

Parents

Knowledge

- Understand information literacy
- Understand how integral the technology is to learning
- Understand what research tells us about technology and student engagement
- Know what is available to the students in terms of access and programs
- Understand what different learning styles are and how technology addresses individual needs and accommodates individual learning styles
- Understand what it is children need to learn within each of the core subject areas

Attitude

- Possess an attitude that technology is an essential component of today's learning environment
- Recognize that technology will allow students to have a more in depth understanding of different concepts and expand conceptual learning
- Realize the value of global communication
- Value technology's role in life long learning
- Model and monitor acceptable care and use of laptops
- Demand that schools prepare students for tomorrow's world
- Support schools to find alternative revenue streams for maintaining and improving technology
- Learn to have a healthy respect (and less fear) with regard to the Internet and online environments

Skills

- Monitor their student's achievement
- Acquire new skills through community and district programs
- Attain a sense of empowerment by using technology for everyday purposes

Aspiration

- Engage in providing every opportunity to insure student achievement using technology, both now and in the future

Behavior

- Support student responsibilities and natural consequences
- Participate frequently in school activities
- Seek learning opportunities related to technology
- Model the use of technology in the home

Students

Knowledge

- Solve problems in their world and with others outside their world
- Identify the problem, find the information, synthesize it, and solve it
- Articulate this learning
- Create new knowledge

Attitude

- Establish and cultivate a belief system that information is power
- Communicate to parents the value of using laptops
- Model and monitor acceptable care and use of laptops

Skills

- Solve problems in daily work and activities
- Possess the basic skills of information literacy
- Transfer learning to new technologies
- Communicate using technology

Aspirations

- Understand the relevancy of high school to future success
- Develop higher aspirations than when they started their schooling
- Possess a "can do" attitude
- Establish his/her own vision for a productive future

Behavior

- Participate in learning activities to apply knowledge and skills
- Participate in project or problem-based learning experiences as a requirement for graduation
- Conduct an oral defense of their project



Central Office

Knowledge

- Understand how to integrate technology into the core subject areas
- Develop systems that validate implemented practices
- Possess a common understanding of the program purpose
- Understand of the systems of the district
- Understand what is happening on the campus/in the classroom

Attitude

- Promote a positive attitude toward the program vision
- Value the use of technology in and of itself in addition to the role it plays in the state curriculum/testing
- Value the development of faculty and staff in regards to technology integration into teaching and learning
- Communicate to parents the value of using laptops
- Model and monitor acceptable use of laptops

Skills

- Possess a basic understanding of necessary technology skills
- Access information and people to solve problems with other departments
- Use technology to accomplish district tasks
- Develop Best Practice models to share with teachers and administrators

Aspirations

- Lead the use/integration of technology into instruction
- Provide students with unprecedented opportunities that prepare them for jobs of the future that do not yet exist
- Desire to work as a district wide team, not as separate departments

Behavior

- Strive for superior customer service
- Provide a dynamic education to the students
- Provide consistent and continuous development of faculty/staff in technology integration
- Ensure that classroom teachers have the resources they need

One-to-One Laptop Implementation



Expectations for all Stakeholders

Rationale for the laptop program:

- Integrating technology improves student enthusiasm toward learning
- When students are engaged actively in learning, they achieve more
- To change instructional practice, teachers need opportunities to gain new knowledge and skills
- Implementing new teaching practices improves student achievement

History of the Laptop Program

1996-1997

First bond program begins and all IISD teachers receive laptops

2001-2002

Second bond program begins and The Academy of Irving ISD opens with wireless laptops issued to all students

- The Academy of Irving ISD 1,200

2002-2003

Wireless laptops issued to most of the 9th & 10th graders at the comprehensive high schools:

- Irving High School 750
- MacArthur High School 1,200
- Nimitz High School 719
- Academy of Irving 124

2003-2004

Wireless laptops issued to 11th & 12th grades at all high schools:

- Irving High School 1,412
- MacArthur High School 964
- Nimitz High School 1,423
- Academy of Irving 273
- Union Bower 70

2004-2005

TIP grant awarded to implement wireless laptops in one middle school and one elementary school:

- deZavala Middle School 950
- Lively Elementary School 350

Growth in high school enrollment:

- Wireless laptops issued to campuses 169

Total Wireless Student Laptops 9,604

Based on evaluation framework in:

Killion, J. (2003). "Steps to Your Own Evaluation." *Journal of Staff Development*; Vol. 24, No. 4, pp. 22-26.

Teachers

Knowledge

- Possess knowledge of basic troubleshooting
- Possess knowledge of the programs the district offers on the computer
- Understand curriculum-based software
- Integrate technology into curriculum with a high payoff in learning

Attitude

- Accept expectations that if you teach in Irving you use technology
- Promote a passion for learning
- Promote a passion for computer literacy as well as content literacy
- Accept the role of being a learner along with students
- Ask students for help
- Promote the concept of fearless learning
- Communicate to parents the value of using laptops
- Model and monitor acceptable care and use of laptops

Skills

- Demonstrate proficient use in productivity tools and instructional systems such as Blackboard, EdSoft
- Collaborate and communicate with others using technology such as shared folders, listservs, email
- Design student-centered activities using websites, websearches and WebQuests
- Design TEKS-based projects and curriculum
- Incorporate higher order thinking into instruction

Aspirations

- Engage in professional development to become a comfortable learner
- Make the technology transparent
- Aspire to be a master teacher who uses technology
- Share best practices with other teachers

Behavior

- Lead by example
- Circulate among the class and behind the class
- Model industry standards
- Design instructional practices that integrate technology seamlessly
(Measuring Stick: If the technology is removed from the class, and the teacher is able to continue teaching without any changes then technology is not being used correctly)



Campus Administrators

Knowledge

- Understand the one-to-one concept
- Understand how technology fits into curriculum delivery (Blooms)
- Understand role of ITSs and CTs
- Understand hardware and software issues
- Understand infrastructure issues in implementation

Attitude

- Participate in technology committees at campus level
- Establish and cultivate a belief system that technology is extremely important to student learning
- Set expectations that if you teach in Irving you use technology
- Promote the concept that student learning is not complete if they can't use technology for independent learning
- Provide support for all integral parts of technology
- Communicate to parents the value of using laptops
- Model and monitor acceptable care and use of laptops

Skills

- Demonstrate basic use of productivity tools and instructional systems, such as Blackboard, EdSoft, email, etc.
- Model how higher levels of Blooms Taxonomy can be addressed with technology
- Develop and share models of research-based best practices with teachers

Aspirations

- Promote the belief that if you teach in Irving you use technology and if you principal in Irving you use technology

Behavior

- Attend technology training
- Reinforce technology use in classroom to improve instruction
- Conduct regular classroom walk-throughs
- Enforce district policy on technology use in instructional delivery by comments on performance indicators in PDAS
- Communicate with the community on the value of technology

Organization/Board

Knowledge

- Recognize the need for policies to support use of laptops
- Understand the research behind technology use
- Realize the use of technology shifts teacher practice
- Realize 'what it takes' to implement

Attitude

- Develop a context for risk-taking
- Provide support for teachers
- Hold expectations that everyone will use technology
- Communicate to parents the value of using laptops

Skills

- Update policies to support laptop program
- Improve laptop distribution and repair system

Aspirations

- Support opportunities for state and national recognition as a model program for school reform, quality instruction and technology use

Behavior

- Assess and reevaluate practices continuously
- Support technology use through Board Goals
- Provide resources and personnel to sustain the program
- Communicate with the community in order to sustain the program



For more information
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