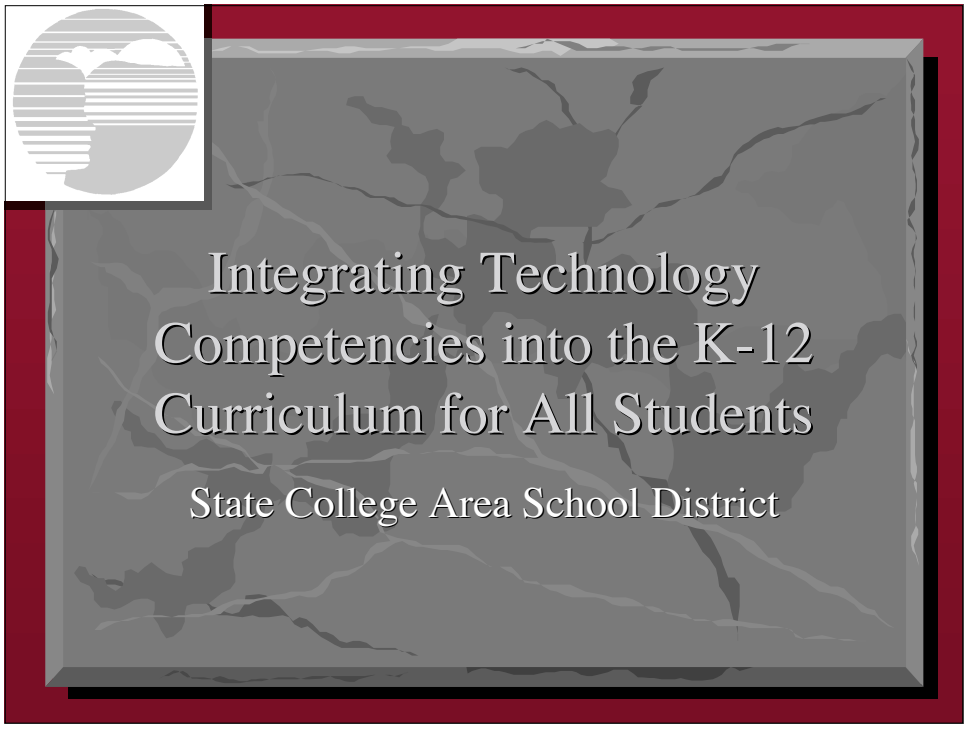
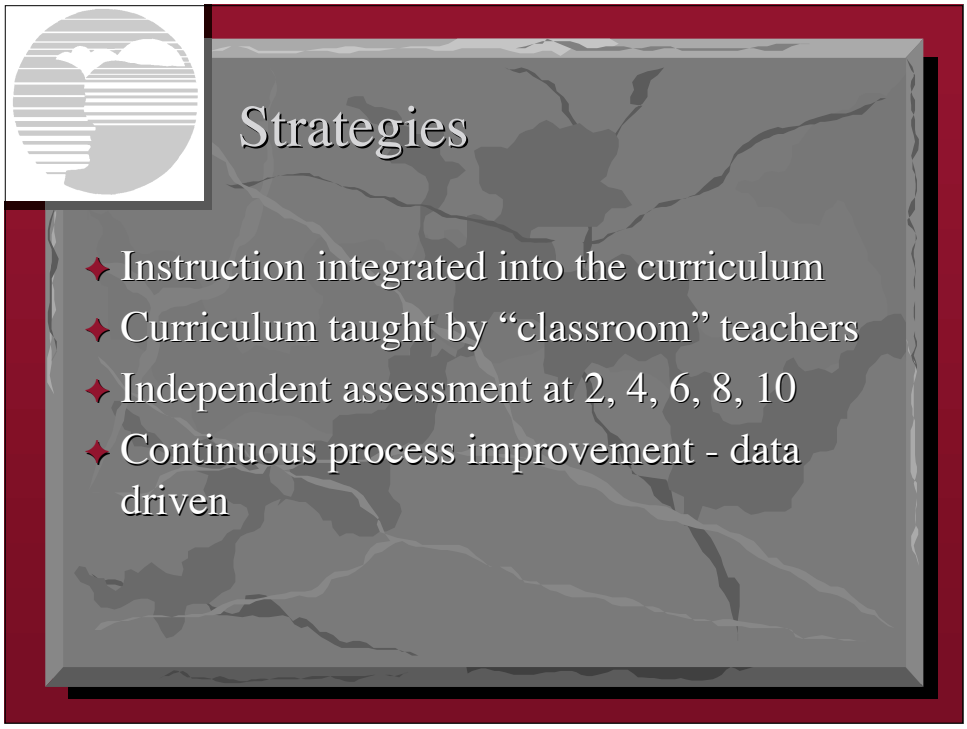
