

Grade 6-9 ICT Integration Initiative: Plan Framework

School District #87 (Stikine)



Prepared by:

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DISTRICT PROGRAM CONTACT INFORMATION

School District No. 87 (Stikine)

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Targeted Grant for School District #87is: \$7,417

Based on: 1 pod(s) of 1 Mentor(s) and 4 Mentees

The Model

School District #87 (Stikine) does not currently have such a program as noted above. We are, however, prepared to implement a program for the grade 6-9 ICT Integration Initiative and to continue such a program.

Schools must understand what their learning goals are for the integration of technology. Together the Co-ordinator will help determine the proficiency levels of the teachers for using technology for learning and will assist in the development of a program that will use available and future funds and resources to help the teachers and students achieve their goals.

- establish at the school and District level a clear understanding of the role of mentoring and coaching of technology for integration to be successful
- Establish a teacher mentor at each school to work with technology integration with each staff

- work with mentor teachers on specific projects that lend themselves to using the Internet to meet learning outcomes

We will be focussing on grades 6-9 to improve students' skills in language arts, math and science.

We will be following a sample model:

(from: Milken Exchange on education technology: levels of professional technology proficiency for educators and from: Report on the effectiveness of technology in the schools)

Entry level

- Instruction is teacher centred
- Teacher uses technology that exists in the classroom
- Learning is transmitted from teacher to students
- Teacher uses technology as a reward and out of context
- Uses word processing and simple databases
- Knows how to use a web browser
- Use traditional tools and is aware of software like PowerPoint

Adoption level

- Experimentation with collaborative learning
- Teacher selects one technology and employs it with assistance
- Teacher experiments with controlled student-directed learning
- Teacher occasionally uses computer lab or software as part of the curriculum
- Uses templates, graphic organizers and easily retrieves professional files
- Uses e-mail to communicate with experts and searching relevant information
- Is aware of a wide variety of methods for presentations

Adaptation level

- Learning becomes more project based
- Multimedia is integrated into learning plans
- Teacher needs minimal assistance and allows the use of several technology tools
- Teacher uses some facilitated learning strategies
- Teacher regularly design technology activities to support curriculum standards
- Distributes documents electronically
- Organizes resources by using bookmarks and other indexing methods
- Uses a variety of multimedia tools

Appropriation level

- Learning is multidisciplinary and there is more problem-solving activity
- Teacher facilitates the use of multiple technologies for non-linear expressions of information
- Learner ownership increases as teacher becomes a facilitator
- Software and online services become an integral part of instruction
- Skills are integrated across software
- Effectively integrates online resources
- Uses many multimedia tools to integrate information in non-linear way

Transformation level

- Instruction is oriented toward constructing meaning and products have real-time value
- Teacher created new ways to use technology tools together
- Teacher is primarily a facilitator and becomes an active learner
- Teacher involves students in development of authentic technology-rich activities
- Teaches others how to use technology
- Guides others in applying information resources
- Encourages the use of multimedia in unique, creative ways

Teacher practice:

(e.g. to facilitate teachers' use of ICT in their teaching repertoire)

Focus will be given to the following areas:

- Entry level
- Adoption level
- Adaptation level
- Appropriation level
- Transformational level

Teacher training will emphasize that a change in teaching philosophy, classroom management and teacher self-confidence are necessary to embark on integrating technology into the curriculum.

The training will be self-paced and project centred (hands-on), preferably working in teams or groups of varied levels. Time to learn as well as time to meet and plan will be built in. Technical support will be a portion of the training and it will be largely on-site, individualized and teacher-oriented.

- In grades 6-7 teachers will use ReportWriter to complete term 2 and 3 report cards
- Teachers will learn how to use an LCD computer projection panel in the presentation of their lessons
- Teachers will learn how to use Appleworks / Clarisworks slide show function to supplement their lessons

Skill development:

(e.g. assist teachers in acquiring ICT skills)

- Improve technology skills of teachers by integrating the use of technology into their daily routines
- Provide e-mail, listserve, chat forum, conferencing, Internet orientation to teaching staff that require it
- Provide in-service on ReportWriter software for all K-7 teachers
- Provide in-service on Successmaker to all teachers who will be using it
- Teachers will learn how to use the Community Learning Network to assist students in their research.
- Teachers will preview selected videos available at the District Resource Centre, which outline various collaborative learning projects.

