

AMERICAN SCHOOL OF GUATEMALA
Technology plan 2009-2012

"As a rule of thumb, involve everyone in everything of any consequence to all of you." Tom Peters

Vision

Technology transforms learning in schools when it fundamentally changes the way the school community collaborates in the education of the individual student. We must ensure technology becomes a transparent and integral part of a rich and flexible learning environment that prepares students for college, career, and citizenship.

What roles do we desire and see for the future of technology and education in our institution and community?

- What will our classrooms of the future look like and include?
- How will instruction be delivered?
- How and at what levels will students achieve?
- How will the community be involved?
- What do we envision for our learners in the future?

INFCRAIG.DOC

Goals

www.youtube.com/watch

- To become best practice school in technology integration.
- To maintain cutting edge technology infrastructure that will allow students, teachers and parents interact with emerging technologies.
- To practice excellence and life long learning throught all the activities that take place on our school.
- To develop 21st Century skills with our teachers, students and parents.

Plan justification

Minimize technology-related crises, use staff time efficiently, and avoid wasting money on equipment.

Prepare our students with the 21st century skills by integrating technology as a tool to develop meaningful activities that will lead to high level critical thinking, collaboration worldwide and independent life long learners.

Needs identified:

- update the network in order to make it faster, have a wireless access campuswide, request teachers to "really" integrate technology into education. PBL UbD are two very important approaches in the technology integration.
- reorganize the tech support department.
- prepare ICT teachers to support the technology integration and keep developing the ICT program.
- evaluate the skills our students acquire through the ICT program and make sure they have the skills needed for the 21st. century.
- document the equipment replacement process and other processes that take place within the tech department.
- make teachers and students accountable for their own learning.

Strategies/activities (for each aspect)

Network (telephones, cameras, alarmas)

Recabling the campus with a stronger infrastructure that will allow wireless and better speed. Connections in classrooms conveniently located. Relocating cabling center that will allow better organization of the equipment and inclusion of the telephone server, cameras server and others.

Keep in mind future plans for building.

Consider this to be implemented 2010-2011 http://www.zimbra.com/demos/zimbra_tour/

PD for everyone

Basic skills-define the expected knowledge.

Have all teachers take the online tech literacy assessment. Contents covered can be seen here.

Prepare online guide to work by themselves on acquiring the skills, modify the Tampico PD program to meet our needs and establish the assessment. Upload tutorials and guide everyone to those in order to be self sufficient with basic troubleshooting and self taught people.

Integration (expectations for teachers, scheduling) Have people suggested by Rick to come down, Kelly Seagraves suggestion, Tampico ES ICT teachers.

Rubric: <http://ldt.stanford.edu/~tacyt/projectrubric.html>

<http://www.ncrtec.org/capacity/profile/profwww.htm>

Surveys as samples of what we should be looking into

<http://cyber.law.harvard.edu/gnre/index.pl?action=page&page=survey&title=Survey%20Toolkit>

Equipment (electricity, maintenance, supplies, licenses, replacement, new acquisitions)

Keep documented and updated information regarding maintenance, licenses, replacements and new acquisitions.

Keep an accessible inventory to identify year of purchase, models, memory and other useful data to make decisions.

Curriculum (renew, reform, update)

2009-2010 K-10 + PBA + elective 11o. (desktop publishing and programming), define contents to be covered by 8, 9 and 10th.

2010-2011 K-9 + PBA + elective 11o. (desktop publishing and programming), define contents to be covered by 6, 7, 8 and 9th. grades.

2011-2012 K-8 + PBA + elective 11o. (desktop publishing and programming), define contents to be covered by 4, 5, 6, 7, and 8th. grades.

Programming course could also include or have other venue on technical drawing.

Define expectations for integration and inform classroom teachers.

ICT teachers (schedule, expectations, training)

Have training with Tampico ES ICT teachers.

Technical knowledge online or find locally?

Group should work very close. Members have to be service oriented, proactive, independent and life long learners. Willing to make it happen.

A leading group could be formed with EC, ES, MS, HS tech advisors. They will help the other ICT teachers to acquire the needed skills.

Use the section laptop with the understanding that it will also serve the section needs.

2009-2010

EC-1 ICT teacher and tech advisor for the section.

ES-1 ICT teacher and 1 tech advisor for the section.

MS-3 ICT teachers and tech advisors.

HS-2 ICT teachers and 1 tech advisor.?

Revamp the Technology webpage so it will offer a view of what we have regarding equipment, how we are working regarding integration, what is our plan for the next three school years. Have it written in both languages.

Timeline and responsibilities

1. Complete the plan, March 2009-CE, Admin team
2. Organize PD for tech teachers, April 2009-CE, TB, Principals
3. Network update, have proposal by end of February 2009-CE, DV, TB, CG
4. Establish expectations for classroom teachers regarding basic skills and integration, May 2009-CE, MH, Principals
5. PD for classroom teachers, May 2009-CE, MH, Principals
6. Tech dept reorganization, have proposal by May 2010-CE, TB, CG, DV

Budget

Budget 2009-2010 should include the new positions, the staff development, the network upgrade.

Essential Conditions

Necessary conditions to effectively leverage technology for learning

Shared Vision Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

Empowered Leaders Stakeholders at every level empowered to be leaders in effecting change

Implementation Planning A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources

Consistent and Adequate Funding Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

Ongoing Professional Learning Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

Curriculum Framework Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work

Student-Centered Learning Planning, teaching, and assessment center around the needs and abilities of students

Assessment and Evaluation Continuous assessment, both of learning and for learning, and evaluation of the use of ICT and digital resources

Engaged Communities Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

Support Policies Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

Supportive External Context Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

Copyright © 2008 INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

All rights reserved. No part of this material may be reproduced without written permission from copyright owner. Contact permissions@iste.org

Evaluation

Establish the Technology committee and prepare a rubric to assess the process and its impact on students' learning.

<http://www.sun-associates.com/>

Appendix

Diagram of network infrastructure-proposal

Current equipment inventory

PD in technology-ATS online PD program

ICT curriculum-Standards and benchmarks

Tech staff profiles

Expected knowledge for teachers, ICT teachers, TIS and staff.