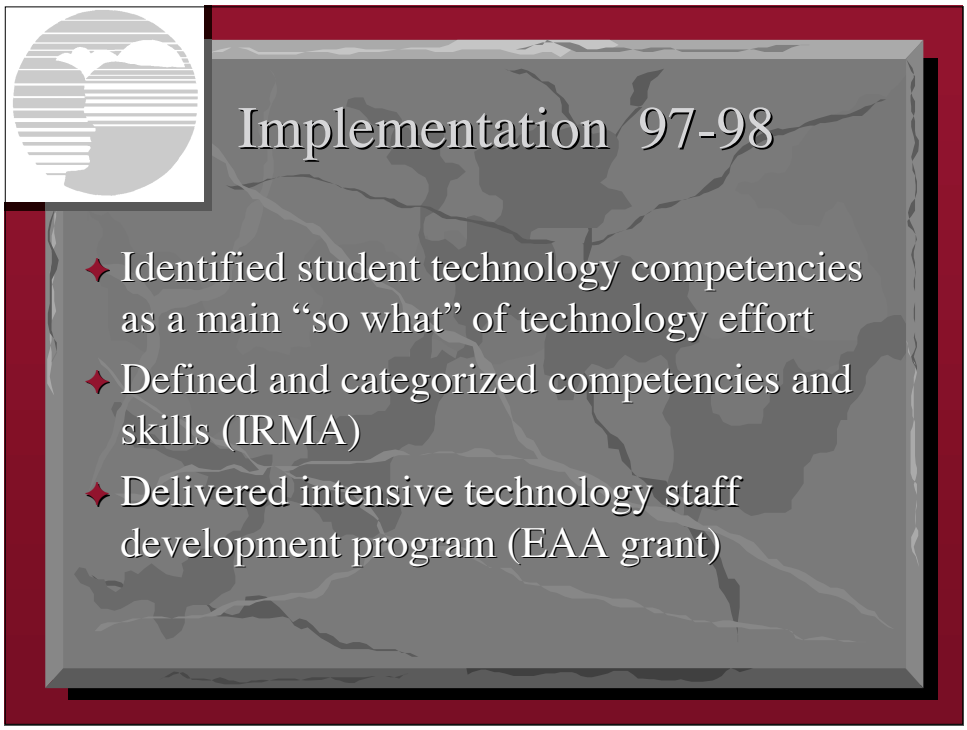

