

Connecting ITRT Best Practices with Today's Needs: An Interactive Workshop



Introduction

The Virginia Department of Education (VDOE) is dedicated to advancing innovative learning through the integration of instructional technology.

The Digital Learning Cycle is a guide to help demonstrate the ITRT's focus on creating an environment of self-advocacy and empowerment of all members in a school community to collaborate in promoting the digital enhancement of learning.

The Instructional Technology Resource Teacher (ITRT) plays a crucial role in this mission, bridging the gap between technology and effective teaching practices.

Support for the Virginia Educational Technology Plan



1: Access:

Strengthen schools and communities with a safe, secure, and robust technology infrastructure to support access to all educators, students, leaders, and families.



2. Use:

Promote leadership that supports learning experiences for all students that integrate innovative instructional practices by educators using technology and accessible instructional materials.



3. Design

Implement high expectations for every learner using educational technologies explicitly designed into rigorous, best-in-class standards of learning.

3. Design 3.4.d

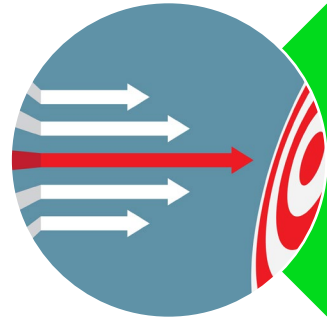
Provide educators with high quality professional development that strengthens instructional design that guide students through their personalized learning experiences that include research, experimentation, collaboration, and engagement through educational technology.

