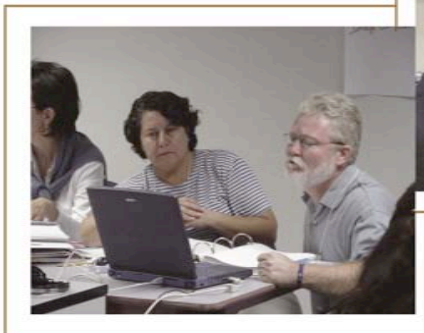


# 4) Professional Development



The BorderLink Project was distinctive in its approach to professional development. School districts typically offer training to their teachers. But the BorderLink Project offered training to a broader audience than just teachers - an audience that included administrators, counselors, board members, technical support personnel, community members, parents, and students. During the five years of the BorderLink Project, nearly 1000 educators participated in technology training. These numbers represent a significant critical mass within BorderLink schools.

The training has taken various forms: institutes for general audiences, institutes for special audiences, stand-alone workshops, and training for students working with teachers. All of the professional development aimed to empower stakeholders to use technology in significant ways to impact teaching and learning. Many of the institute-style training programs followed a model developed by the Butte County Office of Education in association with California State University Chico. These programs often included "CTAP" in their titles (CTAP stands for the California Technology Assistance Project, a statewide educational technology initiative).

# 4) Professional Development

## Institutes for General Audiences

☞ **CTAP 9 Online.** The CTAP 9 Online website offers online courses in personal proficiency skills, technology integration into curriculum, information literacy, standards, and assessment. The BorderLink Project purchased access to CTAP 9 Online for all our teachers, administrators, and counselors, and we gave them training in using the online courses. CTAP 9 Online is a fee-based program administered by the Butte County Office of Education, and you can find more information about it at [www.ctaponline.org](http://www.ctaponline.org).

☞ **CTAP Online Mentor and Site Administrator Program.** Due to the successful implementation of CTAP 9 Online, the BorderLink Project offered several mentor and site administrator programs to develop a sustainable professional development program within project schools. Technology leaders from each school were instructed and provided the tools necessary to help their own site's teachers understand, apply, and teach technology—even past the point when the BorderLink Project ends.



# 4) Professional Development

☞ **CTAP 295: Teaching with Technology and Teaching with Technology II.** These yearlong professional development programs were very intense, requiring 120-hours of commitment on the part of the participants. The objective was to help educators view technology as a means to establish new and challenging learning environments that required students to think, explore, and create. These institutes provided the instruction, tools, and resources for educators to learn how to develop a standards-based, data-analyzed, web-delivered lesson for their students. We placed the teacher-created units on the Internet at [www.borderlink.org](http://www.borderlink.org).

☞ **Technology Integration: Standards and Beyond.** This course offered educators a scaled down version of the CTAP 295: Teaching with Technology course, totaling 45 hours of instruction and practicum activities. This unique learning experience not only enhanced the teachers' knowledge about content standards, technology, and assessment, but also provided an intensive technology proficiency program during which the teachers created a portfolio that demonstrated their knowledge of computer

applications. As with the Teaching with Technology courses, college credit was available.

☞ **Guidelines for Evaluating Web-Enhanced Lessons.** This is an online mini-course to help teachers find and assess web-enhanced lessons that other teachers created and to design their own online lessons. It has been described as a "miniature instructional design course." One of the more innovative aspects is the online survey that teachers use to keep notes while reviewing a lesson—and then they email the results of the assessment to themselves.

## Institutes for Special Audiences

☞ **ELD Plus.** English Language Development (ELD) is an important initiative in BorderLink schools, because so many students do not speak English as their first language. The BorderLink Project contracted with California State University Long Beach's Center for Language Minority Education & Research (CLMER) to provide professional development for teachers of English

Learners. Participants in the ELD Plus program from five BorderLink high schools participated in two, 2-day training sessions. The CLMER training focused on the six basic components of a program called Specially Designed Academic Instruction in English (SDAIE). The participants learned specific strategies to improve instruction for English Learners, including how to incorporate appropriate SDAIE techniques into their content areas, as well as how to adapt their online lessons (created during earlier CTAP 295 classes) to be more useful for English language learners. The SDAIE-modified online lessons are available on the BorderLink website ([www.borderlink.org](http://www.borderlink.org)).

