Loti-Georgia Department of Education Discussion

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Part A

The school that I am evaluating is a K-3 school. The school was designed with the plans to implement as much technology integration as is appropriate. Every instructional room in the building has a Smart Board (placed at child level for student use) and 6 computers. I feel that the level of the students somewhat dictate the level of technology integration while using the LOTI Framework. While I feel that our school is very advanced overall in the use of technology, I would put it at a level 3-Infusion. I do have a couple of individual classrooms that achieve the level 5-Expansion, but others are working towards it. I feel that the teacher must reach these levels of understanding before they can implement them into their classroom. Examples of the various levels would include a Kindergarten teacher who uses the Smart Board to do calendar (students manipulate some of the elements.) She also uses the student computers to reinforce phonics skills, math problems, etc… She only engages in higher level integration when doing projects with the technical team. I would place her at level 2, but learning how to move forward. Then I have teachers that have students blogging about books they are reading. They read others’ post, evaluate and comment. This same class has Skyped with a shark expert, has a radio podcast on their class blog, and has had an online book chat. I would still only put this teacher at a level 5, due to the age and ability of the student’s cognitive ability. They are using the technology, but do all of the students truly have the ability to transfer these concepts on their own? If these students continue to participate in these types of activities, then as they mature and reach the next levels of childhood development, they will make it to level 6-Refinement.

Part B

This school is very close to meeting all of the Georgia Department of Education’s Vision of Georgia.

\* denotes complete

\*\* denotes working on

Technology use in schools will be:

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| \* | Diverse, using the full range of appropriate tools that can enhance learning; | Smart Boards, computers, Senteo student response, digital cameras, freedom for Web 2.0 |
| \* | Seamlessly integrated into the GPS/QCC core academic standards, particularly in areas which promote higher-order thinking and problem solving; and, | We do not follow the GPS/QCC  We do try to implement higher level thinking developmentally appropriate |
| \* | Central to the learning process | Learning comes first |

1. .

Students will become *technology literate* in using the tools of their society with skill in an ethical, accurate, and insightful manner to meet the demands of the 21st Century workplace. This includes the ability to use appropriate technology responsibly to:

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| \*  At their level | Find, synthesize, analyze, represent, apply, and share information in new ways; | Research  Blogs,  Wikis |
| \*\* | Collaborate and communicate with others for the purposes of learning; and, | Third Grade class blogs  Skype  Math World Day 09 |
| \*\* | Connect to learning activities that are meaningful, interesting, relevant, and challenging to them. | Math World Day 09  Online applications |

Educators will use technology to:

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| \*\* | Facilitate new ways of implementing instruction and of assessing learning with data utilization; | Implementation occurs, but assessment needs to be improved |
| \* | Develop instructional strategies targeted toward needs; | Lexia  AR  Math Facts in a Flash |
| With help | Keep abreast of emerging trends and new technologies; and | Some find new, but most come from the technology department |
| \*\* | Enhance their professional skills and knowledge. | There is constant availability for professional development on a group or individual basis. |

Parents will use technology to:

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| \* | Conduct basic business operations, such as registration and consent transactions with the schools; | Applications for admittance are done online. |
| \* | Communicate with local educators, and | Email, Blogs, Edline, Wikis, |
| \* | Monitor their children's academic progress. | Grades are posted on Edline beginning at the Lower School in 4th grade. |

Community members will use technology to:

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|  | Bring valuable learning resources, such as mentors, content, and tools, to the learning process. | Have not seen evidence of this concept. |

In looking at these factors, I believe this school is on the right path. Teachers, Administrators, and the technology team need to continue looking for ways that technology can be integrated seamlessly into the content. Now that I see the community element, I will be looking for possible ways to encourage this element.