

Maine School Administrative District #75
Integration of Technology with Curricula and Instruction

“ . . . a description of how the applicant will integrate technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.”

Introduction. This document serves as guidance for integrating technology into the District curricula and instruction. Technology is as basic to the learning environment in our schools as are the buildings and grounds, heating and lighting, food and health services. It is part of the environment that respects the needs of teachers and students in the process of learning. What teachers, students and administrators do with the tools of technology is a demonstration of their imagination and professional creativity. In this educational environment where technology is integrated and functioning, both teachers and students are able to focus on their learning process.

Technology has two functions in the classroom. First, technology supports the acquiring of information, giving students experiences that foster new learning. Second, it improves productivity, giving students opportunities to synthesize, arrange and associate the information they have acquired. These two functions work together to allow our students to transform information into knowledge. To this end, the District School Board has instituted policy detailing how technology will be integrated with secondary curriculum. (See [Appendix "Policy IGA Basic Sec"](#)). What follows is a plan of technology integration that incorporates the Board's policy for secondary education with the need for immersion at all grade levels.

1. Integration of Technology into Curriculum

A. Objectives

- i. Academic and Technology Departments will work together to integrate technology into curriculum. The role of the technology department is to assist in the design and implementation of a technology system that meets individual learning differences while encouraging good instructional practices for all. The Technology Department's systems perspective must include an education perspective based on the most current research. This is a unique requirement that demands a team of individuals who can bridge both worlds: the technical and educational.
- ii. District curriculum will include relevant technology components, (for example, word processing, data bases, spreadsheets, video production, etc.) which can mesh with common assessments.
- iii. All students will use technology to complete curriculum-based work, which is aligned to the Maine Learning Results (MLR).

B. Strategies

- i. Formation of a team including curriculum focus groups, technology curriculum integrator and the technology staff representative. Based on feedback from this team, recommendations will be made for appropriate technologies to support the curriculum.
- ii. Role of technology curriculum integrator to work in conjunction with department leaders and the technology director to identify technologies that can be successfully utilized in our environment. This role will be

filled by existing staff, however; could easily become a full time position.

- iii. Technology curriculum integrator will support teachers in finding and using technology that is appropriate to complete curriculum-based work, which is aligned to the MLR.

C. Timeline

- i. Identify existing staff with the skills and availability to fill the role of technology curriculum integrator 2004-2006. Available staff resources include teacher leaders, librarians, Maine Learning Technology Initiative (MLTI) stipend positions, focus group members, grant recipients, etc. During 2004-2005 the team will be identified and formed.
- ii. Align purchases for new technologies with educational goals and objectives of the curriculum focus groups. Subsequent years of the plan, the team will continue to identify and make recommendations for new purchases and modifications to the educational technology in the district.

2. Integration of Technology into Instruction

A. Objectives

- i. Curriculum examples of effective instructional strategies that include different delivery methods will be developed. Technology strategies will be modeled in all content areas of the learning results supporting integration into units and assessments where appropriate.
- ii. Research Skills and Technology benchmarks will be the guidelines for us in integrating Internet access and accessing information through technology resources.
- iii. Advocate for integrating emerging technologies into curriculum

B. Strategies

- i. Technology Curriculum Integrator will provide support for teachers in integrating technology into curriculum. Technology Curriculum Integrator will model for teachers a process for integrating technology into the curriculum by delivering a model lesson to a class with teacher available to support and observe. Consulting with the classroom teacher, the integrator and teacher will target specific benchmarks and create a model lesson using technology to enhance the learning experience
- ii. Our district has developed Benchmarks for Research using the Big 6 process, based on American Library Associations' *Information Power*. These benchmarks will be the guidelines for us in integrating Internet access and accessing information through technology resources:
 1. Formulate questions based on information needs
 2. Identify a variety of potential sources of information and decide which source would be most likely to contain relevant information
 3. Locate sources of relevant information and evaluate information by determining its accuracy, relevance, and comprehensiveness.

4. Select and extract information appropriate to the problem or question at hand either through written notes or verbal sharing.
 5. Organize information and ideas, produce in an appropriate format, and present/communicate to designated audience.
 6. Evaluate. Judge the product. Judge the process
- iii. Our District has developed a Local Assessment System to assist in the integration of common assessments. (See [Appendix "Comprehensive Assessment Plan Process"](#) and http://www.link75.org/curriculum/CurriculumHomepage_files/Curriculumhomepage.htm)

C. Timeline

- i. Identify existing staff with the skills and availability to fill the role of technology curriculum integrator 2004-2006
- ii. Purchase computers for K-8 library project computers summer 2004
- iii. Support for staff in attending district technology workshops and evaluating and integrating new projects 2004-2006.
- iv. Support staff using the district assessment system 2004-2006.

3. Integration of Technology into Assessment

A. Objectives

- i. The technology department will work with schools to implement a standardized assessment system.
- ii. Work with the state to meet any mandates regarding technology, specifically Maine Educational Assessment (MEA) online testing, and Maine Education Database Management System (MEDMS)
- iii. Consolidate district's data resources into useful and integrated formats.

B. Strategies

- i. All teachers will utilize the same student information system for standards based report cards for students. This also will be used to store checkpoint data and other formal assessments which can be cross-referenced for various purposes.
- ii. Continue to be part of the process at the state level. Members of the technology team will assume roles of point people for these projects in the district. They will assure compliance with state requirements.
- iii. The district will evaluate the need for a data manager, and assure that adequate tools and training are available.

C. Timeline

- i. Framework for this transition is in place. An evaluation will be done in 2004-2005 to determine what training will be needed to complete this project.
- ii. This work is ongoing and as mandates change we will proceed accordingly.
- iii. Technology advisory committee will be given the task of evaluating need for this position in 2004.

Addendum

A new projects and initiatives planning process is in place to ensure that new projects and initiatives are consistent with the technology plan goals, current educational goals, and can be financially supported by the district budget. This ensures both the short term and long term success of all projects. (See appendices [“Project Process”](#), [“Project Assessment Narrative”](#), and [“Project Assessment Checklist”](#))

1. All Students have access to their own directory on a file server where they can save files created by them at school.
1. Internet Access is available from all computers in all of the schools.
2. Library Card Catalog is available from all computers.
3. District’s Library Research Skills Program that utilizes Internet resources supports research skills.
4. Each of the schools provides a Web Site for delivery of information and resources to staff, students and parents/community. .
5. All staff have e-mail accounts and access to folders for group collaboration.