



**Florida Council of Instructional Technology Leaders
Instructional Technology Leadership Award:
2017-18 Innovative Principal of the Year
Nomination Form**



District Name: Polk County Schools

Nominating FCITL Voting Member Information

Nominating FCITL Member (must be voting member for district): Cristie DeVane

Street Address: 5204 US Hwy 98 South

City/State/Zip: Lakeland, FL 33813

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Principal Nominee Information

Name: Brian Andrews

Professional Title: Principal

School Name: Lawton Chiles Middle Academy

Work Address: 400 N. Florida Avenue

City/State/Zip: Lakeland, FL, 33801

Work Phone: 863-499-2742

Cell Phone: 407-808-2700

Work Fax: 863-499-2774

Work Email: brian.andrews@polk-fl.net

All information described above needs to be organized into a single MS Word .doc electronic file. Completed nomination materials and are due by Friday, November 3,

2017. *Nomination materials are to be sent via email to Gary Evans*
(gary.evans@audioenhancement.com).

BRIAN ANDREWS

1905 Seminole Trail, Lakeland, FL, 33803 407-808-2700 brian.andrews@polk-fl.net

VISION

In an increasingly complex and technologically dependent world, we must ensure that all students have the opportunity to be creative, collaborative, critical thinkers, who take full advantage and further evolve our tech driven world. As a leader in education, I strive to create an environment where students are proud of their community and culture, valuing their differences of others, and partake in experiences that will shape them as leaders in global society.

EDUCATION

University of Central Florida Orlando, FL
Educational Leadership Certification 2001

Hofstra University Hempstead, NY
Master of Science in Secondary Education 1995

Bachelor of Arts in English Literature 1989

EXPERIENCE

POLK COUNTY PUBLIC SCHOOLS, Polk County, FL

Lawton Chiles Middle Academy, Principal ***2014- present***

Provide administrative and instructional leadership, build community partnership, and ensure ongoing innovation and excellence to one of the highest performing middle schools in Florida

- Led the school through obtaining and maintain International Baccalaureate accreditation
- Implemented ambitious, innovative technology development plan including establishment of the district's first Digital Fabrication Lab
- Provided ongoing support for teacher development and excellence
- Implemented rigorous IB /STEM curriculum
- Played a key role in establishing and supporting culture of diversity and growth mindset
- Manage operations, budget, assets and technology; obtain additional funding through actively seeking grants and partnerships
- Maintained school grade "A" and led the school to the recognition as "Florida School of Excellence"
- Developed parent, community and business partnerships to enhance student experiences and assure sustainability of programs

Jewett Middle Academy, Assistant Principal of Curriculum

2012-2014

Provided instructional leadership & teacher development to assure high performance and innovative pedagogy

- Collaborate with students, parents, teachers, and administrators to enhance relationships and positively impact academic, social, and emotional progress of all students
- Assist in creating an administrative team that is compassionate, consistent, honest, and believes that all students are capable of improving their academic, social, and emotional functioning
- Collaborate with the administrative team and coordinators to align school-based curricula and Florida state assessments to improve academic achievement
- Implement innovative technology integration plan to increase number of tech coaches and use of technology within the curriculum

Ridge Community High School, Academic Dean & Testing Coordinator

2010-2012

Coordinated curricular and testing efforts to raise student achievement.

- Served as a resource to staff in dealing with classroom management and instructional issues.
- Implemented comprehensive school behavioral expectations.
- Assisted staff and parents in developing student behavioral and academic expectations.
- Assisted in the planning, developing and implementing of individual student academic plans. Coordinated alternative education placement for students.
- Assured proper implementation of technology based testing and use of technology in assessment

United Arab Emirates Education Counsel
Teacher Supervisor

2009

ORANGE COUNTY PUBLIC SCHOOLS, Orange County, FL

Assistant Principal of Instruction 2002 to 2009
Administrative Dean 2000 to 2002
Dean, English Teacher, SAFE Program Assistant 1995 to 2000

Mid-Florida Tech Orange County, FL
GED Program Instructor 1996 to 1999

Excel Alternatives, Inc. Sanford, FL
Advocate 1996 to 2000

United Cerebral Palsy of Suffolk County Commack, NY
Staff Counselor 1985 to 1992

AFFILIATIONS

Association for Supervision and Curriculum Development (ASCD)

National Association of Secondary School Principals (NASSP)

National Council of Teachers of English (NCTE)

A statement to describe the nominee's specific role in supporting the effective use of digital technology to support teaching and learning.