← Virginia Educational Technology Plan →

Reviewing the Document



Done



Doing



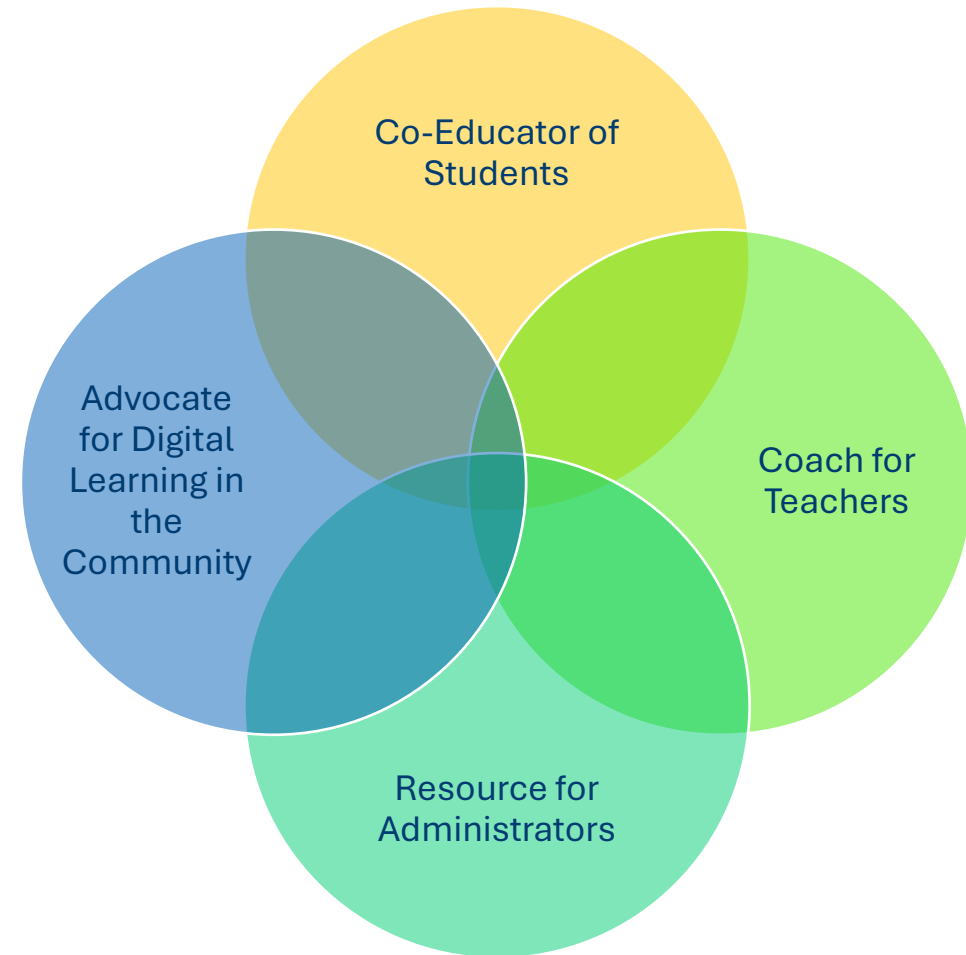
Going to Do

Alternative Job Titles

- Instructional Technology Resource Teacher
- Instructional Technology Coach
- Instructional Technology Training Specialist
- Digital Learning Specialist
- Instructional Innovation Coach
- Instructional Technology Innovation Specialist
- Instructional Integration Supervisor
- Instructional Technology Liaison
- Instructional Technology Resource Coach
- Learning Technology Integrator
- School Based Technology Specialist
- Technology Coach
- Technology Integration Coach
- Technology Integration Specialist
- Technology Resource Teacher

Understanding the ITRT's Role

- Co-educator: The ITRT assists with lesson delivery, providing support and resources to deepen student engagement.
- Coach: Guides teachers in selecting and utilizing digital tools to enhance instruction.
- Resource: Offers expertise in digital learning, ensuring teachers can leverage the latest technology effectively.
- Advocate: Works to promote digital literacy and ensure technology benefits all students.



