

How to Turn Your Tech Initiatives into Educational Movements

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Who are you?

Role
Responsibility
Reach

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Technology Initiative

- What hardware/
software is used
- Sexy is better
- Based on funding
- Buy-in means
technology use

Educational Movement

- How hardware/
software are used
- Purposeful is
better
- Based on pedagogy
- Buy-in means
vision realized

CC Reuse:

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WHY?

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The Schools of McKeel Academy

Three Schools
MAC: PreK4 - Grade 6
SMA: PreK4 - Grade 7
MAT: Grade 7 - Grade 12

Student media
creation

Formative
assessment &
differentiated
curriculum

Digital productivity &
__creativity

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The diagram illustrates the structure of Lakeland Montessori Schools. It is organized into two main vertical sections. The left section, which has a light blue background, contains the school's name 'Lakeland Montessori Schools' in a large, bold, black serif font. Below the name, in a smaller black serif font, are the lines 'Two Schools', 'Schoolhouse: Age 3 - Grade 6', and 'Middle School: Grades 7 - 8'. The right section, which has a light yellow background, lists four educational features in a black serif font: 'Developmentally appropriate digital literacy development', 'Personalized learning', 'Collaboration & real world problem', and '— solving'. A horizontal line is positioned between the 'Collaboration & real world problem' and '— solving' lines.

Lakeland
Montessori
Schools

Two Schools
Schoolhouse: Age 3 - Grade 6
Middle School: Grades 7 - 8

Developmentally
appropriate digital
literacy
development

Personalized
learning

Collaboration & real
world problem
— solving

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Identify
three
aspects
of your
educational
vision:



answergarden.ch/309122

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How?