Integrating Technology Competencies into the K-12 Curriculum for All Students
State College Area School District

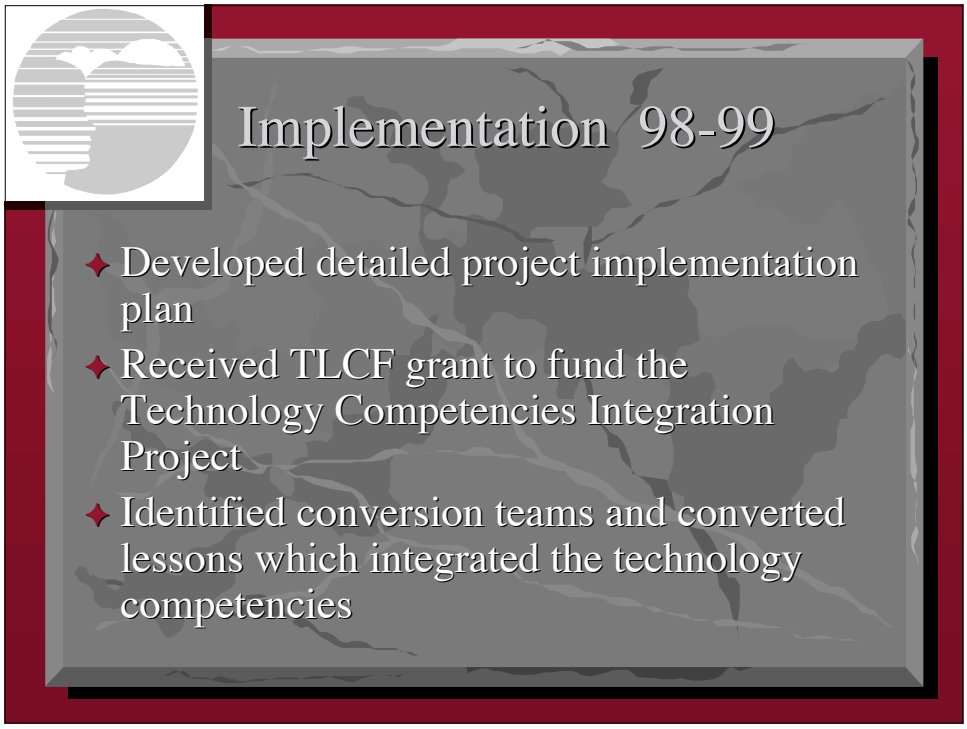

Understanding the Change Process
The goal is not to innovate the most.
It is not enough to have the best ideas.
Appreciate the implementation dip.
Redefine resistance.
Reculturing is the name of the game.
Never a checklist, always complexity.
Michael Fullan