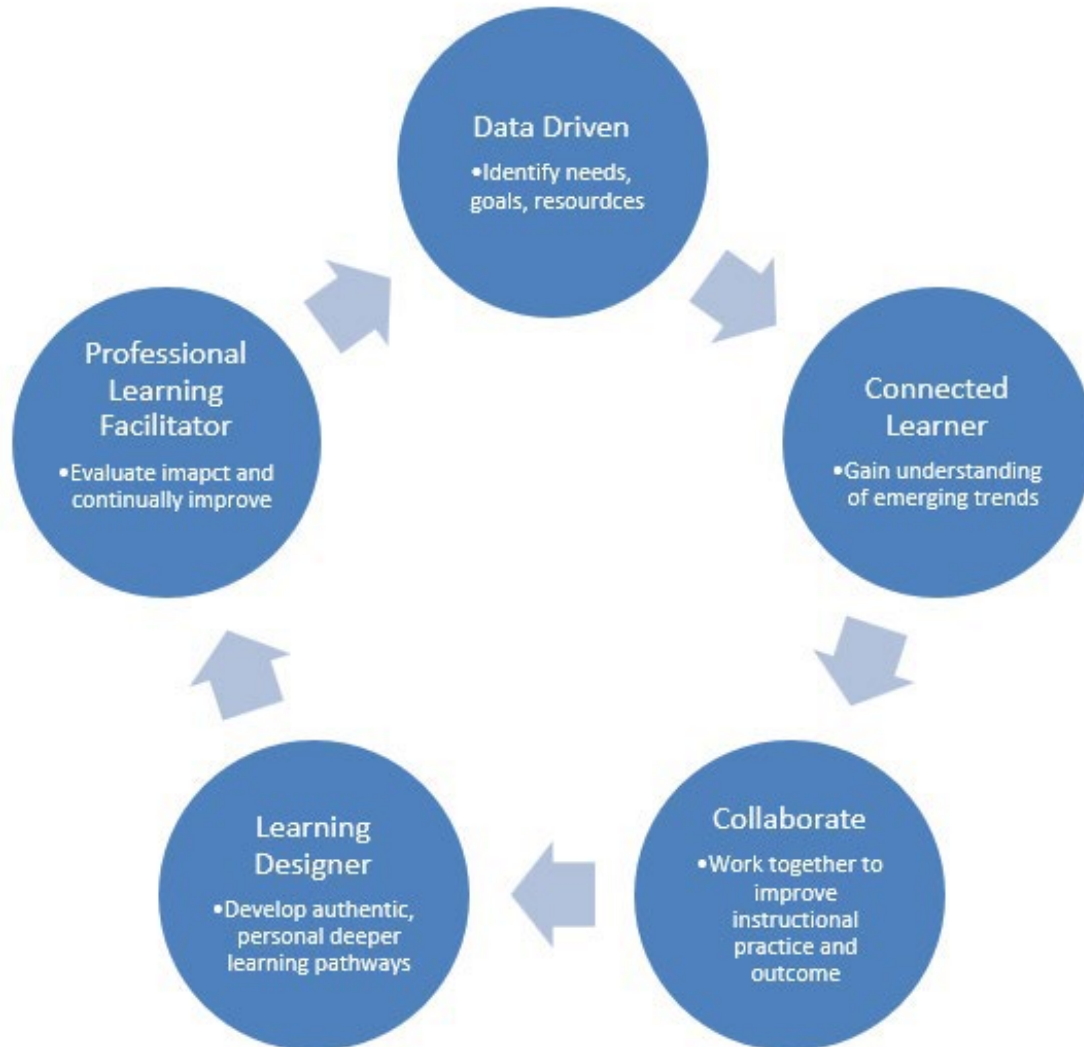
Role of the ITRT

The ITRT is a multifaceted role: educator, coach, resource, and advocate.

Collaborate with educators facilitate professional learning to ensure digital learning is integrated throughout the content areas.

Empower the entire school community to enhance learning through digital tools.

Primary Role with Digital Learning Integration



The primary role of an ITRT collaborating with educators to facilitate professional learning to ensure the **integration digital learning throughout the content areas with the use of instructional technology.**

Duties

- Support for teachers
- Professional learning
- Integration of technology into the content areas
- Planning
- Digital resource management
- Technology support
- Professionalism



The role of the ITRT is unique in that it serves as co-educator, coach, resource, and advocate. Each of these four roles work together to collaboratively develop the relationship among the ITRT, the students, the teachers and administrators, and the community at large.



students



teachers



administrators



families

Advocacy for Digital Citizenship



Student Learning

- Facilitating student engagement through the curation of resources to be used in direct instruction pursuant to best practices and the digital integration standards addressing digital citizenship
- Developing and curating assessment tools to assist in understanding student comprehension of digital citizenship
- Facilitating the creation and curation of resources to promote student understanding of digital safety and digital identity
- Understanding and communicating the importance of the acceptable use policy.
- Modeling high quality digital citizenship for learners



Teachers

- Facilitating teacher understanding of digital citizenship through the curation of resources to be used in professional learning and to inform teachers' practice
- Facilitating the collaborative creation and curation of resources to promote understanding of digital safety
- Outlining the importance of the acceptable use policy to ensure applications and student accounts meet digital safety standards and terms of use.



