

Chester-Andover Elementary School
Local Educational Technology Plan
July 1, 2007 – June 30, 2009

I: Executive Summary

Since 1994, Chester-Andover Elementary School has received strong community support for educational technology. Three years of Technology Literacy Challenge grants and related goal setting together with four years of Okemo Community Challenge Grant opportunities gave the school an important boost in the startup years and prepared it well for the NCLB Federal Requirements and the six elements of the State Information Technology Plan. Grant opportunities allow schools to break new ground, try new things and either accept or discard new ideas. Chester-Andover Elementary School has leveraged those opportunities carefully and been diligent stewards of those funds. The school community has been receptive to providing support for grant projects that prove to provide benefits, which enables this community to realize the opportunity that seeking grants provides.

This technology plan will bring Chester-Andover Elementary School to the midpoint of the second decade of actively using educational technology to enhance the educational process. In order to keep moving forward, this community needs to determine how to move to the next stage. The Technology Committee members have agreed that the role of Educational Technology in teaching and learning at Chester-Andover Elementary School is ready to be pushed into a new phase. In this phase, administrators and educators will need to broaden their approach to teaching literacy as they build new skills from the skills they have acquired during the past decade.

David Warlick, author and educator has been describing what being literate in the 21st Century will mean. He poses questions such as:

- What do you need to know when most of recorded knowledge is a mouse-click away?
- How do you distinguish between good knowledge and bad knowledge?
- What does it do to the value of information, when everyone is a producer?
- How do we teach ethics, when we are empowering our students with such prevailing skills?

(Reference: <http://davidwarlick.com>)

As we try to address these and many more questions, it may become apparent that this and many schools have banned or excluded technologies that could be key tools in preparing our students with the necessary skills to be successful and productive citizens when they graduate. Moving to the next stage will require changes in the classroom and in the policy book. The challenge will be to institute changes that are flexible enough to endure the ever-changing nature of educational technology tools and resources.

Many other challenges remain:

1. The rapid increase of technology complexity is a huge burden. Time spent by technology coordinators fending off external menaces such as viruses, SPAM, server attacks, not to mention issues with power and the quality of services provided to the school such as internet service takes time away from classroom related support.
2. Expecting all teachers will integrate technology in order to address specific technology standards has not been useful or productive. All teachers are using technology where appropriate to enhance their instruction, assessment and student learning activities. Each classroom is unique in it's approach and selection of tools as suits the style, needs and capabilities of the teacher and students in each room.
3. Time and resources are still serious threats to forward progress. To implement this plan in its full intent needs more resource that can be dedicated to educational technology goals and actions through more engagement time with teachers and students.

Chester-Andover Elementary School
Local Educational Technology Plan
July 1, 2007 – June 30, 2009

Leadership has been key in all aspects of the educational technology planning follow-through. The school board and past superintendent have provided encouragement, support and have listened carefully to the various concerns. The principal has been key in establishing new practices and processes as a non-negotiable way of life. The Technology Committee members have routinely gone above and beyond the call of duty to assist their colleagues in technology integration. The current technology coordinator has been recognized on a national level by Apple Computer, Inc as an Apple Distinguished Educator which provides access to additional resources and opportunities for her as well as the school. We need to continue to fuel these leaders by providing opportunities to attend conferences, visit other schools, mentor colleagues, and receive recognition for their work. There will be a new superintendent in July 2007 whose vision and goals related to educational technology are unknown at this time.

As stated above, there has been positive involvement at all levels in supporting educational technology in the school. These leaders may need help with understanding staffing options for supporting educational technology and more real life examples of the opportunities these tools provide to change how teachers teach and students learn.

This new plan will focus on three areas:

1. The continuation of many goals and actions from the 2002 and 2004 plans.
2. Providing support for the proposed Chester-Andover Elementary School 2007-2008 Action Plan.
3. Moving from "integrating technology into curriculum" towards "transforming curriculum using educational technology tools".

Chester-Andover Elementary School
Local Educational Technology Plan
July 1, 2007 – June 30, 2009

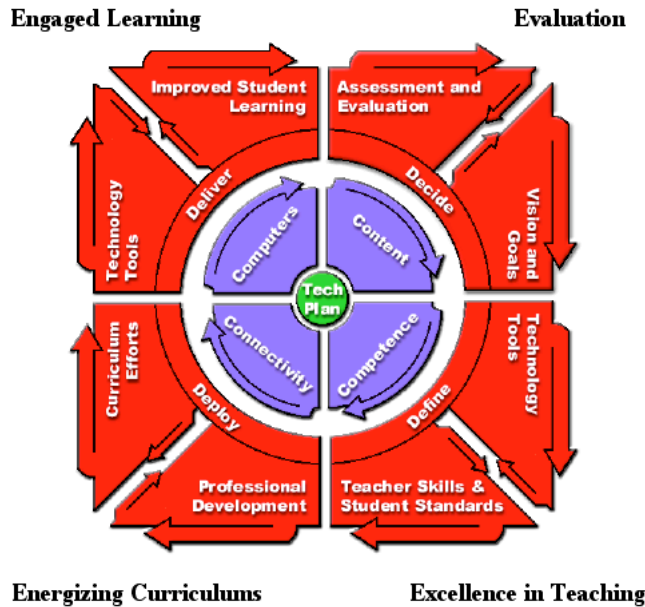
II. Review of Previous Plan

We have continued to work steadily since June 2002 on our technology planning goals and can report continued progress on many items.