Planning
Strategic Planning
Strategic Commitment
Organizational Readiness

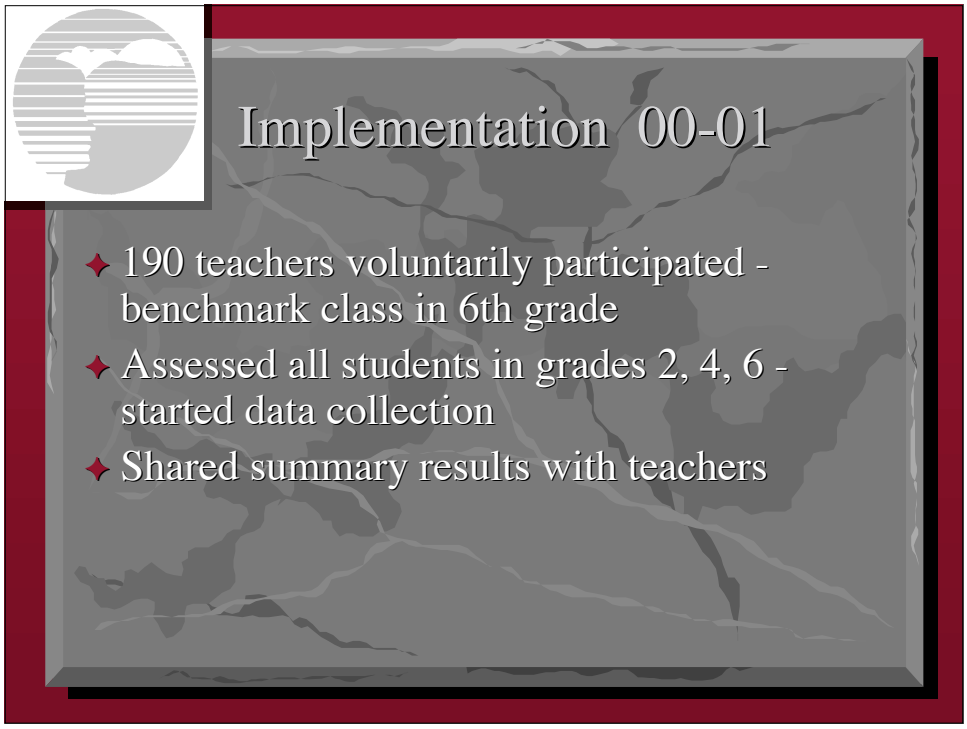

Goals
Students will become comfortable, competent users of technology
ALL students will master ALL skills
Technology competence will be viewed as a component of literacy

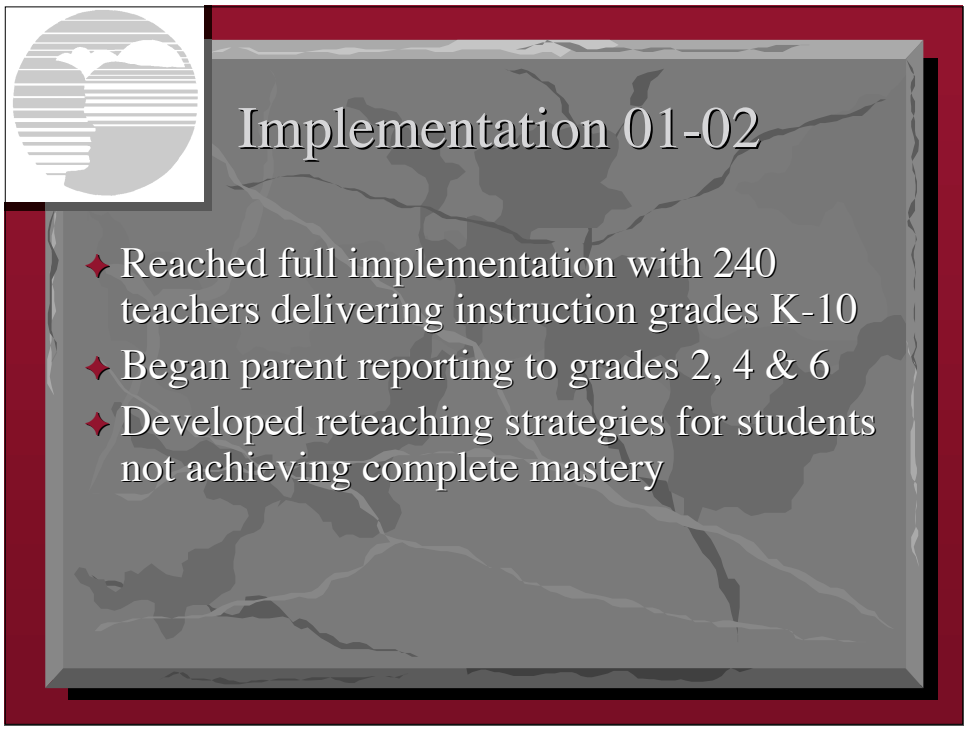

Strategies
Instruction integrated into the curriculum
Curriculum taught by "classroom" teachers
Independent assessment at 2, 4, 6, 8, 10
Continuous process improvement - data driven