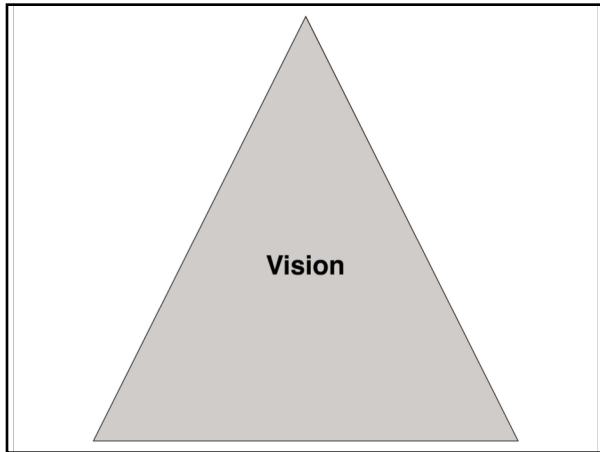
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<p>ABCs for your Educational Movement</p>	<p>A</p> <p>B</p> <p>C</p> <p>—</p>
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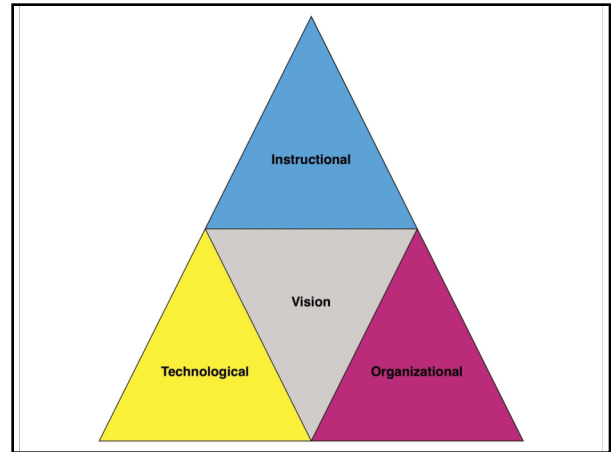
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<p>ABCs for your Educational Movement</p>	<p>Alignment</p> <p>B</p> <p>C</p> <p>—</p>
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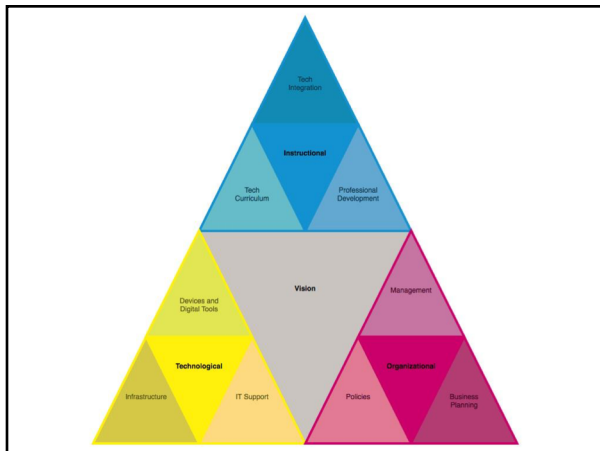
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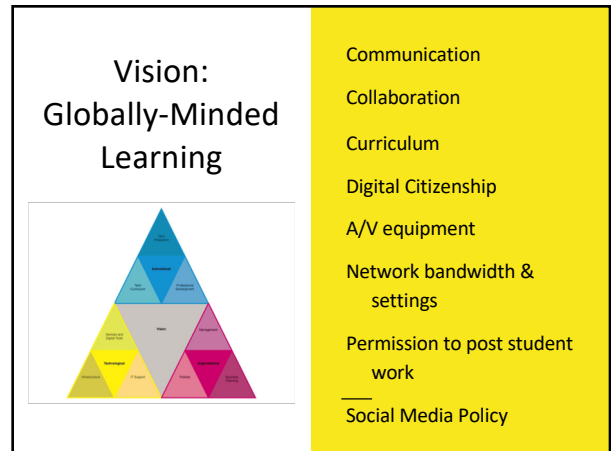
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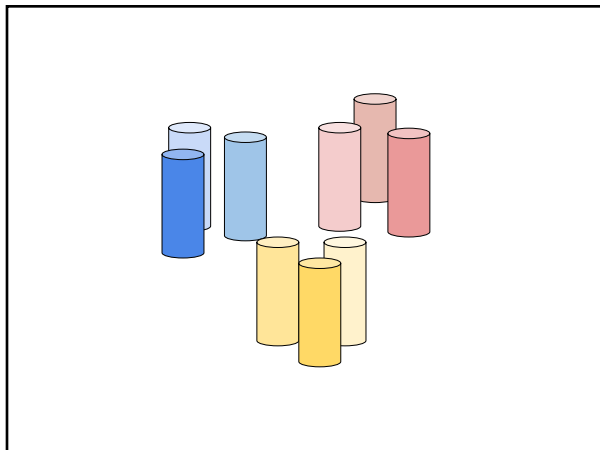
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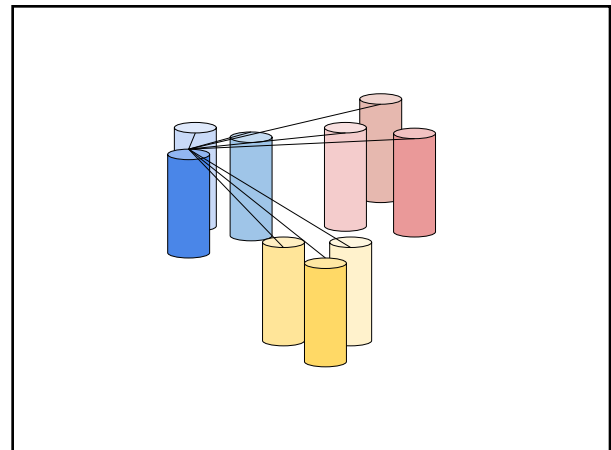
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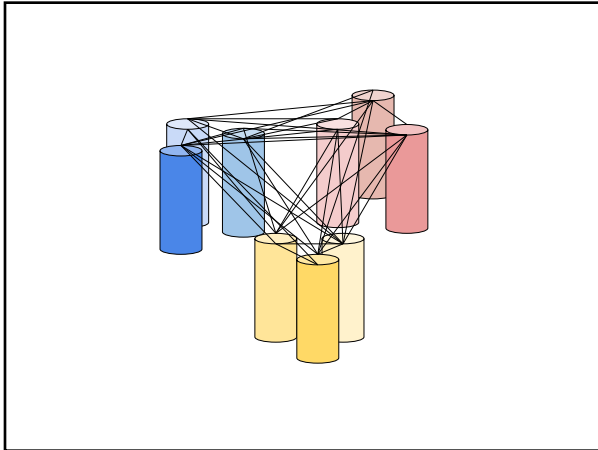
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Describe your vision: _____