Mr. Andrews has always been a champion and innovator in the field of educational technology. From his early days as a teacher, Mr. Andrews has understood the critical role that technology plays in our society and the need for providing students with technology rich experiences. As Principal, Mr. Andrews has led the innovation and continually pushed the limits seeking innovative opportunities. Under his leadership, Lawton Chiles Middle Academy has become a true leader of technology innovation and mentor to other schools seeking to increase technology access and integration.

Mr. Andrews leads by example by constantly modeling technological innovation. He constantly communicates with teachers, students, parents and community via technology through email messages, apps such as Remind, his school social media sites, school and personal web sites. He keeps abreast of new technology developments and encourages teachers to try new tools and raise the level of technology integration to foster student creativity and digital acumen. Mr. Andrews utilizes the Technology Integration Matrix to provide actionable feedback to teachers and partakes in technology based professional learning opportunities. Through his leadership, teachers are encouraged to seek professional experiences through conferences such as ISTE and FETC, work with colleagues to explore new ways to integrate technology and participate in PLCs to engage in collegial discussions and technology training. His technology plan includes constantly seeking innovative technology solutions, developing a feasible professional development plan and actively pursuing funding opportunities. Under his leadership, Lawton Chiles Middle Academy has developed the first district Fab Lab allowing students to translate their digital ideas into material products. He has also assured that ALL students have adequate digital access, thus promoting digital equity among the school's diverse population. Commitment to providing equity and leadership is also visible from outreach to other schools and community. Under Mr. Andrews's leadership, Lawton Chiles Middle Academy has served as a mentor school for technology innovation such as digital fabrication and modeling hosting teachers from other district's schools and providing peer support.

Mr. Andrews is committed to support teachers' technology dreams and ventures. For example, this year the school's math teachers are making math authentic as they embark on an ambitious project to build Raspberry Pi driven computers for students and schools in third world countries with each component of the computer produced on site. At the same time, the global technology course is taking service learning to tech level, by developing opportunities to work with international foundations such as Enabling the Future that provides 3D printed prosthetic hands for children in need across the globe. Mr. Andrews's embrace of instructional technology as a pivotal tool of equity and preparation of 21st century graduates is inspiring his staff to take risks, try new tools and continually seek new ways to engage and improve academic performance for all students through technology.

1. How do you help reduce or remove barriers for effective technology use in your school or school system? (250 word limit.)

To evaluate effectiveness, I utilize surveys, observations, blogs and student/teacher/ parent feedback.

Access and adequacy of tools. I constantly seek partnerships and grants to ensure access to adequate amount of technology. I encourage teachers to volunteer for pilot opportunities and make changes to accommodate new opportunities. This has resulted in students having access to the fabrication lab, photography, robotics, global tech class, adequate laptop cards, and instructional TV. In addition, I created hubs of access throughout the schools so students can innovate during and outside the class. For example, our media center hosts a variety of tools such as iPads, laptops and cameras. Our 3D printers are mobile and can be shared among the classes, along with other tech tools.

Access to opportunities for training and innovation. In order to embrace technology, teachers need time and opportunities for training. I make every effort to send teacher leaders to professional conferences, collaborate with district tech department and provide time during PLCs to exchange ideas, provide training and assist peers with tech integration. Teachers can observe classes using technology and co-teach courses for modeling. In addition, change and risk taking is encouraged. Through this approach, many new tools have been introduced such as Nearpod, paperless classroom, and teacher made web sites. In our school, exploration of new tools is encouraged. This year's target is introducing augmented reality through Zspace. Finally, assistance for teachers to align academic standards with technology rich activities is provided by our resource team, assuring desired student outcomes.

