District Vision, Mission and Belief Statements

Vision - We aspire to be the school district of choice, improving our community and society by opening doors and providing opportunities for every child, every day.

Mission - Our mission is to provide an engaging, innovative and holistic experience that empowers all students to become responsible, productive citizens.

Belief Statements:

- **Student Focused** - Students are our priority. The development of engaged, active learners and involved, responsible citizens is the primary deciding factor in every aspect of our daily actions and future planning.

- **Collaborative** - Our staff, parents and community work in partnership to ensure Pickerington Schools provide a world-class educational experience and safe environment tailored to the unique needs and aspirations of every child.

- **Innovative** - We strive to be a leader in public education, a district others aspire to become. We value, support and respect creative approaches to education and innovative solutions to challenges. We expect our staff to take the initiative to remain current on best practices while building on a foundation of research and data.

- **Passionate** - We cultivate an environment where work and learning are infused with passion and commitment. We recruit, develop and retain highly qualified employees who consistently exhibit a positive example, exemplary attitude, genuine caring and great enthusiasm.

- **Fiscally Responsible** - We exhibit financial responsibility by ensuring district resources are aligned with our goals and objectives.

- **Embracing Diversity** - We acknowledge and celebrate diversity and affirm the importance of our common humanity. We embrace varying perspectives, cultures and experiences as a doorway to educating children about their roles in our communities and global society.
Technology Vision

The Pickerington Local School District (PLSD) is committed to providing students with a technology rich learning environment. The Pickerington Local School District will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources to ensure that all students will have the opportunity to develop the 21st century skills necessary to be productive citizens in an information-driven, global society.

Vision

The vision of Pickerington Local School District is to provide all students with a blended learning experience with access to technology which will assist them in:

- showing mastery in all of the content areas
- increasing skills in critical thinking, collaboration and communication
- being prepared for the next level of education
- successfully attaining the skills and proficiencies required of today's work force.

In addition, all administrators, teachers, and district/school staff will use technology through a blended learning approach to effectively help students attain high standards and prepare for tomorrow's world of work.

Blended Learning

Blended Learning is a method of instruction in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. We believe that students need a rich and wide array of instructional methods. The tools that the teacher or the student uses to learn must to be the appropriate tool. Some tasks may require the use of technology, some tasks may require paper and pencil, some may require the student to act out their learning. In a blended learning environment all of those tools and learning methods are significant to end goal of increasing student achievement.
Why Technology?

In the 21st century, understanding and using technology will be an integral part of virtually every aspect of daily life. It is the school system's responsibility to prepare students for this future. The classroom is the primary place where this preparation will occur; therefore, every classroom must be equipped with technology to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction. When integrated into instruction, technology will support new strategies for teaching and learning by:

- addressing diverse learning styles,
- accommodating individual learning rates,
- encouraging cooperative learning,
- helping students accept responsibility for their learning,
- providing the means to communicate globally, and
- improving academic achievement in all areas.

The use of technology in instruction changes the structure of the classroom. No longer should the teacher rely solely on the traditional lecture/seat work method of instruction. In a technology-rich, student-centered classroom, the teacher serves as a facilitator of instruction, mentor, and coach. Technology will provide a record of the student's academic history and ways to manage learning progress and activities. Teachers have the data and information needed to individualize instruction and assessment as well as make other important instructional management decisions. Through technology, teachers and students will access a wealth of materials, services, and networks throughout the state, nation, and world. Technology does not replace the teacher, but rather supports and enhances the educational process.
**Instructional Purpose of Technology**

Integrating technology into classroom instruction means more than teaching basic computer skills and software applications in a separate computer class. Effective technology integration must happen across the curriculum in ways that research shows deepen and enhance the teaching and learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curriculum goals.

Effective technology integration to improve teaching and learning is not about the device, but how the device is used to improve both teaching and learning. The instructional outcome or result is always the goal. The device is an instrument to achieve those goals. Technology can allow educators and students a new way to reach previously unreachable learning outcomes.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of advisor, content expert, facilitator and coach. Technology helps make teaching and learning more impactful and engaging.

