Shared Vision & Rationale

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Instructional Tech Leadership

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**Vision Statement**

Adamsville Primary School’s vision is to create a rich and stimulating educational environment using various technological advances to enhance students’ school experience. Our vision will be accomplished with connecting our students, teachers, staff, and community to technology that will help reinforce the pathway to college and career readiness in our school. Through the support and encouragement from all stakeholders, we will promote balanced, life-long learners.

**Rationale**

Based on the data gathered in the 2016 School Improvement Plan, it was notated that students are struggling in their core reading and math fluency skills. These skills are vital for students to be successful in any subject. According to the article “5 Questions That Promote Student Success in High Poverty Schools,” the author states, “The entire school, as a system, should work together to develop a common instructional framework that provides a vision of what success looks like.” This means that for the school to be successful at meeting the academic goals for students, all community stakeholders must take part in this process to create these life-long learners. Inside and outside of the building there are ways that technology is beneficial to meeting students’ needs.

School class sizes and decreasing the number of teachers has led us to believe that we need to look to other aides that can help teachers and students. Technology through ways such as mobile learning, is increasing throughout Atlanta Public Schools and other districts as a way to reach all students and provide a more student-centered learning environment meeting kids at their level but still provide challenging and engaging coursework that meets learning agendas. The teachers at Adamsville Primary will use and show students how to function in a collaborative learning environment where students feel safe at all times. According to our data, a majority of the students in our school did not receive exposure to early literature and math through a Pre-K program, and as a result they are behind academically. All stakeholders should know and learn how to use educational technology to help to close the academic gap with our students so they can be ready for the next steps in their education.

**Diversity Considerations**

As of last year, there was 10 students who require ELL services and there are teachers providing those services 3-4 days a week. It will be an asset to provide technology for those students to work on the days where they do not have access to their ELL teacher to continue learning the skills taught. There are also students who are taught in Special Ed classes with highly qualified teachers. Technology will help for those students who may have difficulty with reading and math will work with various programs designed to meet students’ IEPs (individual education plan).

Since this school is located in a high poverty environment, technology will be used as an additional resource to provide various reading and math aids to students through presentation through the teacher and through work done on various resources on the Internet that can work with students. This is part of providing a blending learning environment where students not only rely just on the teacher, they can rely on Internet resources to reteach where they have not met the curriculum goal. Students can also work with enrichment on those same standards. All students should have access to the technology in the classroom and in the school building through their weekly time with the technology teacher, using the computer lab during or after school, or using the mobile lab inside the classroom.

Teachers will provide more engaging technology in the area of reading for the boys who have the lower reading fluency and comprehension concerns. The technology should be guided towards those students interest and be able to meet the standards of the grade level. Working with their reading fluency will also increase the reading fluency and comprehension on math word problems that boys struggle with. The girls will need additional work with comprehension as most of the girls are not having the same fluency issues. The girls will be provided with more programs that work on comprehension strategies that will help reach their comprehension standards for their grade level.

**Stakeholder Roles**

The vision for the roles in this technology integration in our school should occur through the following stakeholders:

**Community**

Advocating for more educational technology programs for students and parents outside in the school or on school grounds with community members. The community members are helping the school reach its vision by helping to work with students with educational technology. Community members can also find people willing to sponsor or provide technology to the schools with professional development for the staff.

**Parents**

Attending school meetings with entire school or teacher to learn about the technology available through their own devices they could working with their children outside of school. Parents will learn about the various technologies and work with their child at home or in school. Parents will also volunteer to come in the class to assist students with educational technology in their reading, writing and math centers to make sure students are engaged and learning their curriculum as stated in the standards.

**Administration**

Provides a empowered technology sound staff by providing opportunities for Professional Development through the district or outside sources. Allocate funds for appropriate educational technology that can engage students and increase student achievement. Verify through observations and meetings with teachers, coaches and staff what is working, what needs to be improved and changed. Work with parents and community members with their concerns regarding digital safety with students of a young age.

**Instructional Technology Coach**

Provide staff and students with professional development learning how to use various educational technology tools already in the school and teaching new tools as they become available to the district. Provides continued support for all stakeholders throughout the school year with any concerns or updates regarding technology.

**Teachers**

“The notion that one-size-fits-all teaching methods are neither effective nor acceptable for today’s diverse students” (Johnson, 2013). Teachers should be implementing various technology through the resources in their classrooms daily though the computers and Promethean. Teachers should be modeling safe internet uses and practices and expectations with all technology used in the school and at home. Teachers should be implementing more individualized learning for student through various educational technology tools that allows students to do higher order thinking. Teachers should use technology to help foster a more constructivist way of learning for students to gain understanding and meaning to their learning. Professional development should take place either in person, video conferencing, or online.

**Students**

Students are using technology to support their learning in various ways. They are using various reading programs to improve fluency and comprehension. Students are learning at their reading level but are still challenged and are in their grade curriculum while learning the grade appropriate standards. In math, they are working with various math fluency programs or problem solving programs that also involve reading. The students are learning how to collaborate with programs APS has started this school year like Google Classroom that let them work together on digital pieces. Students will use technology that is engaging and purposeful with assistance from all other stakeholders in the community. According to thirteen.org, “Constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.”

**References**

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., and Ludgate, H. (2013). NMC Horizon Report: 2013 K-12 Edition. Austin, Texas: The New Media Consortium.

Parrett, W., & Budge, K. (2016). 5 Questions That Promote Student Success in High-Poverty Schools. Retrieved July 01, 2016, from http://www.edutopia.org/blog/high-poverty-schools-promote-student-success-william-parrett-kathleen-budge

Constructivism as a Paradigm for Teaching and Learning. (n.d.). Retrieved July 01, 2016, from http://www.thirteen.org/edonline/concept2class/constructivism/

**Appendix**

Staff

1-not comfortable 2-a little comfortable 3-comfortable 4-very comfortable

1. On a scale of 1-4, tell how comfortable are you with the following technology in our school:
2. Desktop computers
3. Computer lab
4. iPad cart
5. Laptop cart
6. Promethean board

2. If you are not comfortable with the technology in our school, what can the school provide to help you become more comfortable with it.

1. Professional development
2. One on one training
3. Training guide
4. Other (please specify)

3. Is there anything you would like to see technology wise for our students that would benefit their technology educational experience?

Parents

1. How much access does your child have to technology at home?
2. None b. A little c. phone d. Tablet e. Laptop or computer
3. Have you used educational technology in your home? List some
4. Would you be interested in a Parent Technology Night to learn about the educational technology your child could use at home?