☞ **English Learner Mentoring (ELM) Online Professional Development Modules.** To continue the BorderLink ELD professional development efforts, in 2004 the BorderLink Project hired two consultants from the San Diego County Office of Education's English Learner Academy, a summer training-of-trainers program for teachers of English Learners. The consultants collaborated with the BorderLink management team to produce a series of online modules that provide essential information and resources

# 4) Professional Development

related to ELD/SDAIE instruction. Topics include: belief systems, research-based theoretical foundations, teaching strategies, lesson plans (ELD vs. SDAIE), assessment, accountability, supervisor perspective, and additional resources. The online modules are available at [www.borderlink.org](http://www.borderlink.org).

☞ **English Learner Academy (ELA) Training.** To accompany the ELM online professional development modules, the BorderLink Project provided full scholarships for qualified ELD teachers to attend the 5-day summer English Learner Academy at the San Diego County Office of Education. The purpose was to train a team of ELD/SDAIE teacher-leaders, who would then assist other BorderLink Project teachers in the development and implementation of a well-articulated, standards-based ELD/SDAIE program.

☞ **AP Teacher Training.** Teachers of advanced placement courses participated in a series of workshops aimed toward their special needs and interests. The program consisted of three components: seminars about using technology in AP classes, workshops focused on productivity software, and practice sessions during which the teachers

created instructional units. The teachers also attended a week-long AP seminar sponsored by the College Board, resulting in a cadre of AP teachers in our schools who are well-trained and enthusiastic about their subjects.

☞ **Counselor Summer Institute.** BorderLink counselors attended a three-day summer technology institute that featured topics such as how to create a counseling web page for their schools, produce *PowerPoint* presentations to share information with students, parents, and administrators, and search websites of value to the counseling program. We offered three days of follow-up sessions throughout the year to support counselors as they began to use their new skills.

☞ **Technology Leaders Training.** Through an application process, a Technology Leader from each BorderLink school was selected to participate in this program. These leaders received extensive training about videoconferencing: basic set up, advanced usage, troubleshooting techniques, and systems support. The Tech Leaders learned about networking operations, basic troubleshooting,



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rich-media communications (which are online presentations that include audio and/or video), and using tools such as *Microsoft Producer*. More information about this program is available on the BorderLink website at [www.borderlink.org](http://www.borderlink.org).

- ☞ **Advancement Via Individual Determination (AVID) Training.** AVID is a highly acclaimed international program that produces remarkable academic and college-going results in students who may be the first in their families to consider attending college. AVID teachers in BorderLink schools met once per month, and our project staff taught the teachers technology skills to support AVID students.
- ☞ **Distance Learning for Chemistry, Art, and History Teachers.** In an effort to meet the needs of teachers in specific subject areas, the BorderLink Project provided professional development via satellite. Educators participated in video workshops over the course of several weeks. The Annenberg-produced courses included Reactions in Chemistry, Arts in Every Classroom, and Primary Sources: Workshops on American History. Graduate credit was available.

- ☞ **Principal Training Program (AB 75).** The BorderLink Project supported the California Department of Education's Principal Training Program, and we offered technology training to over 100 administrators from Imperial County and 150 administrators from San Diego County. This intensive research-based program provided instruction in: 1) leadership and support of student instructional programs; 2) leadership and management for instructional improvement; and 3) instructional leadership and management strategies regarding the use of instructional technology to improve pupil performance. More information about the Principal Training Program is found at the California Department of Education website at [www.cde.ca.gov](http://www.cde.ca.gov).



# 4) Professional Development

## Workshops/Conferences

- **Test Preparation.** A series of workshops trained teachers to help students prepare for high-stakes exams. We offered trainings in SAT and California High School Exit Exam preparation. The result is a cadre of teachers who have been trained in test prep in BorderLink schools—with at least one trained teacher at each site.
- **Workshops for Counselors.** The BorderLink Project recognized the importance of school counselors in helping students to overcome barriers to post-secondary opportunities. Therefore, we have given attention to providing meaningful professional development to this vital group through such programs as:
  - **School Counseling Program Training.** This one-day intensive training for counselors and administrators provided them with an understanding of the changing role of the professional school counselor and easy ways to use data to effect change.

There was a four-day follow-up training that resulted in Comprehensive Guidance Plans for their schools.

- **Imperial Valley Counselors' Roundtable Kick-off Conference.** In partnership with the Imperial County Partnership of Higher Education, the BorderLink Project offered a yearly conference to 150 counselors. This was an opportunity for colleges to update counselors on university requirements, financial aid, impacted majors, and other college-related topics.
- **Online Application Trainings.** This training showed counselors how to assist students in completing college applications for admissions, with a focus on completing the online applications to the University of California and California State University.