Pickerington Local School District is adopting a blended learning approach to the integration of technology. This approach allows teachers to combine the best teaching practice from a traditional classroom and those from a digital classroom. The teaching strategies should align to the goals of the learning objective. Some lessons may require the use of technology, other lessons technology may not be needed, while other lessons may need technology for part of the lesson. The end goal is to have and utilize the proper tool to enhance the curriculum and meet the instructional needs of the students.

Technology is all too often applied as an add-on to existing curriculum. To maximize its potential benefits — such as the development of higher-order thinking skills — educators must weave technology into the curriculum in such a way that the tool matches the desired learning outcome.
Technology Standards

Consistent with the Ohio Department of Education Technology standards (2003) for students, students have instruction in:

**Computer and Multimedia Literacy** includes the ability to appropriately use hardware, software applications, multimedia tools and other electronic technology. It harnesses the use of educational technology tools for productivity, communication, research and problem-solving.

**Information Literacy** is the acquisition, interpretation and dissemination of information. Information literacy focuses on effective methods for locating, evaluating, using and generating information. Technology-based information literacy skills encompass the utilization of the Internet and other electronic information resources for research and knowledge building.

**Technological Literacy** addresses the abilities needed to participate in a technological world. It is the intersection of mathematics, science and technology. It specifies unique knowledge, devices, and capabilities used to solve problems. It identifies career connections between technology and the world of work. Technological literacy includes technology education and pre-engineering concepts.

*Note: The Ohio Department of Education expects new Ohio Technology standards to be released in the Spring of 2016.*

**International Society for Technology in Education (ISTE) Technology Standards**

Additionally, Ohio has referenced the National ISTE Technology Standards for students, teachers, instructional coaches, and administrators. Is the goal of the Technology Committee to continue to advocate for more current technology standards.

**ISTE Standards for Students:**
- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship
- Technology Operations and Concepts
ISTE Standards for Teachers:
• Facilitate and Inspire Student Learning and Creativity
• Design and Develop Digital Age Learning Experiences & Assessments
• Model Digital Age Work and Learning
• Promote Digital Citizenship and Responsibility
• Engage in Professional Growth and Leadership

ISTE Standards for Instructional Coaches
• Visionary Leadership
• Teaching, Learning and Assessments
• Digital Age Learning Environments
• Professional Development and Program Evaluation
• Digital Citizenship
• Content Knowledge and Professional Growth

ISTE Standards for Administrators
• Visionary Leadership
• Digital Age Learning Culture
• Excellence in Professional Practice
• Systemic Improvement
• Digital Citizenship

More detailed information can be found at http://www.iste.org/standards
Essential Conditions

These are the necessary conditions to effectively leverage instructional technology for teaching and learning. It is the goal of the Technology Committee that all schools in the District foster and create a culture in which all of these conditions are present and active in the buildings.

Shared Vision
Proactive leadership develops a shared vision for instructional technology among all educational stakeholders, including teachers and support staff, school and district administrators, students, parents and the community.

Empowered Leaders
Stakeholders at every level are empowered to be leaders in effecting change.

Implementation Planning
All stakeholders follow a systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of instructional technology and digital learning resources.

Consistent and Adequate Funding
Ongoing funding supports technology infrastructure, personnel, digital resources, instructional technology devices/tools and staff development.

Equitable Access
All students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.

Skilled Personnel
Educators, support staff and other leaders are skilled in the selection and effective use of appropriate instructional technology resources.

Ongoing Professional Learning
Educators have ongoing access to technology-related professional learning plans and opportunities as well as dedicated time to practice and share ideas.

Technical Support
Educators and students have access to reliable assistance for maintaining, renewing and using instructional technology tools and digital learning resources.