Which interest are you exploring? _____

Instructional

Tech Integration _____

Tech Curriculum _____

Professional Development _____

Technological

Devices and Digital Tools _____

Infrastructure _____

IT Support _____

Organizational

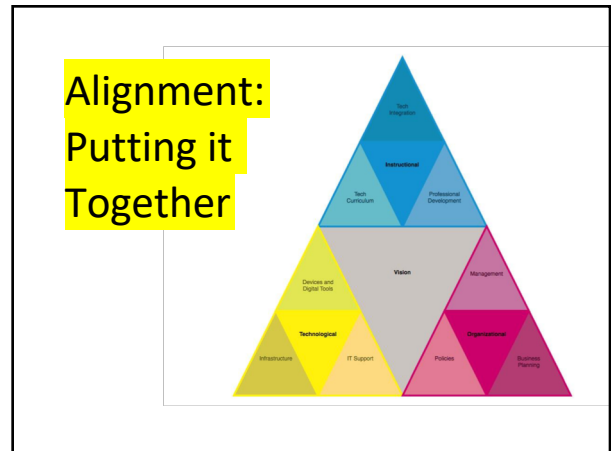
Management _____

Policies _____

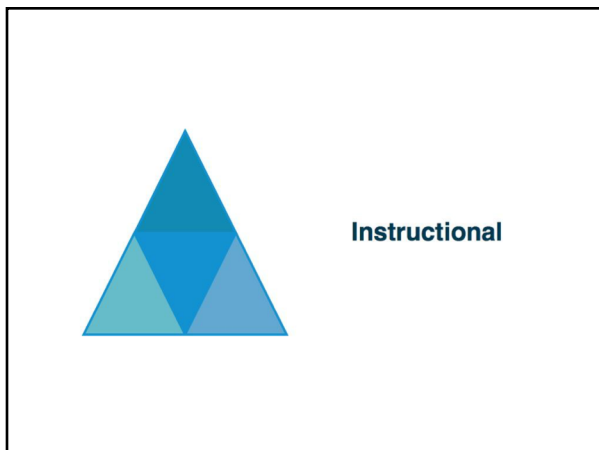
Business Planning _____

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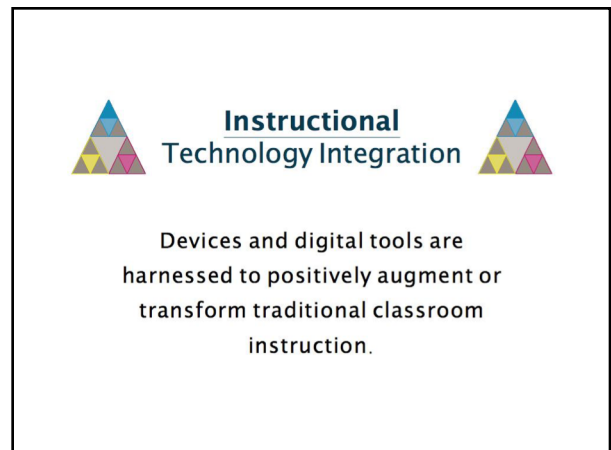
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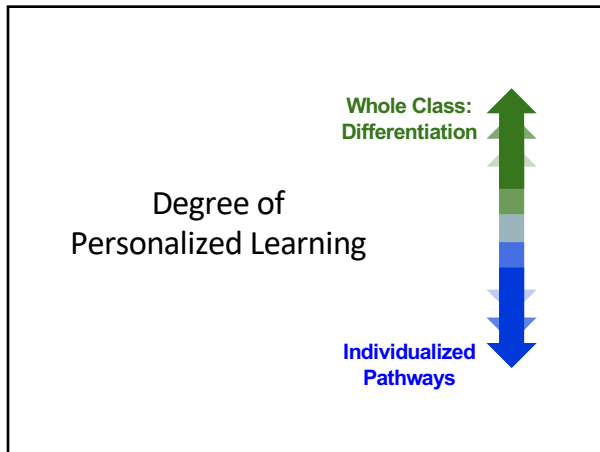
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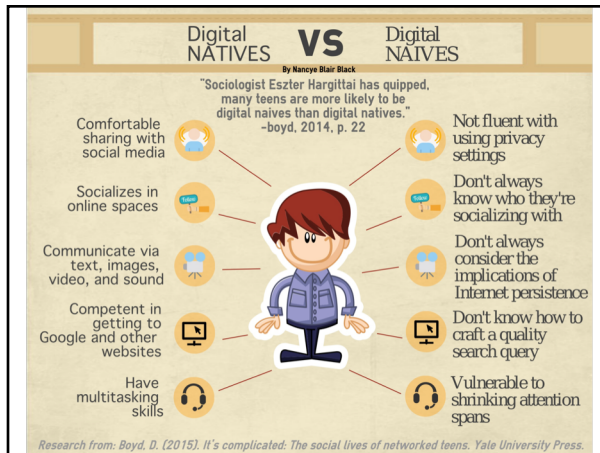


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Instructional Technology Curriculum

The pedagogy of digital literacies.
Teaching students how, when, and
why to use devices, applications, and
digital literacy skills.

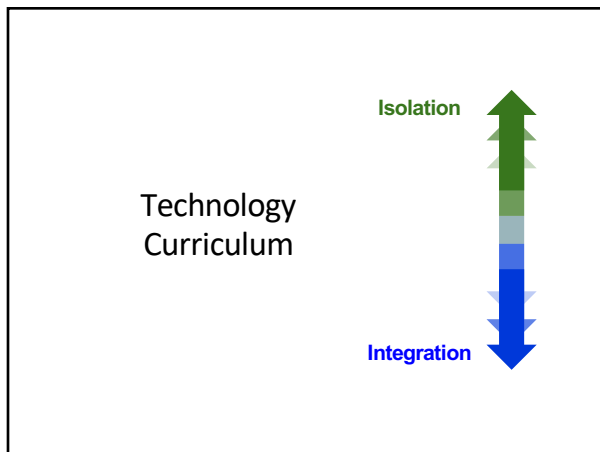
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	Projected Grade Levels				
	K	1	2	3	4
Creativity and Innovation					
Use technology to create original works as a means of personal or group expression.	M	M	M	M	M
Communication and Collaboration					
Interact and collaborate with peers, teachers, and/or others, employing a variety of digital environments and media.	I	D	M	M	M
Contribute to project teams to produce original works or solve problems.			D	D	M
Use digital communication mediums to convey ideas or information effectively (such as e-mail, skype, messaging, etc.)			I	D	D
Research and Information Fluency					
Perform web searches that produce relevant results			I	D	M
Evaluate sites for usefulness and/or accuracy				I	D
Locate, organize, and use information from a variety of sources and media			I	D	M
Critical Thinking, Problem Solving, and Decision Making					
Plan and manage activities to develop a solution or complete a project				I	D
Choose an appropriate program or application to complete a task				I	D
Use technology to solve real world problems	I	D	D	D	M
Digital Citizenship					
Differentiate between appropriate and inappropriate use of school computers (acceptable use policy)	M	M	M	M	M
Identify an appropriate procedure to follow when inappropriate content is encountered on a computer.	I	D	D	D	M
Identify security risks that are involved with giving out personal information				I	M

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Instructional Professional Development

Maturing the digital literacy and
integration skills of instructional
staff through the identification and
provision of both formal and informal
PD opportunities.

