



**Technology Plan 2014/ 2016
Revised June 2015**

**Edison Elementary School
1328 E22nd Ave
Eugene, OR
97403**

541-790-8900

Current Technology Leadership Team:

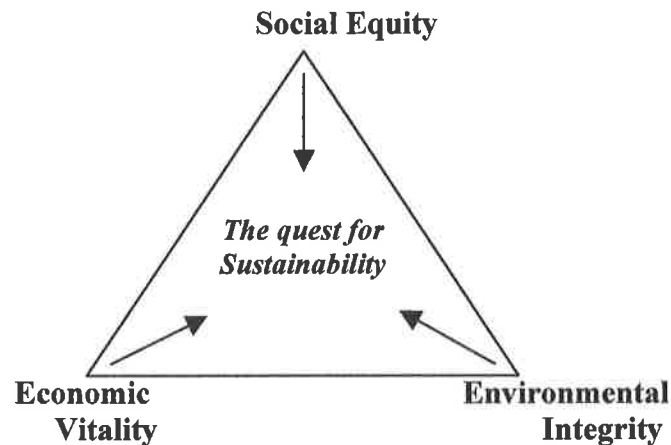
John Benson - Teacher and Technology Leader
Janine Zimmer-Berg - Teacher and Technology Leader
Brian Reavis - Teacher and Technology Leader
James Murray - Technology Specialist
Tom Horn - Principal and CC/SS Achievement Gap Leader

Vision Statement

“The Edison Community is committed to providing an educational experience that prepares all students to be competent, compassionate, contributing members of our community and inspired global citizens. Through the thoughtful application of technology and student-centered instruction we can enhance learning across the curriculum, build critical thinking and research skills and provide equitable access to technology for our students.”

Goals and Objectives

Edison Elementary School Focus: Environmental science with an emphasis on watershed to ocean environments. Emphasizing the importance of three specific themes that intersect academically and socially: social justice, environmental integrity, and economic development



Edison Elementary endeavors to teach students from all walks of life to:

- ~Discuss, question, think and analyze
- ~Combine general knowledge with goodness
- ~Acquire the intellectual skills that ensure a love of learning and a lifelong commitment to helping others

The Core Beliefs of Edison (including the themes: Inclusion, Respect, Integrity, Compassion, Cooperation), include a commitment to sustainability. The single most significant moral, social and economic challenge we face as a society is figuring out how to design communities and economies that can provide a high quality of life without critically damaging the natural ecologies upon which our welfare ultimately depends. **As educators, helping to foster the academic and social skills needed to allow students to become future leaders is significantly important.** We believe:

- Learning should be a fascinating adventure, a rigorous but joyful pursuit.
- Each individual has natural talents and intellectual aptitudes
- Cooperation and teamwork are essential to a sustainable society.
- Learning is an energetic pursuit.
- True learning calls on every facet of the human mind, heart and body.
- Learning is the doorway to the wonders of culture, the natural world and the community.

With these things in mind, we recognize the important role that technology plays in our lives today and in the future. *Global collaboration* -- The need to be able to communicate and collaborate across multiple boundaries – economic, political, geographic and cultural—is fundamentally important. We are seeing the emergence of the notion of “global citizenship” – a sense of belonging to no single country or culture, but rather being comfortable in many countries and cultures, – as a prominent experience for a growing number of today's children.

Today's students are experiencing *rapid learning and re-learning* -- continuous “re-skilling” at a pace that even exceeds what we have seen in the last several decades. A premium is to be placed on creative

thinking and innovation (the emergence of the “innovation and design economy.”) The cycle time for new skill development will be continuously compressed and a strong understanding of technology will be tremendously important. With many careers, we are seeing a decrease in the need for physical mobility and an increase in virtual mobility. The technological world that we are living in is rapidly changing, and so much our schools.

Digital age learning:

Simply being able to *use* technology is no longer enough. Today's students need to be able to use technology to **analyze, learn and explore**. Digital age skills are vital for preparing students to work, live and contribute to the social and civic fabric of their communities.

International Society for Technology in Education (ISTE) Standards (formerly the NETS) for students are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. (these four areas are important....blah blah...)

I. Creativity and innovation:

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Apply existing knowledge to generate new ideas, products, or processes. This means:

- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

II. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. This means:

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

III. Research and information fluency: Students apply digital tools to gather, evaluate, and use information. This means:

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

IV. Critical thinking, problem solving, and decision-making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. This means:

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

Technology Resources

Currently Edison has 161 active computers:

- 72 A rated Macbook airs
- 89 C and D rated older Macbooks with 10.6 operating system

Of the 72 A rated newer computers (Macbook airs):

- 4th and 5th grade share 36 computers (approx. 125 students)
- 3rd grade shares 36 computers (approx. 67 students)
- 3rd grade shares 10 older ipod touches.

Old Implementation Timeline: See new revised timeline below

Phase 1: 2014

- Exchanged 72 “F” rated older Macbooks for 72 Macbook airs.

Phase 2A: Focus on Kindergarten through second grades: Winter/Spring 2015

- 40 iPads for each Kindergarten class or total of 80 (ipad COW comes with 40).
- 40 iPads for each first-grade class or total of 80
- 40 iPads for each second-grade class or total of 80

Phase 2B: Focus on third through 5th grades: Spring/ Summer 2015

- Third grade: 36 Macbook Airs (makes 1:1 laptop to student for third grade).
- Third grade 40 ipads. Third grade currently has 10 ipod touches that will be moved to our library for use in library literacy initiatives.
- Fourth and fifth grades: 3 more COWS of 36 Macbook Airs (makes 1:1 laptop to student for fourth and fifth grades).

Updated Implementation Timeline: Based on June 17th, 2015 meeting with Kim Ketterer, James Murry, and Tom Horn.

Phase	Action	Timeline
3A	I-pad COW for primary grades	Summer 2015
4A	Trade in computers for laptop COW	Beginning of Fall 2015
4B	New laptop COW	End of Fall 2015
5A	New laptop COW (based on possible remaining funds from bond)	2015/2016

Professional Development

At Edison Elementary School we believe in the purposeful integration of technology throughout the curriculum as a means to promoting our core values of student centered instruction, building critical thinking and research skills and providing equitable access to the tools of learning. With an emphasis on building strong research based skills among our students, we know that Edison teachers need quality professional development in order to make our goals a reality. We endeavor to create a series of PD experiences that build confidence, teamwork and purposeful application of technology on the Edison staff.