Administrators

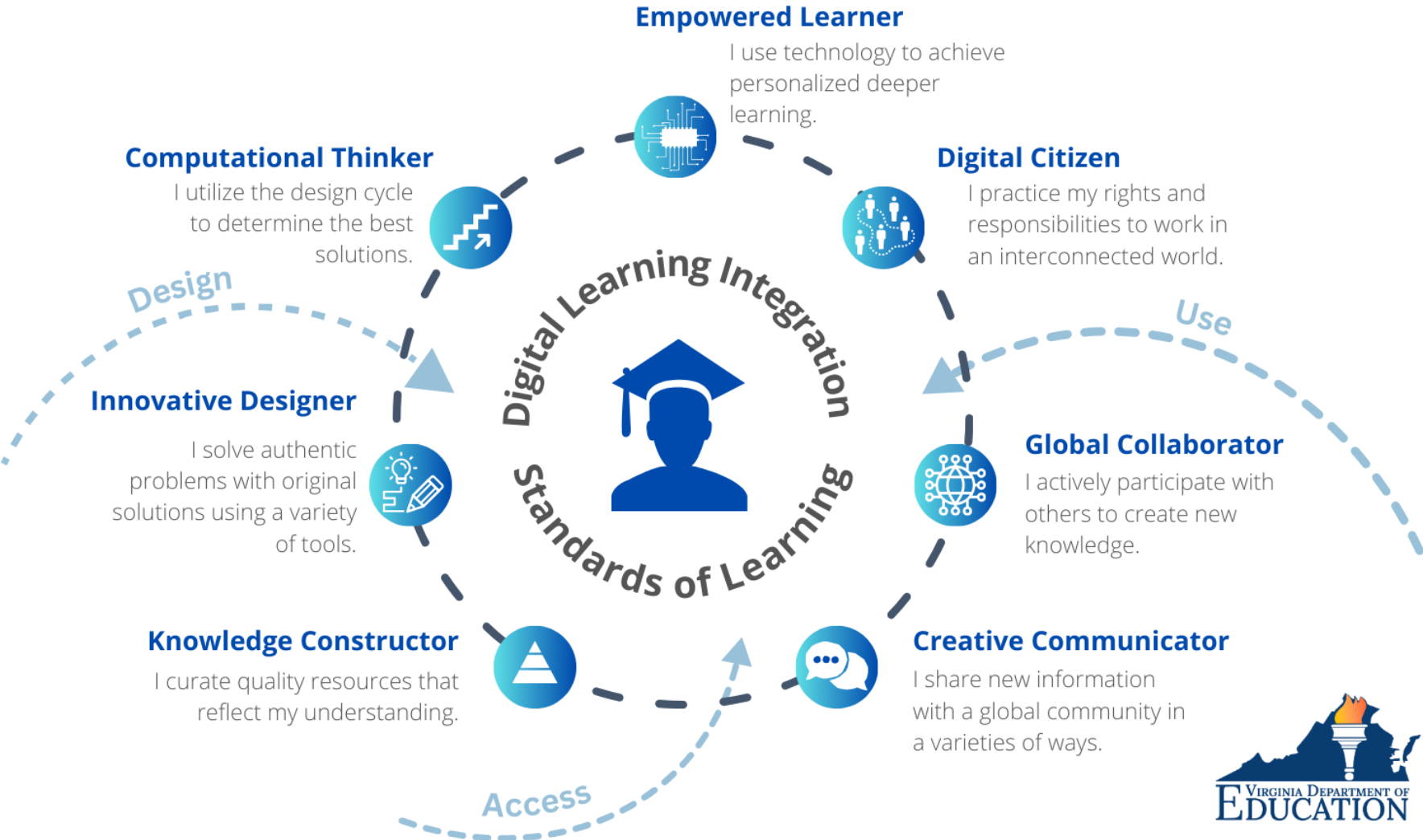
- Facilitating administrator understanding of digital citizenship, digital safety, and digital identity and its role in school community and safety
- Supporting administrators by staying aware of emerging trends in digital safety
- Supporting the resolution of digital safety issues that affect student learning



Families and Community

- Assisting in communication with the community to increase understanding of digital citizenship, digital safety, digital identity and its role in school community and safety
- Informing student families of the acceptable use policy and related expectations for usage of division instructional technology and digital resources
- Providing families best practices for protecting children online and safeguarding their digital identity
- Promoting opportunities and inform families of challenges related to online safety for children

Digital Learning Integration Standards of Learning



ITRT and Digital Learning Integration

- The ITRT is instrumental in the digital learning integration cycle, promoting:
 - **Professional Learning:** Evaluating impact and continuous improvement.
 - **Data-Driven Practices:** Identifying needs, goals, and resources.
 - **Connected Learning:** Understanding emerging trends.
 - **Learning Design:** Developing authentic, personalized learning pathways.
 - **Collaboration:** Working together to improve instructional practice and outcomes.

ITRT Problems of Practice

Break up into groups of 3-4 (assigned).

Come up with a plan based on the problem and impact for your discussion activity.

Think about what your current role in your school(s) and create some effective strategies, ideas, and supports for your school community.

Professional Learning

Scenario: Cyberbullying in the Classroom

The Problem:

In a group project, one student actively contributes ideas but is deliberately ignored by their teammates, who engage only with one another. When the student expresses frustration, they are mocked in the online discussion board, undermining their confidence. Their contributions are further sabotaged when another teammate manipulates shared documents to make their work appear incorrect, while others coordinate downvotes on their posts to diminish their credibility. As the student's motivation declines, they consider withdrawing from the project altogether. The teacher is unsure what to do and feels helpless.

