



On behalf of the U.S. Department of Education's (Department) Office of Safe and Supportive Schools, the Title IV, Part A Technical Assistance Center (T4PA Center) provides State education agencies (SEAs) and their State coordinators (SCs) with dedicated support for implementing the Title IV, Part A Student Support and Academic Enrichment (SSAE) program. This document details select efforts by the T4PA Center during its Base Year of operations to facilitate the achievement of program goals.

# Supporting Effective Use of Technology

## INFORMATION SHEET

If a local education agency (LEA) expresses a need in supporting the effective use of technology to personalize learning, Title IV, Part A State coordinators can use the following information to support LEAs as they conduct their needs assessment, prepare their LEA application, consider how to evaluate their effort, and/or seek additional information.

### The Educational Technology Landscape and ESSA

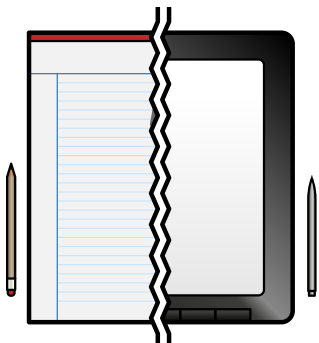
- Advances in technology tools for education have changed the ways teachers, administrators, families and students teach, learn, and interact with each other.
- Schools and districts may now be likely to enrich student learning and access with online courses, videos and other interactive materials, and they may engage families through online portals, social media, and learning management platforms.
- ESSA and Title IV-A prioritizes the role of educational technology in supporting improved outcomes for all students; provides the first federal definitions for Universal Design for Learning (UDL), digital learning, and personalized and blended instruction.



[2017 National Education Technology Plan](#)

[How does digital accessibility and Universal Design for Learning \(UDL\) impact your district's technology planning process?](#)

### The Digital Divide, Digital Use Divide, and The Homework Gap



- Progress has been made in closing the digital divide through increased availability of computers, interactive tools, high-speed internet, and Open Educational Resources (OERs) in K-12 classrooms.
  - The “digital use” divide refers to ensuring that all students have access and opportunity to use technology in transformative ways to create, design, and build.
  - Gaps in technology access and use persist for racial and ethnic minorities, low income families, families with lower levels of educational attainment, and families in rural areas.
- As with physical access to technology, technology *use* tends to be unequal and may worsen existing equity gaps – for example, technology that is inaccessible for students or families with disabilities, or a lack of technology access at home preventing students from completing work (the homework gap).

[2017 National Education Technology Plan](#)

[#GoOpen District Launch Packet](#)

[ISTE Standards for Students](#)

## How LEAs Can Better Understand Related Needs

### Questions to Explore:

*What are current infrastructure needs?*

*Does the current level of technology infrastructure support goals for digital teaching and learning?*

*What percentage of students have access to broadband and technology devices at home?*

*What skills and strategies do teachers need to feel prepared to use technology effectively in their classrooms?*

### Data to Explore

- Infrastructure Inventories:

[\*Building Technology Infrastructure for Learning\*](#)

[\*Putting in Place a Robust Infrastructure for Learning\*](#)

[\*Florida Department of Education Technology Resources Inventory\*](#)

[\*Utah School Technology Inventory\*](#)

- Professional Development Needs Assessments:  
[\*A PD Plan That Works: Begin By Asking Teachers What They Need\*](#)  
[\*Educator Professional Learning Temperature Survey\*](#)
- Qualitative Data: Surveys of students and families on technology access and use at home; surveys of teacher needs.

## Common Approaches LEAs Are Using to Address EUT

### Prioritizing building teacher capacity around the effective use of technology

- LEAs focus on building teacher capacity to use technology with specific populations — students with disabilities (including the effective use of assistive technology supports); students who are English learners and their families; students in rural or remote areas who may lack access to devices and high-speed internet; and other identified marginalized or underrepresented populations.
- States and LEAs explore ways to expand professional development offerings to underserved school communities (e.g., remote, rural, or high poverty areas) through online learning, virtual communities of practice, and collaborations with other districts.
- LEAs design personalized professional development to support teachers in: using technology for formative assessment; supporting learner variability; using student data to inform instructional decisions; identifying and selecting high quality digital materials, including OERs; integrating technology tools into the classroom.

[\*Personalized Professional Learning for Future Ready Leaders\*](#)

[\*ISTE Standards for Educators\*](#)

[\*Future Ready Schools\*](#)

### Using Technology to Personalize Instruction for All Students

- LEAs amplify their efforts to personalize instruction through strategic use of accessible technology tools to facilitate online and blended learning.

- Technology tools for learning can support LEAs in developing learner profiles and customized learning paths.
- States and LEAs use Universal Design for Learning principles to support selecting tools and resources that meet a wide range of learner needs.

[\*Nonregulatory Guidance Student Support and Academic Enrichment Grants\*](#)

[\*Using Technology to Personalize K-12 Instruction\*](#)

### Using Technology to Expand Access to High Quality Content and Learning Opportunities

Effective technology use can serve as a lever for expanding access to high quality curriculum, as well as serving as an amplifier for the evidence-based practices implemented in the well-rounded education and safe and healthy students priority areas.

- Some LEAs have used technologies such as telemedicine/telehealth to expand student and community access to clinical expertise such as counseling and mental health services and assistive technology consultations.
- LEAs in rural and high poverty areas have implemented innovative solutions to the “homework gap” through community wifi hotspot initiatives, wifi-enabled school busses, and district provide mobile hotspots for students.

[\*Rural Students: Technology, Coursework, and Extracurricular Activities\*](#)

[\*Anacortes School District Digital Transformation Technology Plan 2018-2022\*](#)