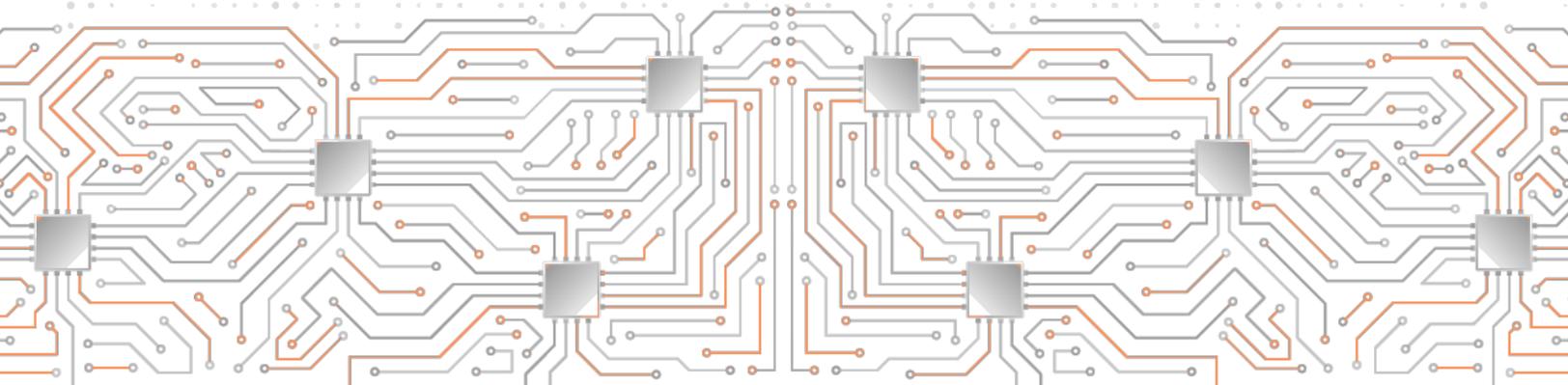


STEP 7

TRAINING





STEP 7: TRAINING

TRAIN INSTRUCTIONAL STAFF TO UTILIZE ONE-TO-ONE TECHNOLOGY.

Why is training instructional staff so important?

As with any tool, one-to-one devices will only offer their full benefits to individuals properly equipped to make use of them. While iPads, Chromebooks, and laptops may seem ubiquitous these days, general familiarity with one-to-one devices—among teachers and students—does not automatically translate into the skilled use of these machines as digital learning tools.

Education professor and one-to-one technology expert [Diana Fenton](#) stresses that teachers must have the knowledge not just to use devices like iPads but also to properly shift their teaching to a technology-oriented curriculum for which these digital learning tools are designed. The value of this training goes beyond developing knowledge and skills related to one-to-one technology: the extent to which teachers *feel* prepared will determine whether they have the confidence to ultimately make the leap into one-to-one integration.²⁹

How can school districts prepare teachers to successfully utilize one-to-one technology in their classrooms?

An important component of adequately preparing teachers will be providing professional development on the ins and outs of integrating one-to-one technology into their curriculum. This may entail hiring experts to provide training, but schools can also take advantage of any current staff members with expertise to share with their colleagues. Leveraging the knowledge and skills of in-house teachers in this way can save money and even make the training more effective, since current teachers will likely have an easier time than an outside instructor in building

the requisite trust and understanding the unique challenges of their colleagues.

Crucially, preparing teachers to fully utilize one-to-one technology cannot be accomplished simply by providing some initial training to accompany the implementation of a one-to-one initiative. For teachers to make the most out of digital learning tools, districts should provide ongoing opportunities for professional development as well as the availability of support to address ad hoc concerns.

Here are some examples of how districts with successful one-to-one technology initiatives around the country have approached ensuring that their teachers are fully prepared:



Cyber Cafe

Hampton City Schools in Hampton, Virginia, provides a “cyber cafe” where teachers are able to participate in technology workshops at their own pace. There is also a 24/7 hotline available for both teachers and students to call and ask questions related to one-to-one technology.



Focus Groups

Prior to the initial roll-out of the one-to-one technology initiative at the New Visions Charter Network in New York City, the network held mini focus groups of teachers over the summer to determine specific needs of teachers going into the school year. This open dialogue was useful for school leadership in tailoring professional development to teachers’ particular needs.



Building teacher expertise

Highline Public Schools in Burien, Washington, developed an in-house framework to train teachers not only to integrate technology into curricula but also how to work within the learning management system chosen for each grade. They also provided detailed instructional plans to teach students of all ages and grades using one-to-one technology. Through these targeted, high-quality methods of cultivating teacher preparedness, they have been able to leverage an increasingly skilled workforce of teachers to informally pass on this expertise to newer teachers, thereby largely eliminating the need for in-depth technology training.