

Student Skills/Outcomes

What do we want students to know and be able to do with regard to the use and integration of technology?

All students have skills in the “4Cs” - communication, collaboration, critical thinking and creativity. They are self-directed learners who utilize their teachers as facilitators and motivators for learning. Students are good listeners, innovators and problem-solvers. Overall, they are well-rounded in terms of their skills and abilities and are college/workforce/career ready.



Teacher Skills/Pedagogy

What skills – pedagogical and technical – do we want teachers to have to support the development of student skills and outcomes?

Teachers are facilitators and guides for student learning. They are knowledgeable and skilled in fostering student ownership of learning, and work in a partnership with students around learning. Teachers are able to engage students; meet the needs of all learners; question students and provide feedback; and provide different levels of support to meet the needs of all students (understanding where the student is and where they need to be). Teachers have a basic understanding of technology applications for productivity (Word, Excel, etc.) and understand what is available to them through technology. They know how to do and teach effective research. Teachers know what their students need to know in relation to technology.

District Policy and Administration

What should be the role of administrators and district policies in supporting teachers and students in leveraging technology to support the development of the desired student outcomes?

Administrators have a common vision for technology’s role in teaching and learning that is aligned with the district’s vision/direction. Administrators lead and inspire teachers to perform and to engage in professional development. Administrators support teachers in achieving the vision in the classroom by modeling, coaching, and providing/supporting opportunities for teachers to be trained in multiple venues (e.g., job-embedded, instructional coaching model, podcast/webinar, professional learning communities). There is a concept of accountability.

Infrastructure

Broadly, what sorts of technology-supported learning environments should the district have in place so as to support students, teachers and administrators in their work to reach the desired student outcomes?

There is high access to technology for students and teachers. Technology supports learning needs, and learning needs (programming) define the infrastructure. There is equitable access to the infrastructure for every child, student, teacher, building, etc. The infrastructure is well supported in both technical as well as instructional support.

Community

What should be the role of the community in supporting and guiding the district’s use of technology to support the desired student outcomes?

The community understands, supports, and can articulate the district’s vision for technology, which is focused on how technology supports learning and learning outcomes. The district implements its vision in partnership with the broader community through ongoing collaboration with the school district. Parents can make the connection between technology and what it enables their children to do, and partner with the schools around supporting students and their use of technology. There exists a strong connection between the district and the local business community around the development of student and teacher technology and learning skills.