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## Program Description--Narrative

### Background

Integrating technology into the curriculum in order to impact student achievement has been SCHOOL NAME's primary goal the past two years. Extension of the Non-Graded Program--a developmentally appropriate, multi-age grouping classrooms--has allowed for the elimination of grade levels. Students' academic growth is charted on a progressive learning continuum through the use of a developmental report card. Technology is a key component of this whole language based program in publishing of student work and the creation of multimedia projects. Extensive technology staff development, parent training, purchase of hardware, and software evaluation, and, most importantly, the creation of a technology committee to support these efforts have been the results.

In February 1994, the Texas Education Agency recognized these efforts and results. The peer review team wrote that (for a full report, refer to Appendix A) the technology initiative at SCHOOL NAME is commendable and that the instructional program is enhanced by the use of technology. However, in addition to the various commendations, it stated the need for continued review and purchase of developmentally appropriate software addressing problem-solving strategies, continued staff training program including updates, and continued parent training.

### Current Resources

Under the guidance of the campus technology coordinator and administrative staff SCHOOL NAME grew from seven Apple //e computers to one-hundred and fourteen Macintosh computers, forty of which are located in two computer labs. The computer labs have moved away from drill-n-practice software in the form of integrated learning systems to tools software. The PreK-2nd grade Mac lab focuses on basic desktop publishing, mathematics, reading, and graphing. The 3rd-6th grade Mac Lab focuses on desktop publishing (newsletters, publishing student work), problem-solving via spreadsheets/graphing software, and developing decision-making strategies employing one-computer classroom methodology. Each computer lab boasts of trained lab managers who perform in-house staff development for professional and paraprofessional staff.

The other seventy-four Macintosh computers, ranging from Mac LCs to Mac Centrises,

are placed primarily in classrooms with a few in the library and office. SCHOOL NAME has a large library of instructional software centered on information management tools, simulations, keyboarding, and multimedia.

### Project Description

Following the recommendations of the Texas Education Agency's peer review team, SCHOOL NAME recognizes a need to provide even more staff development in the areas of networking and the integration of technology into the whole language classroom. Contextualized learning will more readily occur in the networked classroom that allows for multimedia, theme-centered projects spanning grade levels and sharing of completed projects across the Internet. In order to achieve the integration of technology into the whole language curriculum, we request the necessary funds to train our campus technology committee.

All of the members of the campus technology committee have received extensive in-house staff development focused on integration of technology into the curriculum, as well as software and hardware selection and evaluation. Over eighty hours of technology staff development Nine members have attended classes through a local university (Our Lady of the Lake University, San Antonio, Texas) focusing on Restructuring and Technology, and Whole Language and Technology. More are expected to attend in the Fall of 1994.

None have been trained on networking a school and network management. They have also not been trained on the use of the Internet (via the Texas Education Network (TENET)) and how it may impact the classroom. With the planning funds that you may grant our campus, the campus technology committee wishes to plan for the implementation of a school-wide network, the development of contextualized lessons in the whole language classroom that incorporate the use of the Internet and multimedia, and span across grade levels.

Campus technology committee objectives are outlined in Appendix B campus technology plan approved by our site-based decision-making body. To achieve the goal of this proposal, the technology committee (composed of representatives from each grade level, as well as a librarian, lab managers, supportive staff, a budget committee representative, and an instructional specialist) proposes to attend and/or provide for training in the following areas:

#### \*Networking Issues

Trainer:

Time Frame: Two days, Summer, 1994

Positions Responsible: Campus Technology Coordinator,

Instructional Specialist

Evaluation: Refer to Evaluation Specifications

\*Whole Language and Technology

Activity #1: Whole Language and Technology Graduate Class

Trainer(s): District Technology Coordinator

Time Frame: Fall, 1994

Activity #2: Integrating Technology into the Curriculum

Trainer: Peggy Healy Stearns

Time Frame: May 4, 1994 Technology Conference

Positions Responsible: Instructional Specialist/Technology

Coordinator

Evaluation: Present a workshop to campus staff and parents.

### Activity #3: Whole Language and Technology Connection

Trainers:

Time Frame: Summer, 1994

Positions Responsible: Non-Graded District Coordinator and

Fifth/Sixth Grade Instructional

Specialist

Evaluation: Refer to Evaluation Specifications.

\*Use of the Internet/TENET in the Classroom

Trainer:

Time Frame: Summer, 1994

Positions Responsible: Campus Technology Coordinator and

Fifth/Sixth Grade Instructional

Specialist.

\*HyperStudio: The Multimedia-Classroom Connection

Trainers:

Time Frame: Spring and Summer, 1994

Positions Responsible: Campus Technology Coordinator and

Fifth/Sixth Instructional Specialist

Evaluation: Refer to Evaluation Specifications.

\*Matching Technology to the Needs of Special Populations

Trainers:

Time Frame: Summer, 1994

Positions Responsible: Fifth/Sixth Instructional Specialist,

Chapter I/AIMS Bridge Teacher.

Evaluation: Refer to Evaluation Specifications.

**\*\*Note:** Vita for trainers is included in Appendix C.