1. We have continued to use a formula to define the “desired state” in terms of technology type, distribution (clustering) and useful life. There are several reasons why this is still important:
 - a. We can maintain the proper saturation and currency without painful technology budget spikes.
 - b. It provides for student equity over time (ie all students will have similar opportunities at each grade level)
 - c. It is a form of investment in curriculum as teachers know that as they incorporate technology into their curriculum it can be incremental and built on into the future.
2. We continue to have a dedicated core group of teachers with ever increasing knowledge, achievements and leadership skills to serve on the Technology Committee and to represent all grade levels and interest areas.
3. We have continued to follow through each year on the technology goal planning and skills survey. The skills survey has changed from an all encompassing skills survey to an essential (new) skills survey which better informs the effectiveness of any school-wide professional development of the current year and training needs prior to or at the start of the next school year. Teachers now realize that we expect them to incrementally grow their skills with technology and subsequent technology integration each and every year.
4. The new Library/Media Specialist hired in 2005 has taken responsibility for making sure each grade level is exposed to the appropriate technology skills through meaningful library and classroom curriculum activities. She has received formal recognition by her peers for her highly collaborative approach to teaching and her extensive educational technology skills.
5. We still regularly identify best practices and communicate those throughout the teaching staff to recognize achievement and inspire new ideas.
6. The most consuming and most transformational achievement of the past three years was selecting and installing a web-based district-wide student information system. In fact, we selected, installed and converted three times (2004–Chancery SMS; 2005–Pearson’s Centerpoint; 2006–Pearson’s PowerSchool Premier) in an effort to meet our needs. This effort did divert significant resources away from classroom learning centered work. An unexpected benefit was that this created an opportunity for other staff members to provide support and leadership.

Chester-Andover Elementary School
Local Educational Technology Plan
 July 1, 2007 – June 30, 2009

WSWSU Technology Planning System Diagram
1998-99



The following is a review of the previous plan as it maps to the technology planning model that was developed in 1998 and how it relates to the Six Elements of the State Plan.

Excellence in Teaching (bottom right quadrant)

Standards for Students, Teachers, and Leaders

Teacher, student and school leader standards were identified early as important drivers toward technology integration and the expected improved student learning. The ISTE National Educational Technology Standards for students were adopted and adapted in May 2000 for our use. The Vermont GCEs for Information Technology required another review and re-mapping of standards. The ISTE National Educational Technology Standards for students has been refreshed (June 2007) and represent a major shift in approach. In the future the ISTE National Educational Technology Standards for students and the Vermont GCEs for Information Technology should be viewed as two good resources for teachers to use rather than standards to adopt, adapt and enforce. Standards tend to limit creativity and innovation in teaching and learning when we attempt to map them into "technology skills". The standards should be used to inspire creativity and innovation as we work to achieve the goals defined in the school action plan.

Program Policies

Although a practice, rather than policy, all certified staff (.5 FTE+) have laptop computers for their use that provide them with full internet access from anywhere, along with a standard set of tools (MS Office, AppleWorks, Inspiration, FileMaker Pro) to be evaluated annually. An Acceptable Use Policy (AUP) is in place that complies with the statutory requirements of CIPA. The AUP should be reviewed frequently for relevancy.

Energizing Curriculums (lower left quadrant)

Support for Information Technology Initiatives

A technology coordinator and designated teacher leaders (aka the Technology Committee) are an integral part of identifying effective curricula and teaching strategies. They pilot new strategies and will in turn introduce successful strategies to the grade level teams on a regular basis with support of the

Chester-Andover Elementary School

Local Educational Technology Plan

July 1, 2007 – June 30, 2009

administrators. Community support through grants, budget and fundraising are also essential for the success of this program. We will continue to partner with parents and community members to continue and increase technology communication.

Professional Development

The Technology Committee provides teaching staff and administrators with a goal setting model for increasing technology integration. Varied opportunities within the school day will be provided to all classroom teachers. Professional development for new school or supervisory union initiatives are scheduled into inservice times.

Engaged Learning (upper left quadrant)

Access and Infrastructure

As a result of carefully defining "Excellence in Teaching" and "Energizing the Curriculum" through related professional development, it is important to provide access to the technology tools needed to pull it off. The use of wireless laptop computers allows access by students within the building to the network (file servers, printers and the internet) in a quantity, when, and where needed and teachers with full time access to a computer and the internet from any location. Additional peripherals are made available through the library for checkout. Teachers can deliver improved classroom practice, with a greater number of engaged learners that should result in improved student learning.

Evaluation (upper right quadrant)

Overall Program Assessment

Through persistence and another Title IID grant, two important tools have been put in place to enable tracking of student progress.

PowerSchool Premier, the recently implemented student information system will be used by all K-6 teachers across the supervisory union to generate a district-wide, standards-based report card. It was a significant achievement to gain agreement across the three elementary schools, to a set of standards to be used to report student progress to parents, and a common term structure (trimesters).

In addition, the supervisory union conducted two rounds of standardized testing using the NWEA MAP program. Student test results are available within 24 hours and extensive resources are available to teachers to make immediate adjustments to their instruction. Chester-Andover has identified this testing program as a key resource in the 2007-2008 Action Plan.

PowerSchool and the NWEA MAP program compliment each other completely. PowerSchool provides the essential roster information regarding students to the NWEA MAP program and NWEA MAP test results can be imported into PowerSchool.