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Vision for Technology

Findley Oaks Elementary will lead Fulton County schools in student-centered technology use as a tool to enhance learning in each content area. Students will use technology for transformative, constructivist learning activities aligned to the content standards. Teachers will know how to design content lessons that allow them to assume the role of facilitator for student technology use. Administrators will provide teachers with opportunities for professional development and ongoing feedback to help teachers in implementing technology-embedded, constructivist learning activities.

Student Role

Students will use technology in a wide variety of activities representing the scope of thinking skills (such as those outlined in Bloom's Taxonomy and Depth of Knowledge charts), learning styles, learning levels, student ability, and student interests. By putting technology in the hands of the students for constructivist, authentic learning activities, students will be able to draw on their own experiences, develop their own conclusions, create authentic products, and learn problem solving skills (McKenzie, 2012). Additionally, students will develop several other types of learning skills, such as thinking skills, information and communication skills, and interpersonal and self-directional skills through technology-embedded learning (ETAN, 2013). Students will engage in hands-on experiences using technology for authentic tasks that relate to how technology would be used by real-world content area experts and professionals. To achieve this goal, students will use technology to accomplish authentic, engaging learning tasks centered around specific content and technology standards that support learning and working in the digital age (ISTE, 2009). This will allow students to be intellectually challenged while providing them with experiences in real-world, 21st century job skills (Edutopia, 2008).

Teacher Role

Teachers will facilitate student use of technology in their lessons as a means for authentic, content-specific learning (Schrum, 2005). These technology-embedded lessons will support engaged learning, group collaboration, frequent interaction and feedback, and connection to real-world experts outside of the school building (Edutopia, 2008). Teachers will know how to design and execute high-LoTI lessons within each content area. When higher LoTI levels are in place, the students will be able to take responsibility for building their own knowledge rather than depending on the teacher to simply deliver it to them (Creighton, 2003, p. 44). Teachers will tailor their lessons so that students of all levels can engage in higher-order thinking and authentic tasks by ensuring effective, individualized learning, which will make these activities more inclusive for students with special needs (ETAN, 2013).

Administrator Role

Administrators will provide professional development opportunities for teachers to learn how to design and implement technology-embedded, constructivist learning activities for

students. Before developing/organizing these professional learning opportunities, administrators will assess the needs, deficiencies, and available resources of the staff and the school in order to provide appropriate professional development in technology (Creighton, 2003, p. 55). Administrators will assure the professional development is ongoing to provide for practice, feedback, and emphasis of these skills and knowledge sets so that teachers are able to successfully understand and implement those skills and knowledge sets (Creighton, 2003, p. 48). Administrators will also provide opportunities for teachers to practice these skills and share new ideas with others (ISTE, 2009). According to the 2013-2014 School Improvement Plan (SIP), administrators will observe and support teachers in facilitating student use of technology in the content areas to help Findley Oaks accomplish the school goal of raising CRCT outcomes, also outlined in the SIP. On a larger scale, administrators will assess how student-centered, technology-embedded learning activities (such as 21st century technology-related job skills activities) have implications on the district-wide College and Career Readiness goals detailed in the Fulton County Strategic plan: 90% graduation rate, 85% college readiness, and 100% workforce readiness.

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