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### Project Overview

**Ensuring Educational Excellence, E<sup>3</sup>**, is a collaborative instructional venture between **Calcasieu Parish School Board** and **McNeese State University**. As a result of participating in E<sup>3</sup> Institutes, Calcasieu Parish School System and McNeese State University expect MSU teacher candidates to know, understand, and be able do the following:

- Identify, analyze, and synthesize best technology integration practices that result in improved student achievement and correlate to the state-approved education standards, the NETS for students and teachers, and the Council for the Accreditation of Educator Preparation (CAEP) standards.
- Design and assess teaching and learning strategies with technology integration and create an online professional webfolio to secure a teaching position.

### CAEP Standards

CAEP has expectations for candidates and teacher education programs for knowledge and use of technology. The study of technology should provide an opportunity for teacher candidates to learn about the process and knowledge related to technology that is needed to solve problems and extend human capabilities. The Commission's development of standards was influenced especially by the InTASC Model Core Teaching Standards, the Common Core State Standards Initiative, and the National Board for Professional Teaching Standards' Five Core Propositions. Additionally, the Commission used the work of the International Society for Technology in Education (ISTE) and the Harvard Family Research Project (HFRP). The use of technology incorporates what candidates must know and understand about information technology to use it in working effectively with PK-12 students and professional colleagues in

1. delivery, development, prescription, and assessment of instruction;
2. problem-solving;
3. school and classroom administration;
4. educational research;
5. electronic information access and exchange; and
6. personal and professional productivity.

**Student Teacher/Resident Requirements:**

- 1. Two and one-half days of technology integration training with the following emphasis:**
  - Day 1 content focuses on digital citizenship, digital skills & resources, and assistive technology for the classroom.
  - Day 2 hybrid content focuses on exploring, applying, and integrating digital skills and resources that support curriculum -based lesson plans for student-created technology products. Content is completed in both a face-to-face learning environment and independent activities.
  - Day 2.5 provides the opportunity to develop a professional webfolio with the content created during days 1 and 2.
- 2. Two (2) lesson plans each incorporating student-created technology end products.**

Lesson topics should be developed based on the needs of students in the current student-teaching experience and should have cooperating teacher's approval. Each lesson should be taught during the student teaching semester to collect **student samples** to include in webfolios.

**TRAINING SCHEDULE**

E<sup>3</sup> Institutes are held at the CPSB Technology Support Center at 1732 Kirkman Street, Lake Charles LA 70601.

Day 1 content focuses on digital citizenship, digital skills & resources, and assistive technology for the classroom.

Day 2H (hybrid) content focuses on exploring, applying, and integrating digital skills and resources that support curriculum-based lesson plans for student-created technology products. Content is completed during a half day of face-to-face learning and a half day of digital independent activities. For planning purposes, participants are to have access to two (2) cooperating teacher-approved lessons using [MSU Lesson Templates](#) that will be taught prior to Day 2.5 of the training.

Virtual Office Hours are scheduled in between days 2H and 2.5 to provide support for the components needed for the webfolio.

Day 2.5 focuses on using the completed content from prior days of training to develop a professional webfolio for online public access at <https://www.cpsb.org/Page/10775>. All products developed in Days 1 and 2 are to be complete and accessible by this day of the training. Residents and cooperating teachers need to also have available a current resume excluding any personal addresses or phone numbers including references.

**FALL 2024 GRADUATES**

Day 1: January 3, 2024, at 8:00AM-3:00PM  
Day 2H: September 16, 2024, at 8:00AM-noon  
Virtual Office Hours for Support on October 28, 2024, from 7:45AM-3:15PM  
Day 2.5: November 18, 2024, at 8:00AM-noon

**SPRING 2025 GRADUATES**

Day 1: August 5, 2024, at 8:00AM-3:00PM  
Day 2H: February 17, 2025, at 8:00AM-noon  
Virtual Office Hours for Support on March 31, 2025, at 7:45AM-3:15PM  
Day 2.5: April 14, 2025, at 8:00AM-noon

**FALL 2025 GRADUATES**

Day 1: January 13, 2025, at 8:00AM-3:30PM  
Day 2H: September 15, 2025, at 8:00AM-noon  
Virtual Office Hours for Support on October 27, 2025, at 7:45AM-3:15PM  
Day 2.5: November 17, 2025, at 8:00AM-noon



Additional information available at <http://www.cpsb.org/e3>.