

Vision for technology

April 16, 2014



Supt. Advisory Committee

Ongoing, two-year conversation with school community

Infrastructure

Common Core
Standards

Curricular
Integration

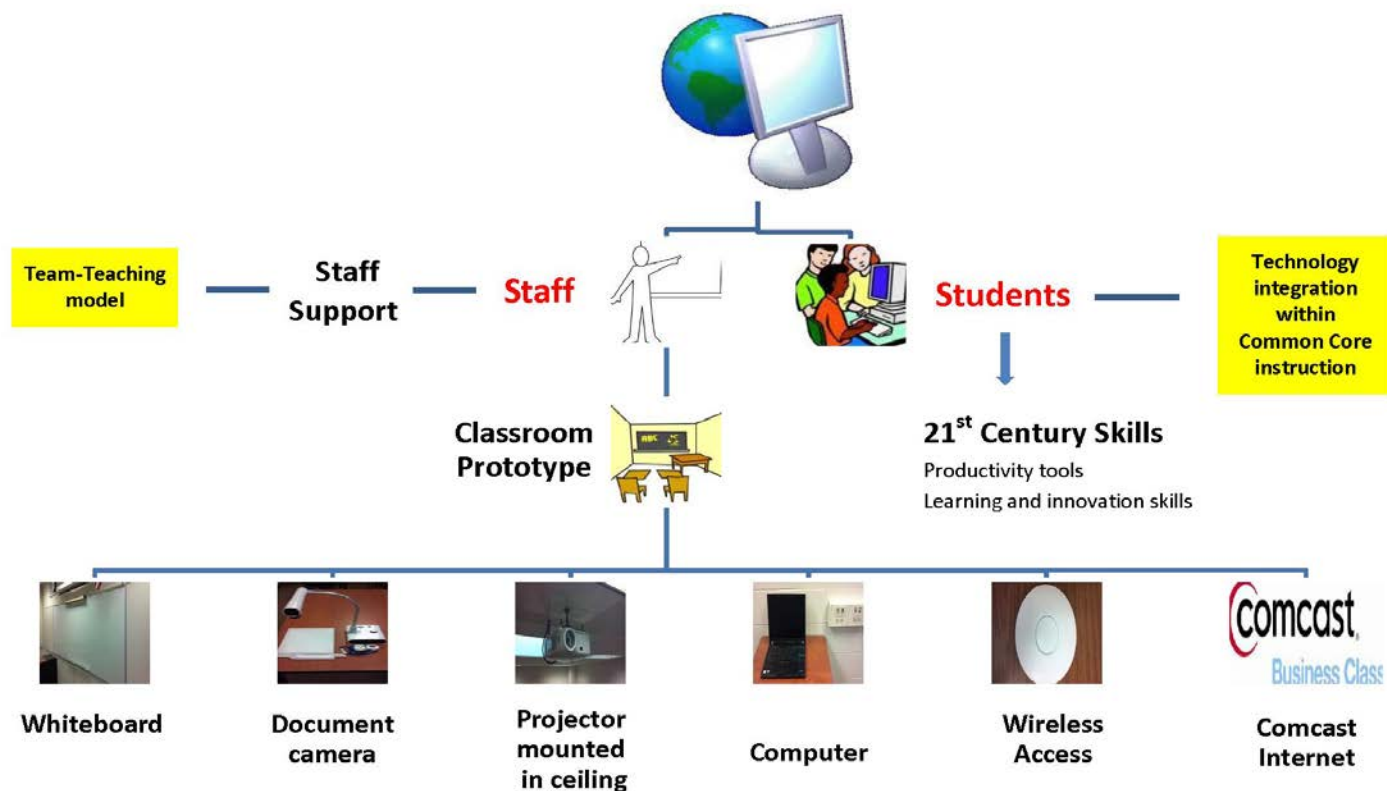
Staff Support

Devices/Costs

SHEF-funded
Pilot

Applied Tech

21st Century
Skills



Integrating Technology in the classroom



Jason Isdonas
Elementary

Mike Ruffalo
Gr. 5-6

Pam Hodgson
Gr. 7-8

Technology Integration within Common Core Standards

Reading Standards for Lit.