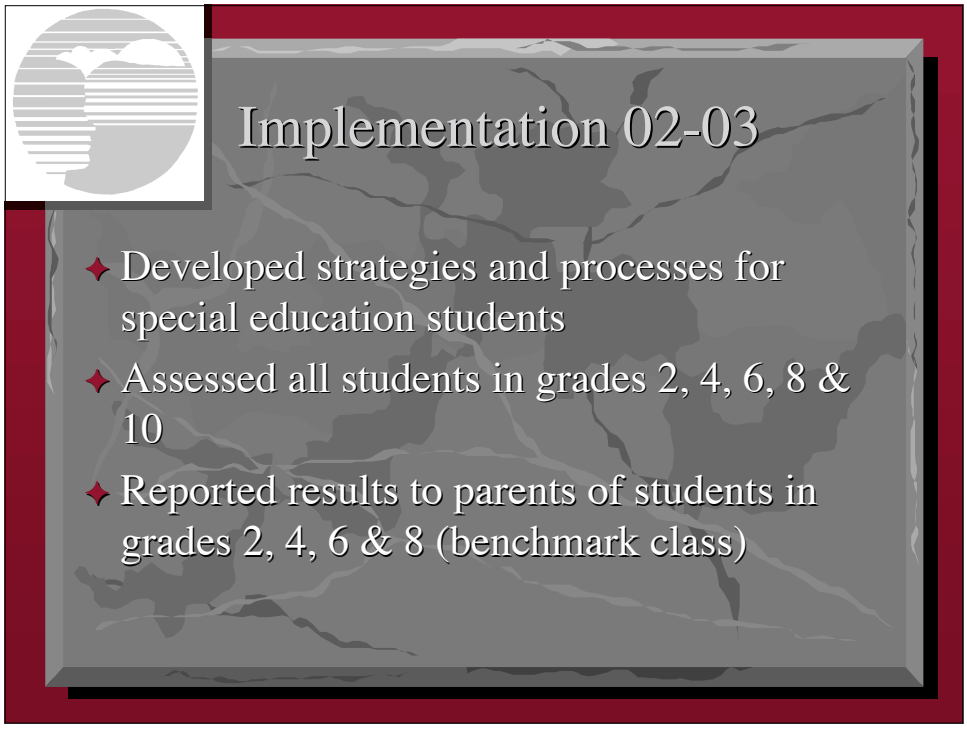

Implementation 97-98
Identified student technology competencies as a main "so what" of technology effort
Defined and categorized competencies and skills (IRMA)
Delivered intensive technology staff development program (EAA grant)


Implementation 98-99
Developed detailed project implementation plan
Received TLCF grant to fund the Technology Competencies Integration Project
Identified conversion teams and converted lessons which integrated the technology competencies

