

Technology

and



Learning

Elementary School District 47

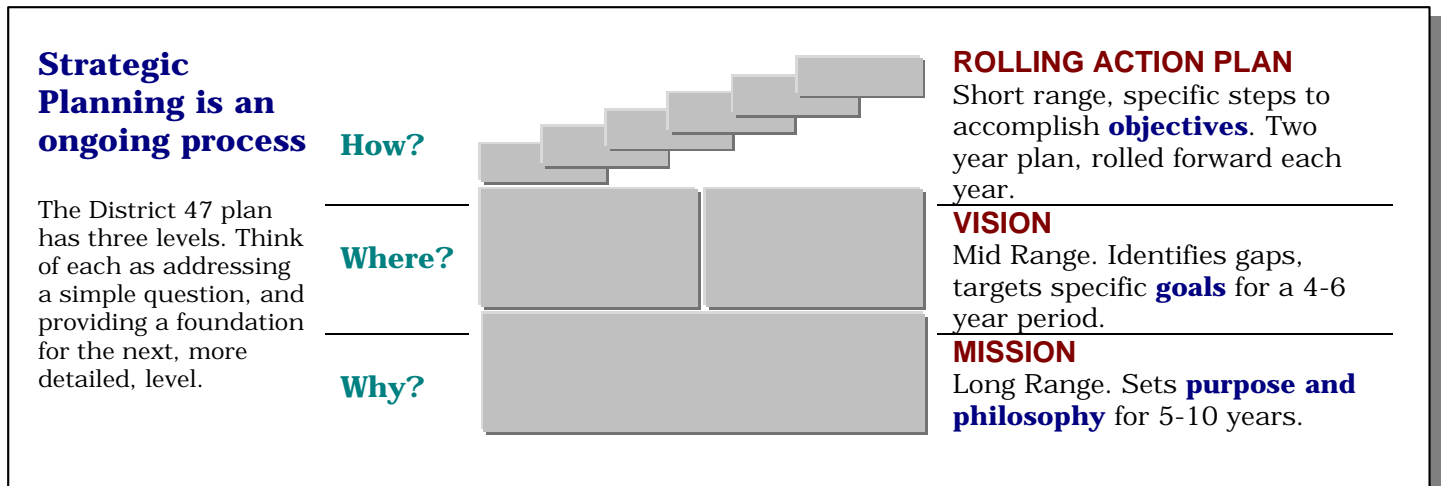
Crystal Lake, Illinois

Executive Summary

May, 1997

Learning and Technology in Crystal Lake District 47

Strategic Planning for Technology Use



A curriculum-driven model for managing information technology and change.

Crystal Lake School District 47 recognizes that, as we enter the 21st Century, our society is in the midst of a revolution driven by rapid changes in information and communications technology.

TECHNOLOGY MISSION

Crystal Lake School District 47 has committed itself to a process of continuous assessment and adjustment that will ensure success as we seek to provide our students with the knowledge, skills, and attitudes necessary to be responsible citizens in our society.

We recognize the need for a technologically competent staff at all levels across the district in order to effectively integrate information and communication technology into the curricular and administrative activities of the district.

We will then seek to acquire, distribute, and maintain technology in a manner that provides the best possible access, support of the curriculum, and equity across the district.

TECHNOLOGY VISION

By the year 2000, District 47 will have achieved or made significant progress toward the following goals:

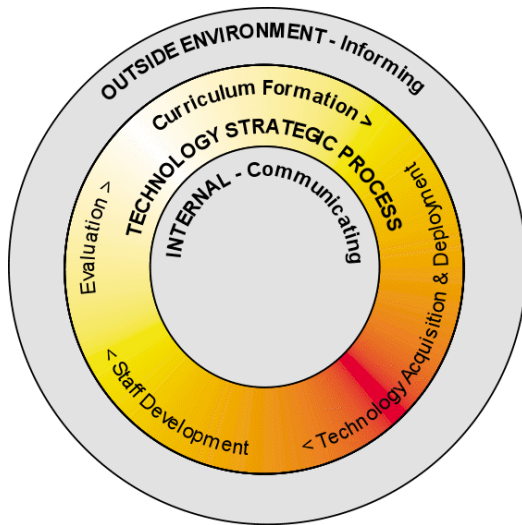
- 1) Program:
 - A) Establish technology integration at each grade level or curricular area that ensures an engaged learning environment.
 - B) Establish curricular guidelines for technology skills for students at each grade level.
 - C) Use appropriate technology to:
 - 1) Improve communication within individual buildings.
 - 2) Improve communication between buildings.
 - 3) Improve communication with parents and the community.
- 2) Technical:
 - A) Develop a comprehensive district-wide plan for the deployment of technology, based on the curricular guidelines (1A and 1B), including hardware/software standards and acquisition procedures.
 - B) Establish policies to achieve:
 - 1) Greater uniformity between buildings.
 - 2) Greater uniformity within buildings.
 - C) Establish voice/data/video networking within each building.
 - D) Establish voice/data/video networking between buildings, including the development of an "intranet" for district communication.
 - E) Establish network access to external on-line services (ie, Internet, WWW) with appropriate acceptable use policies.
- 3) Staff Development:
 - A) Establish minimal standards of technological competence for various staff categories.
 - B) Provide the training and technology access needed to achieve technological competence.