	Kdg.	1st	2nd
Integration of Knowledge and Ideas			Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Reading Standards for Informational Text

	3rd	4th	5th
Craft and Structure	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		

Writing Standards

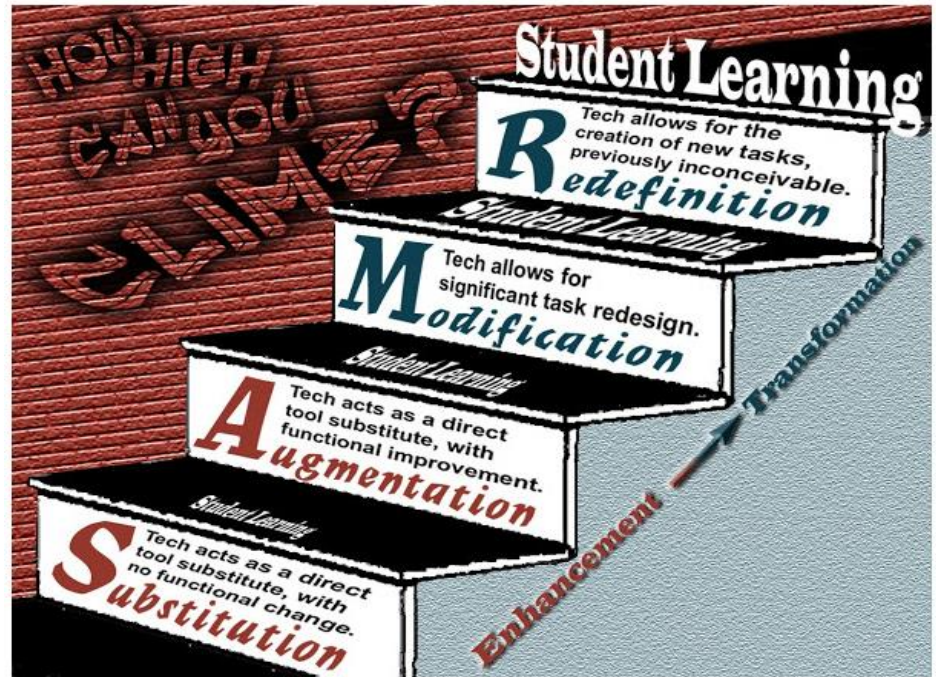
	Kdg.	1st	2nd
Production and Distribution of Writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	3rd	4th	5th
Production and Distribution of Writing	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	6th	7th	8th
Production and Distribution of Writing	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language Standards

	<u>Kdg.</u>	1st	2nd
Presentation of Knowledge and Ideas			Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	3rd	4th	5th
Presentation of Knowledge and Ideas	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	6th	7th	8th
Presentation of Knowledge and Ideas	Include multimedia components (e.g., graphics, images, music, <u>sound</u>) and visual displays in presentations to clarify information.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SAMR Model allows teachers to consider how they are utilizing technology in the classroom to adjust lessons to move up the continuum.

Many have just begun the climb. Most experiences in the classroom that involve technology are at the Substitution level: technology replaces what you could have done without computers.



Others have reached “Augmentation” for one or more lessons. Technology is an effective tool to perform a typical task. Oftentimes, there is a functional benefit, such as saving paper, and there begins to be an improvement in student engagement.

Some have reached “Modification”, where teachers are beginning to transform learning. Student tasks require technology and the classroom becomes student-centric as the questions begin to be generated by the students.

Some have reached the ultimate goal: “Redefinition of the Learning”, where learning would be inconceivable without technology. Students are engaged, collaboration is crucial, and questions and discussions are student generated.

Multi-purpose tool

We have researched a multi-purpose device that can replace multiple pieces of hardware items used throughout the district that would be compatible with the newest PARCC testing standards.

This solution would replace the following items:

- Teacher laptops
- Administrator laptops
- Computer lab desktop units
- Special Education computers
- Laptop computer carts

These devices would eventually be in every classroom for students use.