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Professional Development

Training Session
& Courses

Professional Learning Networks

Coaching

32

70%

Increase in teacher implementation
when using coaching

ISTE's Technology, Coaching & Community white paper

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Technological

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Technological
Devices and Digital Tools

Selection, procurement, distribution,
and tracking of the physical devices,
the software packages, and digital
textbook used by staff and students.


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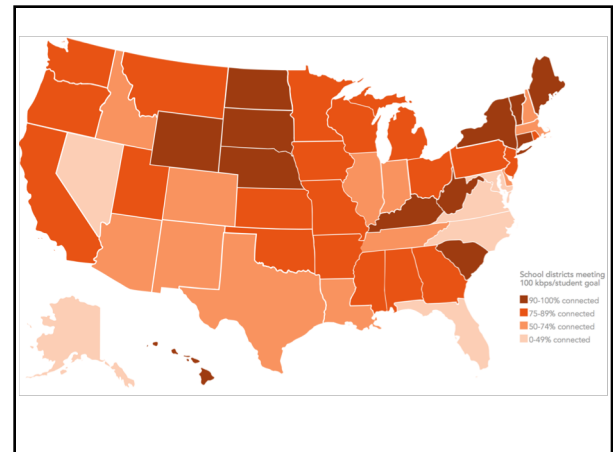


Technological Infrastructure

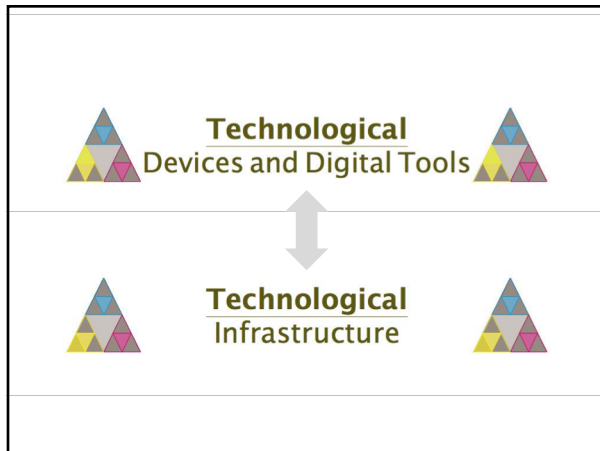


Physical management of devices, the Mobile Device Management strategy, the local network, the Internet connection, and online systems configurations.

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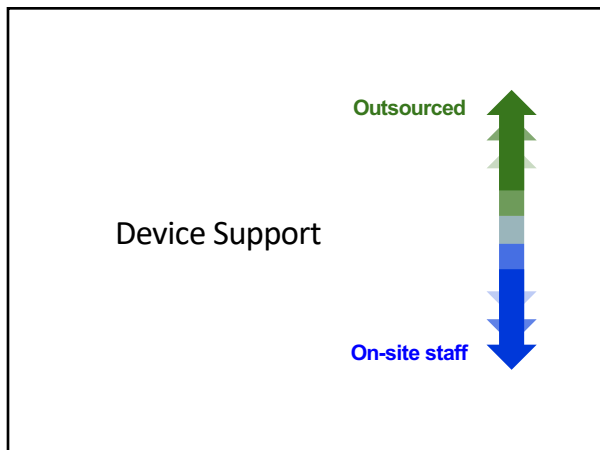


Technological IT Support

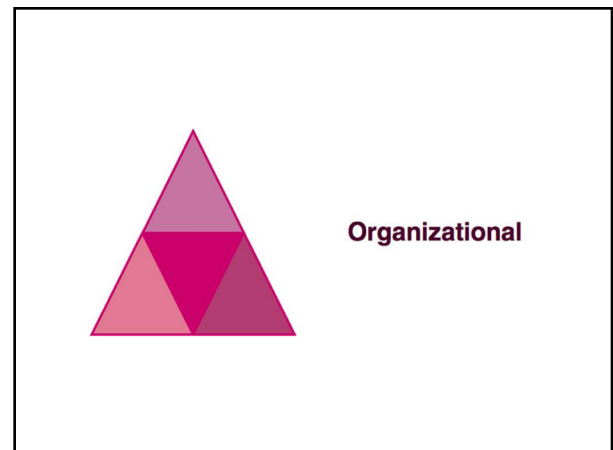


The people, processes, and systems that provide on-going assistance to staff and students for their devices, digital tools, and networks.