A CULTURE OF CHANGE

*The question is no longer,
“How do we teach our
students to use the
computer?”*

*The question now is,
“How do we use the computer
(and other information
technology) to teach our
students.”*

A CURRICULUM DRIVEN MODEL OF TECHNOLOGY PLANNING



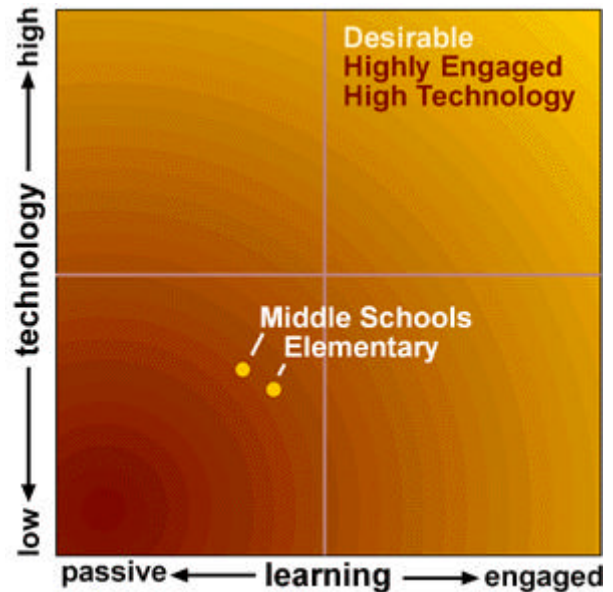
The Strategic Plan describes a process of planning which is anchored in the curriculum. It involves an ongoing cycle of Curriculum Formation, Technology Acquisition and Deployment, Staff Development, and Evaluation.

The process does not operate in a vacuum. Good internal communication is critical and the technology plan itself proposes tools which can help improve this area. Likewise, a good planning process cannot operate in isolation. It must be informed by awareness of and connection with the outside world.

ENGAGED LEARNING

In general, education from primary grades to college tends to move the student from active participant to passive recipient. The Engaged Learning model suggests that the nature of our technological society requires that students become more actively involved at all levels. Some characteristics of Engaged Learning include:

- Active • Experimental • Collaborative
- Interdisciplinary • Cross-cultural • Real-world, problem solving • Student centered
- Connected • Involved • Discovery • Variety
- Meaningful • Teacher as Student
- Community Involvement • Partnerships



Using an instrument in the booklet “Plugging In,” published by the North Central Regional Education Laboratory, the Task Force determined the District’s present position to be approximately as shown above. While the intention is to move toward the upper right quadrant, broader discussion is needed to reach consensus on ultimate objectives. This will be part of the curriculum driven process as planning proceeds.

This morning I received an e-mail message from one of my Grade 6 students informing me that she now had e-mail and Internet at home.

As well, I received e-mails from two other grade 6 students and one grade 2 student.

That made me think about how the educational system is changing, and will change even more.

The grade 6 student was writing me at 7:30 PM one night and I answered it the next morning. The lines of communication are opening up between students and teachers . . . this will change education forever . . .

I’ve just updated my photography home page. This month’s theme is Seabirds.

Adapted from a teacher’s comments on the EdTech listserv on the Internet

Learning and Technology in Crystal Lake District 47

Action Plan

BUILD basic infrastructure			NUTURE mature system	
<ul style="list-style-type: none"> • Computers <u>as</u> curriculum ⇒ Computers <u>in</u> curriculum • Develop In-District Trainers and Training Program • Focus on Engaged Learning ⇒ Technology Training • Network ⇒ Teacher Workstations ⇒ Student Workstations 			<ul style="list-style-type: none"> ↔ Curriculum ↔ Tech. Acquisition ↔ Evaluation ↔ Staff Development ↔ 	
1997-98	1998-99	1999-2000	2000-2001	2001-2002

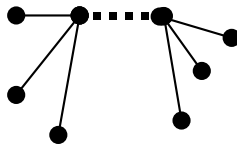


1997-98

1998-99

NETWORKING

- Wire buildings
- Establish Ethernet Local Area Network in each building
- Connect buildings through a wireless Wide Area Network
- Implement basic network – e-mail, some Internet connection, basic Intranet structure



- Extend network capability and Internet connections
- Expand Intranet application
- Implement community connection via school home pages

EQUIPMENT

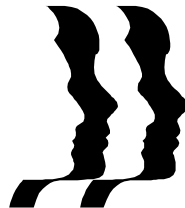
- Begin deployment of teacher workstations
- Establish parity among buildings
- Provide equipment to special curricular areas (i.e., art)



- Complete deployment of teacher workstations
- Provide equipment to special curricular areas

STAFFING, TRAINING

- Establish Technology Staff
- Focus on Engaged Learning
- Train the Trainers
- Begin large scale basic staff training



- Implement recommended changes in use of labs
- Provide additional training for trainers
- Complete basic staff training
- Expand training into advanced levels

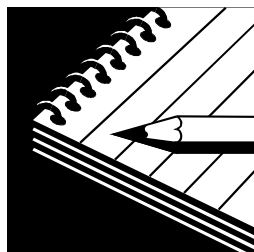
PLANNING

Summer, early fall, 1997:

- Complete detailed planning for implementation of all 1997-98 components

For 1998-99

- Review Action Plan, recommend 1998-2000 Plan
- Future of labs: move toward on-demand use for regular classes
- Full implementation of network (file sharing, access control); investigate advanced features (conferencing, telephone)
- Expanded implementation of Intranet and community connection via World Wide Web
- Curriculum integration, merger of Building Technology Committees and Curriculum Renewal Teams



For 1999-2000

- Review Action Plan, recommend 1999-2001 Plan
- Deployment of student workstations to meet specific curricular, grade-level needs
- Study nature of on-going, permanent training program
- Last phase of BTC-CRT merge