Curriculum Framework
Content standards and related digital curriculum resources align with and support digital age learning and work.
Student-Centered Learning
Planning, teaching and assessment all center on the needs and abilities of the students.

Assessment and Evaluation
Teaching, learning, leadership and the use of instructional technology tools and digital resources are continually assessed and evaluated.

Engaged Communities
Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of instructional technology tools and digital learning resources.

Support Policies
Policies, financial plans and accountability measures support the use of instructional technology tools and other digital resources for both learning and district/school operations.

Supportive External Context
Policies and initiatives at the national, regional and local levels support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology standards.
Connection with Teaching and Learning

Technology and teaching & learning must be a close relationship. When integrating technology in the classroom or curriculum there are a few questions that should be examined first:

- Regardless of the technology, what’s the essential outcome the lesson?
- How are these technology tools enhancing the curriculum?
- What will the students do with these tools – during and after class?
- Am I using technology in a powerful way?
- How will the use of this technology improve my teaching?

The use of technology in the classroom should properly align with the subject/grade level’s curriculum; including standards, curriculum maps, pacing guides and assessments. The question that teachers should continually ask is how does the use of this technology help students learn the intended outcome or curricular goal. Technology needs to be used for an intended purpose.

SAMR Model

The District has adopted the SAMR model in assisting teachers through the process of integrating technology into their classroom and using it in powerful ways.

SAMR is a model designed to help educators infuse technology into teaching and learning. Developed by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.

The Substitution Augmentation Modification Redefinition model offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology.
Common Definitions of Digital Learning

**Digital Learning** - is any instructional practice that effectively uses technology to strengthen a student's learning experience.

**Synchronous Online Learning** - refers to a learning event in which a group of online students are engaging in learning at the same time.

**Asynchronous Online Learning** - is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of students.

**Hybrid Digital Learning** - is a model of course design that combines traditional, face-to-face class time with online course work.

**Distance Learning** - is a method of studying in which lectures are broadcast or classes are conducted over the Internet, without the student's needing to attend a school or college. Also called distance education.

**Massively Open Online Courses (MOOCs)** - is an online course with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests.

**Computer Infused Classrooms** - is a classroom in which the curriculum is mostly delivered through a computer application. Students can work at their own pace and teacher works with small groups.

**Blended Learning** - is a method of instruction in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.

**Technology Integrated Classrooms** - is a classroom in which technology is integrated into the traditional classroom, but typical teaching methods are used.

**Flipped Classrooms** - is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering
instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom.

Common Definitions of Instructional Technology Tools

**Devices** - any piece of equipment that contains a processor, memory and data paths (e.g. laptop computer, desktop computer, iPad, smartphone, etc)

**Mobile Device** - any device that can be easily moved around (e.g. iPads, laptops)

**Static Device or Static Lab** - refers to any device that is not easily moved around (e.g. desktop computers)

**Assisted Technology Devices** - are identified in the IDEA 2004 as: Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

**Learning Management System (LMS)** - is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) education courses or training programs.

**Instructional Improvement System (IIS)** - is a platform that provides data to enable teachers, principals and other administrators to manage continuous instructional improvement. Allows for the storage and analysis of data. Additionally the platform allows for the creation of online assessments through a stored database of vetted questions.

**1:1 devices** - A digital learning environment where all students have 24/7 access to a device. The device becomes part of the curriculum and a daily part of the teaching and learning.

**Cloud-Based Computing** - An environment in which data is stored via the Internet in a server somewhere else in the world. In a cloud-based device nothing is stored locally on the device.

**Gamification** - The creation of learning games in which there are set rules, goals and objectives and students get feedback and results based outcomes.
FITTING THE PIECES TOGETHER

LEADERSHIP
Setting the vision

ASSESSMENT
Understanding learning progress

TEACHING
Putting vision into practice

LEARNING

INFRASTRUCTURE
Providing accessibility, resources and connectivity so that learning is everywhere, all the time

resources
accessibility
connectivity
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