Multi-year rotation

The district will continue to follow its practice to roll out new technology to the teachers and staff. The only change is that instead of replacing a laptop or desktop with the same type of device, we will be replacing them with a tablet device which serves as a multi-purpose tool and serves the same function, if not more usefulness, in the learning environment.

In year one, we will replace the Summit Hill Junior High and Hilda Walker core subject teachers with new devices. We will also be adding new mobile tablet labs at all buildings to be used as replacement computer labs and team teaching/classroom usage.

In year two, we will replace laptops with tablets for the core subject teachers at Arbury Hills, Frankfort Square, Indian Trail, and Dr. Julian Rogus. We will continue to add additional mobile tablet labs at all buildings to be used as replacement computer labs and team teaching/classroom usage.

By year three, we will complete the rotation from laptops to tablets for teachers at all locations. We will continue to add mobile labs at the buildings. It is our goal to eventually have a set of mobile tablet labs in each classroom.



Roles and Responsibilities

- **Basic computer skill instruction, including keyboarding**
- **Integrate technology in the curriculum via co-teaching model**
- **Staff development**
- **STAR Enterprise administration and support**
- **Cloud collaboration (curriculum mapping)**
- **PARCC computer-based testing**
- **Troubleshooting**

Kindergarten Skills

Mouse Skills

- I can control the mouse
- I can use one finger to click

Keyboarding Skills:

- I can correctly type letters to form words
- I can use the space bar (one space between words)
- I can click enter to start a new line
- I can use the backspace key
- I can use the shift key to capitalize
- I can type my name using correct capitalization (?)

Browser Skills:

- I can open/close the Internet
- I can open a website from "Favorites"
- I can use the back button

Introduction to Internet Safety

Vocabulary

Computer
Curser
Click
Desktop
Keyboard
Printer
Personal
Scroll
Scroll Wheel
Favorites Bar
Mouse

1st Grade Skills

Mouse Skills

- I can control the mouse with one hand
- I can use my pointer finger to click
- I can click and strike enter to open a program/folder
- I can close a program

Keyboarding Skills

- I can correctly type letters to form words
- I can use the space bar (one space between words)
- I can click enter to start a new line
- I can use the backspace key
- I can use the shift key to capitalize
- I can type my name using correct capitalization

Browser Skills

- I can open/close the Internet
- I can use the favorites bar
- I can use the back button
- I can maximize a window

Microsoft Office Skills

- I can change font style
- I can change color of font
- I can change text size
- I can highlight text
- I can use punctuation (period)
- I can undo to fix mistakes

Internet Safety

- I can keep my personal information to myself
- I can use the internet with adult supervision

Vocabulary

Click & Drag	Webpage
Folder	Font
File	Space bar
Icon	Shift
Internet	Text
Program	Highlight
Shortcut	

2nd Grade Skills

Mouse Skills

- I can use scroll wheel
- I can drag-n-drop
- I can double click to open a folder using my pointer finger

Keyboarding Skills

- I can print a document using CTRL+P
- I can print using File, Print
- I can type 6 words per minute with 90%
- I can use arrow keys to arrow up, down, left, right

Browser Skills

- I can minimize a window

Internet Safety

- I can report unsafe situations to adults
- I can turn off my monitor if something makes me feel scared, uncomfortable or confused

Microsoft Office Skills

- I can use punctuation
 - Exclamation
 - Question mark
 - Comma
- I can use tabs
- I can use toolbars
- I can create a PowerPoint presentation from a template
- I can insert a picture from clipart
- I can save my file to my teacher's folder in the classes file

Vocabulary Words

Double Click	Browser
Clip art	Document
Print	Edit
CTRL (Control)	Delete
Minimize	Backspace
Insert	Tabs
Save	Toolbars
Window	Arrow Keys
Mouse	

3rd Grade Skills

Mouse Skills

- I can Right-Click

Keyboarding Skills

- I can use correct finger position while typing
- I can shift key with my pinky for capitalization
- I can type 10 words per minutes at 92% accuracy
- I can type one page, double spaced in an hour in size twelve font
- I can use both hands while typing