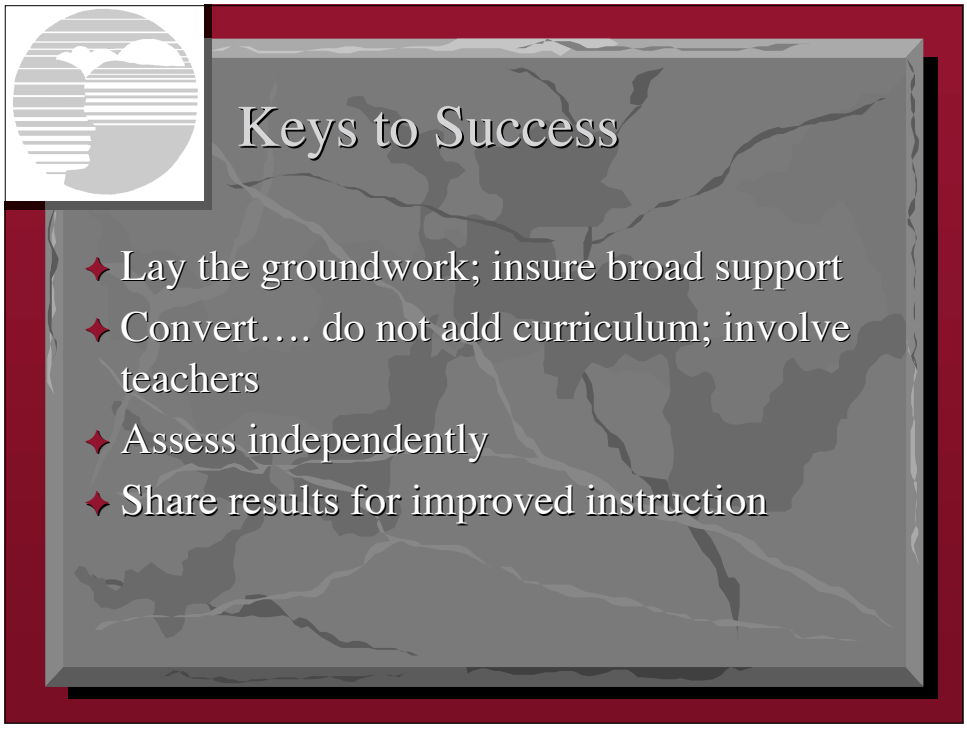

Implementation 99-00
Trained pilot teachers, using lessons
70 teachers piloted lessons, K-10
Developed and piloted assessments at grades 2, 4, 6.
Revised competencies and lessons based upon feedback from pilot teachers (became an annual process)


Implementation 00-01
190 teachers voluntarily participated - benchmark class in 6th grade
Assessed all students in grades 2, 4, 6 - started data collection
Shared summary results with teachers

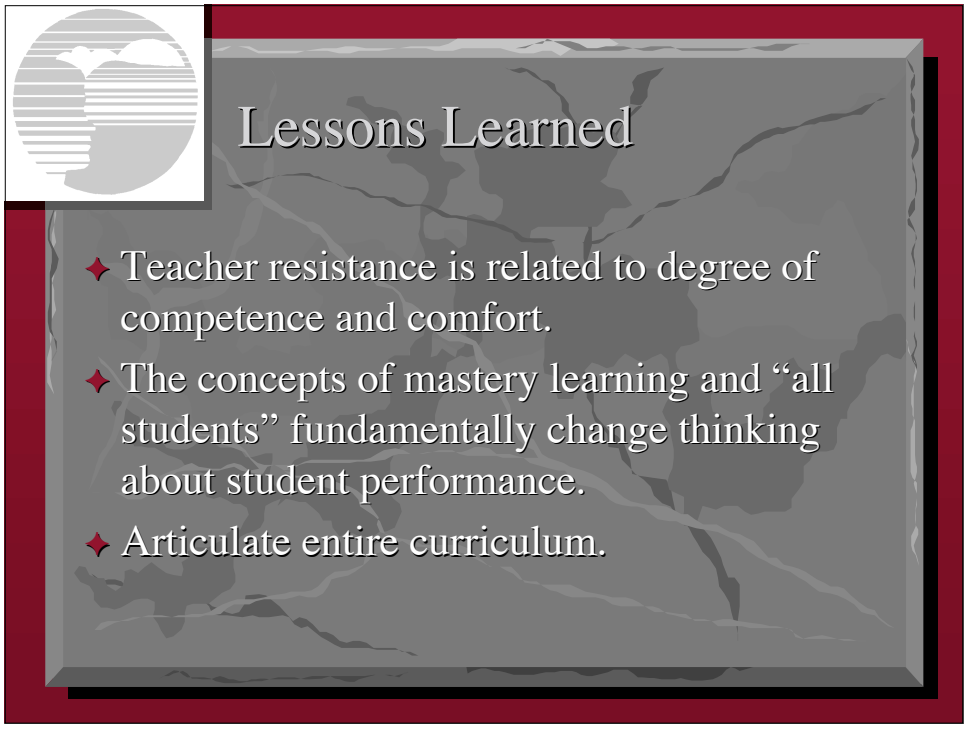

Implementation 01-02
Reached full implementation with 240 teachers delivering instruction grades K-10
Began parent reporting to grades 2, 4 & 6
Developed reteaching strategies for students not achieving complete mastery

