Maine School Administrative District #75
Promotion of Curricula and Teaching Strategies That Integrate Technology

". . . a description of how the applicant will identify and promote curricula and teaching strategies that integrate technology effectively into curricula and instruction, based on a review of relevant research and leading to improvements in student academic achievement."

Introduction. This document serves as a resource of strategies and initiatives for integrating technology into the curriculum of the District.

Strategies.

1. **Removal of the old model**. The old model makes a distinction between the curriculum and the technology, treating the latter as an add-on. Replacing the old model with a new model where technology is as integral a part of the curricula as the textbook or whiteboard.

2. **Leaders.** Administrators and teacher leaders at all levels will develop goals for meaningful tech integration. It will be expected staff demonstrate leadership in technology integration continuously as part of regular practice.

3. **Students.** Students are a rich source of technology information. Students can assist each other as well as provide insights to staff on new and effective technologies.

4. **Social Computing.** We can leverage our learning through the use of collaborative online environments. Teachers can share resources, strategies, instructional techniques, and curricular resources. Students can make connections both in and out of the classroom o expand the learning environment to the global community.

5. **Using technology to differentiate instruction**. Recognizing that different students learn differently, curriculum will be developed that supports differentiated learning. Software tools that can scan a page and then "read" it aloud to a student and use of movie presentation software are examples of ways technology may be used to enhance learning.

6. **Deliver details of the system to staff and parents and students**. Providing information to – and seeking input from – the community about additional strategies for integrating technology is a way to continually re-evaluate and uncover new methods. (See Section "Community and Parental Involvement".)

Initiatives.

1. **Hiring two new positions in the district.**
    a. **Technology Integrator**.
    b. **Data Manager**.

2. **Technology used for remedial instruction**.
    a. **Summer school**. This initiative is to use quality software that is in line with the desired outcomes (i.e. Lexia and Read180 for Literacy). In this initiative an Ed Tech will facilitate the use of the software with multiple students.
    b. **"Understanding Math"**. Use of this mathematics software to assist students in their learning process of mathematical relations.

c. **"Read180"**. Use of this reading development software to assist students in improving their reading, comprehension, and retention abilities.
d. **Social Computing**.
    i. Gifted and Talented blog for writers- a collaborative project between the Gifted and Talented staff and the mentoring program has brought students in grades 4-12 together with Bowdoin College students. Students are able to post their writing and get feedback from at least one mentor, but with the potential for even more.
    ii. E-mail communication between students in foreign countries and our students who have watched " An Inconvenient Truth" and are sharing their opinions and ideas for solutions to this world wide problem. Additional social interaction through e-mail to other countries and cultures about current, relevant, global issues.
e. **NoteShare/OneNote.** This software is part of the state provided suite loaded on the MLTI laptops that is allowing teachers and students to share many forms of multimedia. OneNote is available on all district Windows workstations. Both applications are powerful tools for creating, publishing and sharing media rich, multi-page notebooks. Users can instantly share their notebooks with other users for presenting, viewing and editing information. Documents can be used in the same room, same building and globally for connecting anytime, anywhere. These products are an ideal collaboration tool for users who work on team projects or have a need to share notebook information with one or more users in a small group or classroom. In the classroom these applications offer students an almost unlimited potential to use the power of social computing to gather their best ideas, best knowledge and their best thinking in one place. This social computing potential is just beginning to be explored and will be a focus over the next three years.
f. **Developing Online Courses.** Through the use of the state funded Moodle project we will explore the potential of posting online courses for our high school students. Currently we are in the research phase of this work and have one staff member who is trained in developing online courses. The three year goal would be to have at least one staff member from each department trained and able to collaborate with staff for developing online courses.
g. **Restructuring the Elementary Computer Technicians' Role.** In order to promote "Understanding Math" there is a need to restructure the role of the elementary computer technician role. Technicians will need access to, and training in, utilizing the most current technology as they support the collaborative culture of learners, both at the teacher level and at the student level.

3. **Web sites for curriculum assessment**.
    a. **Public**. The district web site will be redesigned into a dynamic tool that efficiently structures and organizes information to provide visitors, parents, community members, students, and staff with up to date district information and connections to curricula relevant, developmentally appropriate websites. . Through the promotion of social computing, the new webpage will allow for gathering of information (forms, data, etc) as well feedback from various members of the district community through such things as email, polls, and surveys.