Browser Skills

- I can resize windows
- I can use multiple windows at the same time

Flash Drive

- I can find my flash drive in My Computer
- I can save to my flash drive

Internet Safety

- I can recognize unsafe situation and close the browser
- I can recognize cyber bullying and report to an adult

Microsoft Office Skills

- I can use the review tab to spell check
- I can cut, copy, and paste text and images in at least one of the following ways
 - Right- Click
 - CTRL-X/CTRL-C/CTRL-V
 - Using the tool bar
- I can insert sound recorded
- I can using the following punctuation
 - Colon
 - Semi-Colon
 - Apostrophe
 - Quotation Marks
- I can insert and delete slides in PowerPoint
- I can change the background color
- I can add transitions to my slideshow in PowerPoint

4th Grade Skills

Keyboarding Skills

- I can type 15 words per minute at 92% accuracy
- I can use the number pad
- I can type two pages, double spaced in an hour in size twelve font

Browser Skills

- I can use basic search skills
- I can locate webpages with teacher guidance
- I can refresh my webpage

Microsoft Office Skills

- I can insert a text box
- I can resize or delete a text box
- I can align text (right/center/left)
- I can crop pictures
- I can insert sound
 - From Clip Art
 - Recorded

Internet Safety

- I can take steps to avoid a virus
- I can recognize unsafe situation and close the browser
- I can recognize cyber bullying and report to an adult

Flash Drive

- I can rename my flash drive
- I can create a folder
- I can locate folders and documents
- I can properly remove my hardware

Vocabulary Words

Virus
Align
Crop
Refresh

Fifth Grade Technology Skills

Computer Skills

- o Save files to a flash drive
- o Rename file
- o Locate and open file on a flash drive or network folder
- o Keyboarding – 20 WPM with 92% accuracy

Word Processing Skills

- o Add header, footer, page numbers to document
- o Change alignments
- o Change fonts
- o Change columns
- o Change View – zoom
- o Insert pictures, clip art, shapes, Word Art
- o Change Paper Orientation
- o Change margins
- o Use text wrap
- o Crop pictures
- o Add bullets and numbers
- o Use Synonyms/ Thesaurus to replace words
- o Use Spellcheck tools
- o Use “Drag & Drop” to move pieces of text

Internet

- o Narrow a search by adding more key words, quotation marks, + sign
- o Copy & paste from Internet to word processing document (URLs, text, pictures)
- o Open new tab/window
- o Create and use a hyperlink
- o Identify internet dangers and ways to avoid them

Excel

- o Create a graph

PowerPoint

- o Create presentation
- o Insert shapes
- o Resize text boxes
- o Add transitions & animations

Sixth Grade Technology Skills

Computer Skills

- Keyboarding - 25 WPM with 92% accuracy

Word Processing Skills

- Change line spacing
- Add shapes
- Insert symbol
- Insert superscripts & subscripts
- Use Find/Replace tools
- Insert Drop Cap letters
- Create a table
- Add special effects to pictures
- Use Tab key to indent paragraphs
- Add page and text borders
- Add Columns

Internet

- Identify internet dangers and ways to avoid them
- Cite bibliographic sources
- Evaluate websites for reliability, accuracy and currency

Excel

- Create a graph/chart
- Sort & manipulate data

PowerPoint

- Create presentation
- Add pictures from Internet
- Add audio/music
- Add transitions, animations
- Add/rehearse timings

Jr. High Tech Skills

Keyboarding Skills

- I can keyboard 30 WPM with 92% accuracy.
- I can type three and a half pages, double spaced in an hour in size 12 font.

Browser Skills

- I can electronically organize my assignments.
- I can electronically turn in assignments.
- I can save files to an electronic source.
- I can use programs to create documents that I will turn in electronically.
- I can use online resources to create electronic presentations.
- I can use an online library to search for resources.
- I can use resources to support writing without plagiarizing while writing.