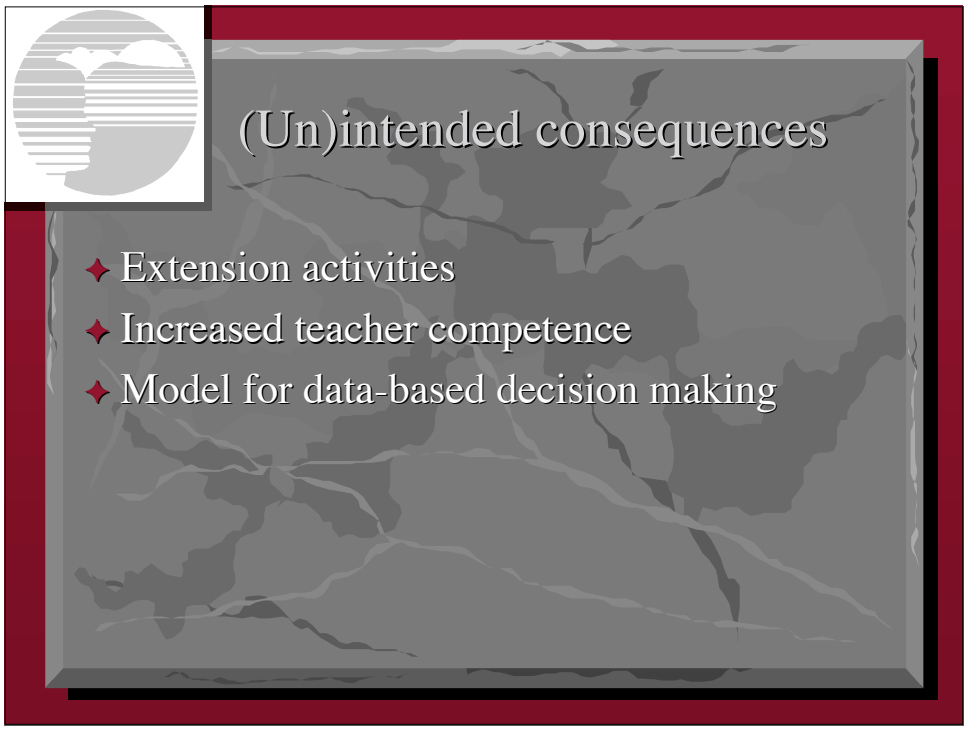

Implementation 02-03
Developed strategies and processes for special education students
Assessed all students in grades 2, 4, 6, 8 & 10
Reported results to parents of students in grades 2, 4, 6 & 8 (benchmark class)