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Organizational Management



Monitoring and controlling the various aspects of the initiative. Project, operational, and HR management strategies.

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Process Action or Decision	Director of Schools	Assistant Directors	School Administrators	Information Technology	Field Program Coordinator	Instructional Staff	Classroom Staff
Allocating Tech Resources			C	A/R			
Technology Resource Inventory							
Completing Inventory		I	A/R	R			
Submitting Inventory		I	A/R				
Traditional Computers							
Selection	I	C	C	A/R		I	
Procurement	I	I	I	A/R			
Deployment			C	A/R		I	
Projectors, TV / Monitor, Document Cameras, IWBs							
Selection		C	C	A/R		I	
Procurement		I	I	A/R			
Deployment			C	A/R		I	
Other Digital Learning Devices (Digital Cameras, Microscopes, Calculators, MP3 players, webcams, scanners, sound enhancement)							
Selection			A/R			I	
Procurement			A				R
Deployment			A				R
Copiers							
Selection		A/R	C	C			
Procurement		A	I	I			R

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Organizational Policies



Institutional policies that relate to the technology initiative. These could be specific to the devices themselves, the level of Internet access, application procurement, etc.

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Internet Filtering At-Home

Responsibility of the parent

Tunnel data back to school for filtering

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Organizational Business Planning



Funding sources, legal concerns, public relations, community partnerships, and formal project management.

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ABCs for your Educational Movement

Alignment
Buy-In
C

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Buy-In

Garner stakeholder
input



50

We believe that the developmentally appropriate integration of technology tools in a prepared environment can support the formation of our students' productivity and citizenship in the modern world.

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We believe that the developmentally appropriate integration of technology tools in a prepared environment can support the formation of our students' productivity and citizenship in the modern world. Technological devices, such as classroom audio-visual equipment, computers, and scientific tools, can expand learning opportunities and enhance the development of critical thinking, creativity, communication, and collaboration.

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We believe that the developmentally appropriate integration of technology tools in a prepared environment can support the formation of our students' productivity and citizenship in the modern world. Technological devices, such as classroom audio-visual equipment, computers, and scientific tools, can expand learning opportunities and enhance the development of critical thinking, creativity, communication, and collaboration. Moreover, we believe that applications of digital technologies can enhance individualized, constructive, authentic and globally-minded learning in the Montessori environment.

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Buy-In

Garner stakeholder
input

Clarify vision



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“Creating a common word or phrase for everyone to get behind is an important step in launching an initiative.”

-- Carl Hooker

Mobile Learning Mindset:
The District Leader's Guide to Implementation
Pg 46

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Buy-In

Garner stakeholder
input
Clarify vision
Plan for
Dissemination



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ABCs for your Educational Movement

Alignment
Buy-In
Celebrate

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Lakeland Montessori Schools

Two Schools
Schoolhouse: Age 3 - Grade 6
Middle School: Grades 7 - 8

Developmentally
appropriate digital
literacy
development
Personalized
learning
Collaboration & real
world problem
—solving

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Young Curators: Montessori Selects

WEDNESDAY, APRIL 20, 2011 • EXHIBITIONS, PREVIOUS EXHIBITIONS

April 22 – August 20

Murray and Ledger Galleries

The spring of 2011 will mark the end of Montessori Middle School's first year of holding classes at Polk Museum of Art. To mark this occasion, PMoA offers these students an opportunity to participate in deciding what is displayed in two galleries. The 40 students have been divided into pairs and will choose an artwork from the Permanent Collection. Each team will then provide their own commentary on their decisions. This exhibition will introduce us to their perception while also allowing the students to become more involved with the curatorial processes at PMoA. These 'young curators' are sure to impress and add a new perspective to the exhibition experience.