Microsoft Office Skills

- I can use Excel formulas to solve mathematical equations.
- I can apply programs that are needed to complete a project.
- I can save files as different types.
- I can recognize the different file types and what programs they associate with.
- I can create an electronic presentation to support curricular content.
- I can use technology to produce a piece of writing and publish it.

Computer Skills

- I can identify the main components of a computer that help me to use the computer properly.

Technology History of Summit Hill

1995-1996

- o Tech Plan created with advice from GSU
 - o 1 lab per building (50% Mac, 50% Windows)
 - o Teacher teams trained
- o Information Technology Resource Team (ITRT) formed

1997-2001

- o Goals 2000 Technology Training
- o Co-teaching in Primary buildings

2002-2003

- o Technology class becomes plan time
- o Keyboarding & tech integration week added to primary schools

After 2003

- o All labs eventually replace Macs with Windows computers

Instructional Time at Walker

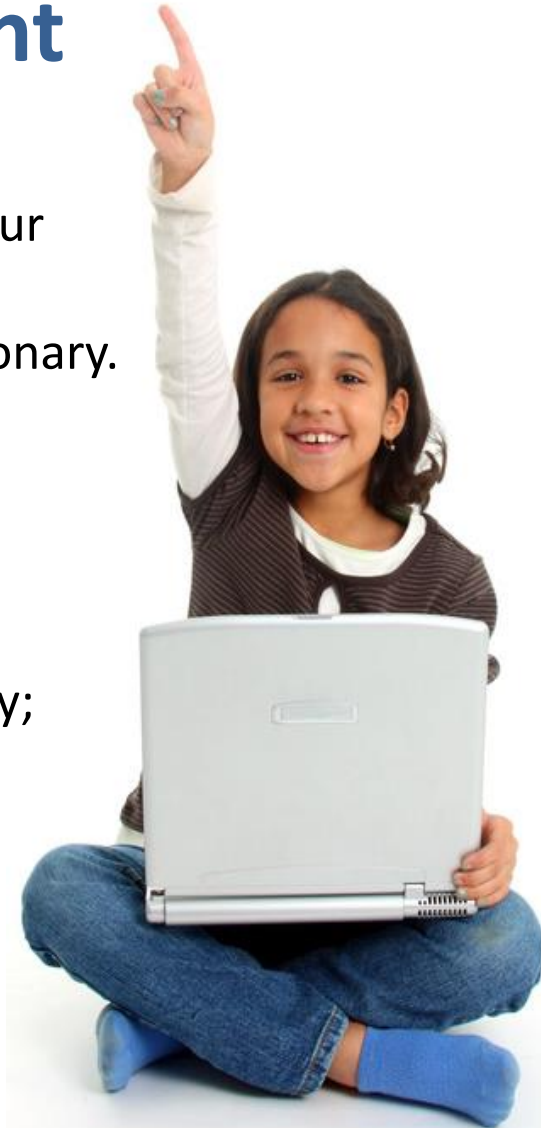
- o Before 2002 – once per week all year
- o 2009 – 3 times per week for 9 weeks (35 min.)
- o 2014 – 2 times per week for 12 weeks (45 min.)

Our vision: Technology in support of educational improvement

Our vision is that students will develop the technological competencies needed to become productive members of our global society. To achieve this, we will build and support a learning environment that is reliable, effective, and evolutionary.

We will:

- commit to using technology and understand it is central to how we teach and learn;
- create powerful learning environments using research-based strategies that effectively use technology;
- integrate technology standards into all areas of the curriculum through a collaborative model;
- provide ongoing and sustained professional development to achieve educator proficiency with effective teaching and learning practices; and
- use resources efficiently and strategically to ensure productivity and fiscal responsibility.



A background image showing several hands of different skin tones cupping a glowing globe. The hands are positioned around the globe, with fingers pointing inwards. The globe has a grid of latitude and longitude lines and a bright, yellowish-white center. The overall color palette is warm, with shades of orange, red, and yellow.

Special Thanks

to:

Members of the Supt. Advisory - Technology

Board Liaisons and Alternates

Summit Hill Education Foundation

Technology Teachers

Technology Department

Building administrators

Central Office administrators

**in the development
of our Vision for Technology**