Resource development:

(e.g. posting of teacher lesson plans on the web)

- Each mentee will post their lesson plans on the web and on our First Class server

Student work:

(e.g. student will use ICT in researching and compiling information and presenting projects)

- students will use Kanata, Grassroots Communities, WebQuest, Global Schoolhouse and ThinkQuest as starting points in collaborative learning. Again, levels of technology proficiency will be taken into consideration:

- Entry level
- Adoption level
- Adaptation level
- Appropriation level
- Transformational level

Planning and Budgeting

ICT 6-9 Budget

Mentee training in-district

	Training days	TOC costs		Total staff	Total cost
TOC costs	2	250	500	4	2000
Planning	2	250	500	4	2000
Regional training					
Mentor training	2	250	500	1	500
Planning	1	250	250	1	250
Local mentee workshop	2	250	500	1	500
Local mentee collaborative planning	4	250	1000	1	1000
Provincial teaching & learning conf					500
Travel & accomod for mentor training & conf					667

Total Ministry commitment 7417

District Commitment	Mileage (km)	Mileage cost (\$.44 /km)	Accommodation	Total
Atlin School	2942	1294	482	4718
Denetia School	1096	482	482	2060
Tahltan School	448	197	482	1127
Dease Lake School	0	0	0	0
Travel & accommodation for mentor Training & conference				1662
Total district commitment				9567

Total ICT 6-9 in SD #87 (Stikine) \$16,984.00

As agreed at the Regional Meeting on November 21, 2000 in Smithers the region will sponsor **Understanding by Design Summer Institute**: The Northwest and Northeast Regions are jointly sponsoring a summer institute combining sessions in Understanding by Design and Pathways to Understanding. Facilitators are Jay McTighe and Laura Lipton.

- The institute will be held August 20 to 22, 2001 in Prince George, with a half-day focusing on integrating technology into curriculum areas based on the Understanding by Design model.

Program Resources

Our mentor will have a troubleshooting kit available to distribute to mentees as part of the mentoring process. In addition a series of websites has been bookmarked for all mentees in all core subject areas and posted on our First Class server. A separate conference will be established on FirstClass for our mentees. We are currently considering providing Internet accounts for mentees to use from their home to assist with Internet research. Additionally, if the teacher does not have a computer at home to use for the project then the District will lend the teacher one to connect to the Internet.

Mentor Teachers

The Co-ordinator of Curriculum and Technology will be assigned the role of mentor. Warren Cocking will take this on. Schools will select the teachers to be involved as mentees. The Co-ordinator has suggested that the position of mentee be someone in the school who is interested in technology and working with staff to integrate technology into the curriculum. Our mentor has already been confirmed.

Any time in January or February of 2001 would be suitable for the training of our mentor. Terrace or Smithers would be a suitable location.

Mentee Teachers

We will be choosing one teacher per school as based on our allocation (given the size our schools and district). Principals will discuss with staff and select the mentee. Our mentees will be selected prior to January 8, 2001.

- Ministry funding provides for two days of local professional development provided by the Mentor to each Mentee. What dates will you anticipate providing professional development for your Mentees?

Professional development dates for mentees are:

Week of February 12	for Denetia School
Week of February 19	for Tahltan School
Week of February 26	for Dease Lake School
Week of April 2	for Atlin School

Schedule

It is recommend the Grade 6-9 ICT Integration Initiative run over a 12-18 month period, ending June, 2002. Please describe your district's proposed implementation schedule.

Implementation Schedule:

January 2001	Regional mentor Pro D - Terrace
February	Begin mentee Pro D
February	Set up discussion conference on FirstClass
March - June	Ongoing mentee Pro D
September	Conference discussion, teleconference
October	Mentee Pro D

Reporting

District plans must include a signed commitment by an executive school district officer that two interim reports and a final report detailing the progress and results of the Grade 6-9 ICT Integration Initiative will be provided to the Ministry on agreed upon dates.

In addition to output measures (expenditures, number of in-service days by participant, number of classroom support day by participant etc.), the Ministry will be developing a common reporting format and will collect, analyse and report on the results to the Grade 6-9 ICT Integration Initiative. What suggestions do you have to measure and report on the progress and results of the Grade 6-9 ICT Integration Initiative in your district?

Suggestions: Take into account the small size of our mentor and mentee , the vast geographical distances involved, the high proportion of First Nations students , first time teachers and relatively high teacher turnover.

Linkages to Preservice Programs

Are you interested in working with Faculties of Education in planning and implementing programs around:

- ICT skills and pedagogy training for in-service teachers?
- ICT skills and pedagogy training for pre-service teachers?

Not at this time. Although the idea is a good one, our district does not have the personnel to build this into this year's goals.

See next page for letter

Glenn Lewis
Acting Manager
Education Technology Branch
Ministry of Education
PO Box 9159 Stn Prov Govt
Victoria, BC V8W 9H3

FAX: (250) 387-5259

December 13, 2000

Dear Mr. Lewis:

Re: Grades 6-9 ICT Integration Initiative

This is to advise that School District # 87 (Stikine) is committed to:

- Producing a district plan, an interim report and a final report in accordance with the District planning framework
- Participating in 6-9 ICT program evaluation; and
- Using the funds for the express purpose of meeting the goals set out in the submitted plan.

Yours truly,

Mr. Huia Martin
Superintendent
School District #87 (Stikine)

Cc Mr. W. Cocking, Co-ordinator (Curriculum and Technology)
Mr. K. Leach, Assistant Secretary Treasurer
Board