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The Schools of McKeel Academy

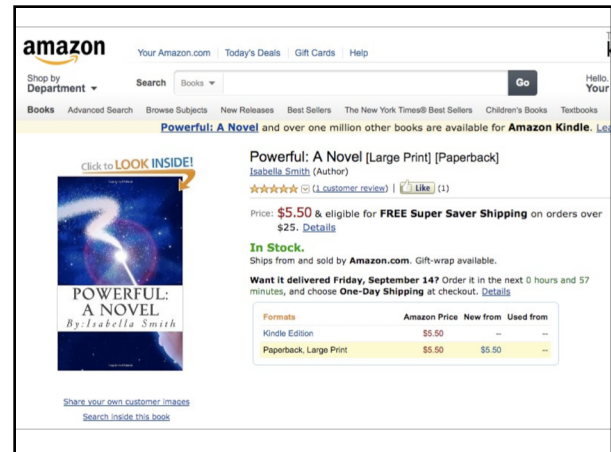
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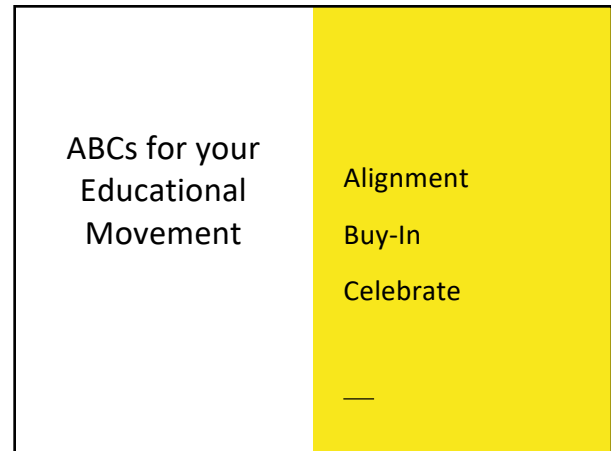
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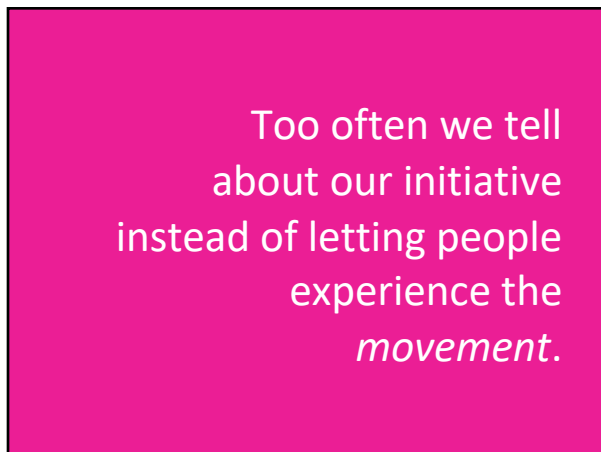
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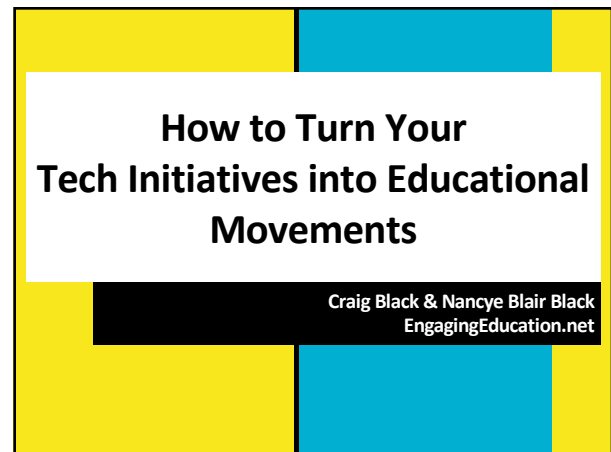
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