2. How do you evaluate the effectiveness of digital technology use in your school or district? (250 word limit.)

I believe that use of digital technology is key to academic success of our school, which this year was named a Florida School of Excellence. Personalization enabled by technology is central to our students' high performance. It allows students to monitor their own progression toward goals. However, there are many other measures of success, including student engagement and readiness for the 21st century world. Our school is diverse and not all students have access to technology at home. Therefore, exposing students to technology that they will need to be successful in high school, college or vocation, is a critical concern. A vital measure of effectiveness is assurance of access to ALL students- at LCMA all students have an opportunity to learn technology skills and meet ISTE student standards. Through creating hubs of tech in our media center, students have access to learning tools before and after school. Another measure of effectiveness is student engagement. Our school has minimal attrition, low absenteeism and behavior incidents – all essential predictors of student success. The role of technology in each of our classrooms is critical for engaging digital natives in learning the way they like to learn. Furthermore, the measure of success is our students pursuing their dreams and interest – using technology our students have become photographers, TV producers, furniture designers, engineers, and

scientists. They have visited places they dream of through virtual field trips and collaborate with students across the globe. They have found their strengths, built their portfolios and developed interests in STEM fields.

3. What is your vision of how digital learning can prepare today's students to be successful in attaining college and career readiness and what have you done to move your school towards this vision? (250 word limit.)

As education leaders, we face the challenge of preparing students for the world and technologies that transcend the limits of our imagination. At the same time, many of our students still do not have access to what we consider as granted- computers and the Internet. My vision is to bridge that digital divide, one generation of students at the time. A school that prepares students for the future, equips them to handle the unpredictable, ambiguous and new. To do so, we must expose students to technology that allows them to create, imagine and invent. Technology needs to become an embedded, ever present and accessible tool to create anything. With the public school system, this agile new world meets with many barriers that can be overcome with determination and out of the box thinking. To provide such opportunity to my students, I constantly seek new ways to bring technology innovation to life. We established the first middle school Fab Lab in the district where students can imagine and engineer. We opened the classes for students to collaborate globally and to try out different technologies such as graphics, robotics and programming. We send our teachers to global forums such as ISTE and challenge them to bring new ideas and technology to students. These efforts will lead to student led learning, personalization based on need and interests, and a school in which teachers and students are partners. Students in our school will have access to industry certifications, global partnerships and will become technology leaders.

4. How is the use of technology assisting your school's endeavors for monitoring student academic progress? (250 word limit.)

LCMA utilizes digital tools to empower students to constantly monitor the progress toward outcomes. Students utilize technology for formative assessments used for teacher-student conferences in which individual student goals are set. Through varied platforms, students examine and modify their work and seek teacher feedback. Once the progress data is analyzed, individual goals and paths are set, allowing each student to experience success, whether that entails remediation or enrichment. Parents have ongoing access to student data, ensuring transparency and increased parental involvement. Teachers utilize a variety of digital progress monitoring tools, such as Kahoot or Socrative. Since we are moving toward a personalized learning model, students in core subjects often have individualized learning paths with monitoring of student outcomes. In addition, students develop and share a digital portfolio that provides an insight not only into outcome but also into process. It is this journey that gives teachers, students and parents a true picture of student learning. In addition to academic data, portfolios are essential in developing students' vision of the future and identifying strengths and weaknesses that will be addressed in consequent school assignments. Students, teachers and parents discuss these during the portfolios, making them partners in learning. While students have access to "package" software such as Achieve 3000 and I-station, teachers also actively create personalized learning paths

through open sources such as Khan Academy. The teachers frequently communicate with students and parents via email and social media, developing deeper relationship and further personalizing the learner experience.