Professional Learning

Scenario: Cyberbullying in the Classroom

The Impact:

The cyberbullying is creating a toxic environment that distracts from learning. Victims are disengaging from both virtual and in-person classes, and parents are voicing concerns about the lack of accountability.

The teacher is overwhelmed and unsure about policies or strategies for managing online misconduct, which affects morale and confidence.

Discussion Activity:

What are some solutions that could be used to mitigate the negative effects of or help to eliminate the cyberbullying? What are some strategies that could be provided to the teacher?

Data-Driven Practices

Scenario: Lack of knowledge in data strategies

The Problem:

A teacher struggles to effectively integrate technology into their instruction due to a lack of personalized support and data-driven strategies. Although student performance data is readily available, teachers often face challenges in analyzing and utilizing it to make informed technology-driven instructional decisions.

Data-Driven Practices

Scenario: Lack of knowledge in data strategies

The Impact:

Without targeted, data-driven support, technology integration may become inconsistent, failing to enhance student learning outcomes. Teachers may feel overwhelmed by digital tools, leading to underutilization or ineffective implementation. Additionally, students may not receive the individualized learning opportunities that technology can provide, potentially widening achievement gaps.

Discussion Activity:

What are some strategies that you can provide the teacher? What are some ways that you can help encourage your teacher to use the data in the classroom to help improve student learning?

Connected Learning

Scenario: Connecting teachers to emerging technologies

The Problem:

Despite the school's commitment to integrating Connected Learner principles, educators struggle with fully adopting digital tools and collaborative learning strategies. Many teachers lack confidence in technology use, while students show varying levels of digital literacy. This inconsistency causes lack of engagement, collaboration, and self-directed learning. These are key principles of the Connected Learner model.

Connected Learning

Scenario: Connecting teachers to emerging technologies

The Impact:

Student engagement in the classroom has decreased, and the instructor may feel overwhelmed by digital platforms, which then delays implementation. Not all students have equal access to technology or understand how to use it effectively. Without full adoption, students miss out on valuable digital fluency skills.

Discussion Activity:

What are some solutions that may help to teachers in the school to try out new technologies for both themselves and for their students?

Learning Design

Scenario: Connecting teachers to emerging technologies

The Problem:

A teacher struggles to effectively integrate digital tools into their instructional design, leading to inconsistent student engagement and learning outcomes.

Learning Design

Scenario: Connecting teachers to emerging technologies

The Impact:

Some teachers may feel uncomfortable with using digital platforms, which slows the adoption of tech-driven instruction and limits its effectiveness in the classroom. Lack of access to technology and digital literacy skills can create disparities, leaving some students unable to fully participate in digital learning opportunities.

Discussion Activity:

How can Learning Designers create a structure that supports educators in integrating digital tools while maintaining student-driven success?
What could that look like in a classroom?

Collaboration

Scenario: Struggle to Collaborate

The Problem:

Educators and students often struggle with meaningful collaboration due to individual teaching practices, lack of structured communication, and limited use of technology to enhance teamwork. Many teachers work independently without cross-disciplinary collaboration, and students engage in group work without truly leveraging collective problem-solving or peer-driven learning

Collaboration

Scenario: Struggle to Collaborate

The Impact:

Teachers miss opportunities to share best practices and co-design learning experiences. Without strong collaboration, students struggle to develop essential teamwork, leadership, and communication skills. Without a collaborative focus, ideas for adopting project-based learning and inquiry-driven instruction become difficult and does not help students learn their potential.

Discussion Activity:

What are some strategies or ideas you can try to get your teachers engaged with one another? What are some ideas to get students involved in collaboration?

Conclusion

Empowering Educators - ITRTs train teachers to use technology effectively in the classroom.

Enhancing Student Engagement - They introduce digital tools that make learning fun and personalized.

Optimizing Classroom Technology - They ensure tech works smoothly and supports learning goals.