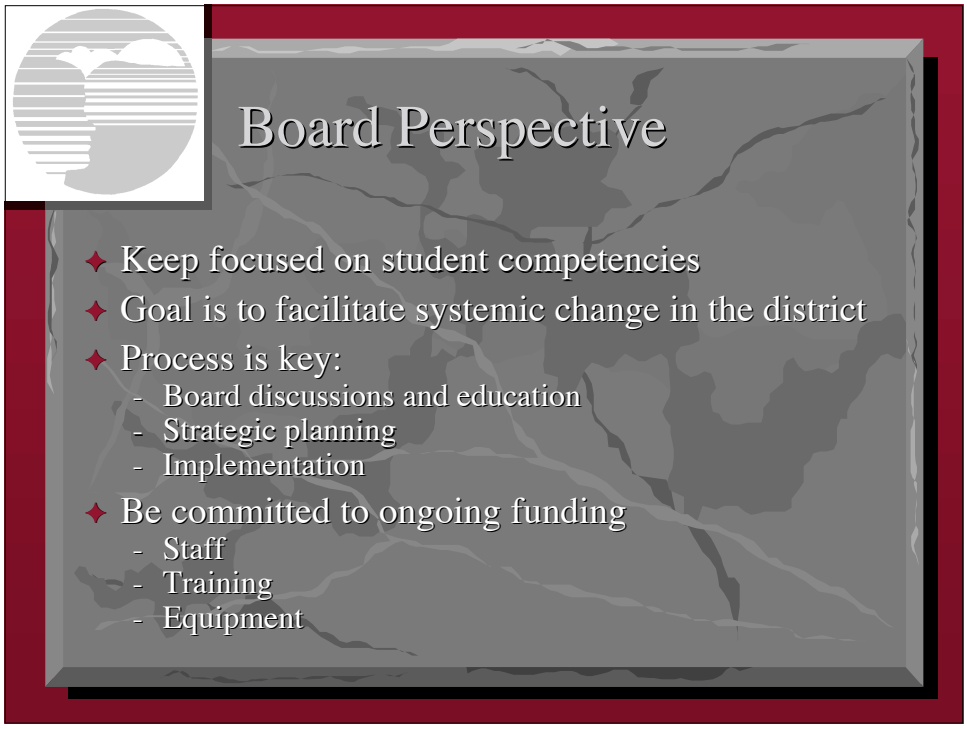

02-03 Results
2nd - 99% achieved 100% mastery (7 competencies)
4th - 98% achieved 100% mastery (9 competencies)
6th - 64% achieved 100% mastery (21)
86% achieved 85% mastery (18 or more)
8th - 24% achieved 100% mastery (20)
60% achieved 85% mastery (17 or more)

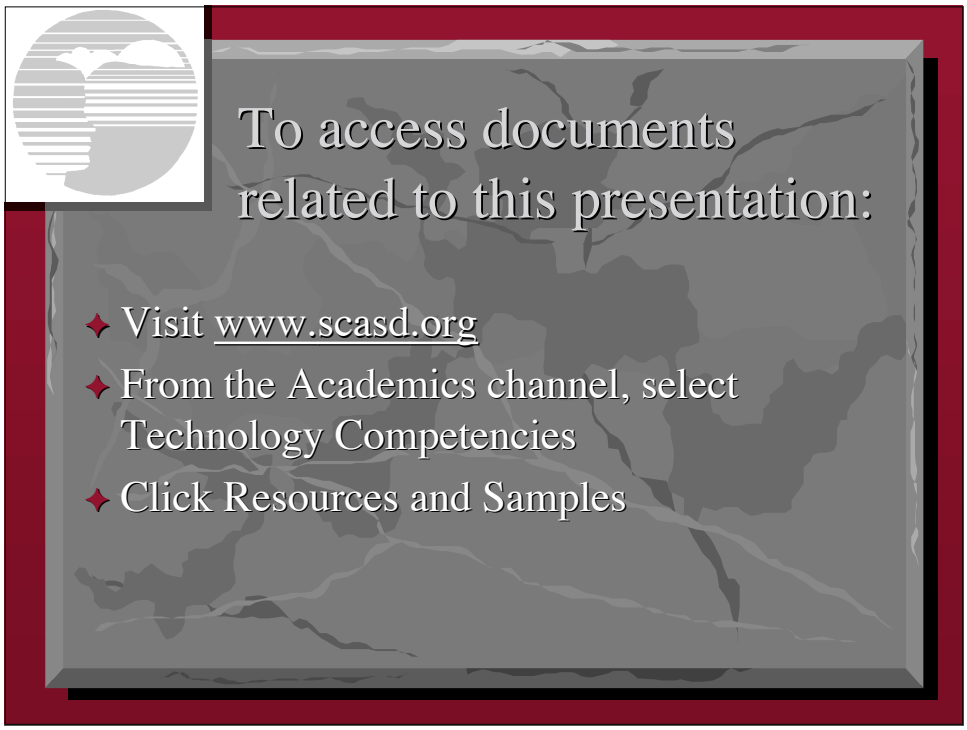

Keys to Success
Lay the groundwork; insure broad support
Convert…. do not add curriculum; involve teachers
Assess independently
Share results for improved instruction


Keys to Success
Dedicate(d) leadership to project
Support, Support, Support
"Stay the course" while making continuous improvement


Lessons Learned
Teacher resistance is related to degree of competence and comfort.
The concepts of mastery learning and "all students" fundamentally change thinking about student performance.
Articulate entire curriculum.


(Un)intended consequences
Extension activities
Increased teacher competence
Model for data-based decision making


Board Perspective
Keep focused on student competencies
Goal is to facilitate systemic change in the district
Process is key:
- Board discussions and education
- Strategic planning
- Implementation
Be committed to ongoing funding
- Staff
- Training
- Equipment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