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- **FAFSA Online Training.** The Free Application for Federal Student Aid (FAFSA) is an important form for students who are going to college. The BorderLink Project offered yearly FAFSA workshops for counselors, in partnership with the local community college. Counselors were trained in how to complete both online and paper FAFSA forms.
- **Desktop Videoconferencing Training.** Throughout the five years of our project, we have given many workshops to teach participants about the concept of videoconferencing, how to use the Polycom ViaVideo (desktop videoconferencing) units, and what types of classroom resources are available through videoconferencing.
- **LinkWorld Training.** Teachers, administrators, counselors, and students participated in several training sessions each year to learn about LinkWorld, the BorderLink Project's virtual world. Workshop participants learned how to download the software, access the virtual world, navigate through the 3D world, and access the numerous web resources that are organized for easy access within LinkWorld.
- **Streaming Media Resources.** The BorderLink Project provided online resources to support standards-based instruction in the classroom for all BorderLink teachers. We delivered streaming media content to educators and students over the Internet and provided licensed content such as educational videos and instructional lessons.
- **Educational Technology Conferences.** We offered four educational technology conferences in an effort to develop and support a community of computer-using educators. These two-day events included

keynote speakers and over 40 conference sessions each year. The fourth technology conference modeled the use of technology in a special and unique way. In an effort to be more accessible to a greater audience, the BorderLink Project supported a month-long online technology conference. This allowed participants 24/7 access to the conference from anywhere. As a matter of fact, 900 people from 40 states and 12 countries attended the first online conference in February 2004.

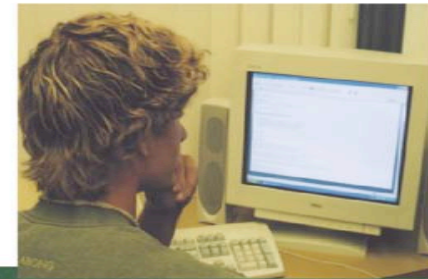


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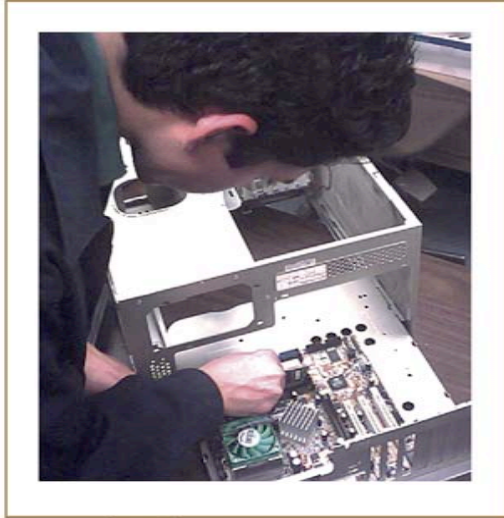
☞ **Grant Writing Workshops.** The BorderLink Project hosted a statewide videoconference to provide professional development in grant funding. This workshop was a collaborative effort with the Santa Clara County Office of Education, who provided the workshop facilitator and presenters. In addition, BorderLink staff have also provided multiple grant writing workshops for educators in San Diego and Imperial Counties.

## Student Training

☞ **Generation YES Training.** To assist our schools in developing a sustainable professional development program in technology after our project ends, we implemented the Generation YES program during the last two years of the BorderLink Project. In the GenYES program, students were trained to assist teachers in integrating technology into their classrooms. Specifically, student-teacher teams were formed, and then



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decided which lesson plan, curriculum unit, or other school need to address by developing a technology-enriched curriculum project, produced together. Students not only learned the technology skills necessary to complete the projects, but they also learned “soft” skills, such as communication, collaboration, planning, and how to work well with teachers. Student training took place in elective courses during the school day or in after-school programs. The result was a group of trained teachers who can continue teaching GenYES students, who will likewise continue to train and assist other teachers. The GenYES program and materials—plus more information about this program that has received kudos from the US Department of Education—are available at [www.genyes.org](http://www.genyes.org).

☞ **Generation TECH Training.** Generation TECH offered schools a student-centered approach to technical support. Students received tech support training and access to online support tools. Then the students themselves ensured that the technology and infrastructure at their schools were maintained in good shape. The students learned responsibility, problem-solving skills, cooperation, and technical skills. In addition, they gained marketable job skills, excellent habits of mind, and a sense of pride that resulted from knowing that they significantly increased their school’s ability to integrate technology. More information about the GenTECH program is available at the Generation Yes website at [www.genyes.org](http://www.genyes.org).



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