices for Tier 2 classroom-based solutions if District IT staff agrees to the following:

1. Provision of computing devices is only one part of the SET-BC Tier 2 classroom-based solution. The most important aspect of SET-BC's service is the provision of technology support in the form of consultation, training, modeling, and implementation strategies for the classroom teachers who will be using the computing devices and software. Flexibility around supporting district IT acquisition of computing devices is to ensure solutions provided by SET-BC fit effectively within the district's IT infrastructure so there is the highest possibility of successful implementation in the classroom. This flexibility is not an indication of SET-BC moving to a service delivery model that focuses on only the acquisition of computing devices.

2. District IT acquisition of computing devices for Tier 2 classroom-based solutions is necessary for the successful implementation of the technology (i.e. support of Toshiba laptops provided by SET-BC is challenging from an infrastructure and/or labour overhead standpoint).
3. Any computing devices acquired by the district for the purpose of supporting Tier 2 classroom-based solutions must be able to support the goals outlined in the Tier 2 CAP and also have the technical requirements to support any software, internet access, etc. to meet those goals.
4. As it is critical for the success of a Tier 2 classroom-based solution to have ample time for the SET-BC consultant to work with the classroom teacher (train on technology, model use with students, provide ongoing implementation strategies, troubleshoot issues, etc), District IT must ensure acquisition and deployment to the classroom happens very quickly as early in the school year as possible.
5. The support, repair, and/or replacement of any computing devices acquired by District IT for Tier 2 classroom-based solutions is the sole responsibility of the district. SET-BC will only provide technical support, repair and/or replacement of those computing devices it loans the district for the duration of the Tier 2 service year.

Tier 2 Classroom-based Solution Considerations

Reflections from 2015-2016

➢ A solid partnership between the district team and SET-BC for provision and support of Tier 2 classroom-based technologies is critical for success
➢ Clear communication, from the planning stage on, between district teams and classroom-based teams is also critical to ensure the classroom team understands the Tier 2 service, the types of solutions possible, the overall goals of Tier 2 service, and the importance of the SET-BC consultant's role in supporting the technology implementation. Where this was not present, significant confusion resulted in classroom teams thinking they were simply "applying to get some computers"
➢ Where District IT staff prioritized rapid deployment of Tier 2 technologies (whether loaned from SET-BC or acquired themselves) the success of the classroom-based solution was much higher. Where deployment of the technology was delayed, the Tier 2 service was delayed and teams did not have much time to work with the SET-BC consultant for training and implementation
➢ It is very important that District IT understand the technical requirements of any software that is central to the Tier 2 classroom-based solution so any computing devices the district acquires to support the solution will run the software effectively
➢ The most successful Tier 2 classroom-based solutions had:
  o District IT involvement in the DRFS planning with identification of what devices would be supported
  o District IT involvement in the CAP process to help with planning set up and infrastructure support
  o District IT commitment to prioritize Tier 2 classroom-based solutions to make the most of the time the SET-BC consultant had to support the team