

C. Collaboration and Integration

Collaboration among participants, identification of shared program and curricular goals, and common strategies for achieving desired educational results advances ET-IL integration. Collaboration occurs best in an environment where the administration, library and technical professionals support and encourage cross-program activities that involve 1. the improvement of education services, 2. the effective use of technology, 3. the acquisition of information literacy skills, and 4. the application of all to meet student achievement standards. It is important that ET-IL planners coordinate with district personnel responsible for Title programs and the Consolidated Grants Application, as Title II-D funds are routinely used in support of other Title efforts (ie. district purchases reading software with Title II-D funds to support Title I activities). The ET-IL plan must indicate collaboration with Title programs to be approved.

Guiding Questions:

1. What department or organization at the school district is responsible for the following programs:
 - o ET-IL
 - o E-Rate
 - o Title II-D Consolidated Application
 - o Accreditation
 - o Curriculum and Assessment
 - o Professional Development
2. What mechanism is in place for collaboration?
3. How does the ET-IL plan foster integration of all of the programs listed (in #1) above?
4. How is the administration, district and/or school involved in ET-IL planning and implementation?
5. Describe how technology and information literacy integrated into curricula?
6. What is the district doing to foster increased student achievement through the effective use of technology?
7. How does the district utilize and promote research-based strategies?
8. What is the district doing to coordinate ET-IL efforts with other program efforts such as Title I (Improving the Academic Achievement of the Disadvantaged), II-A (Preparing, Training and Recruiting High Quality Teachers and Principals) and V (Innovative Programs)?

FEDERAL REQUIREMENTS

NCLB Requirement: Promotion of curricula and teaching strategies that integrate technology based on review of relevant research and leading to improvements in student academic achievement.

STATE REQUIREMENTS

4.02 (1) (a) Implementation of an Education Improvement Plan which includes best educational practices, including (1) setting high goals for student achievement, (2) advancing recognized 7 instructional strategies, (3) promoting standards-based instruction, (4) using state and local assessments, (5) promoting postsecondary readiness (6) incorporating parent, student and community participation, (7) assurance that the District or the Institute has adequate policies and that these policies are being implemented and in compliance with state statutes, rules and regulations, and (8) other requirements as outlined in the Accreditation Contract.

2.01 (4) (r) Assurance of a plan for technology and information literacy that is integrated into the district's standards-based educational plan and includes the assessment of all students in the eighth grade. The technology plan shall include policies and procedures to prevent students from accessing inappropriate material on the Internet;

1) Professional Learning Committees are in place for collaboration of integration and information literacy. Collaboration is done informally by technology instructors meeting with teachers and creating and enhancing units. The library media staff also meets informally with teachers in the area of information literacy and the District Library Media Coordinator meets regularly with the Language Arts cores to determine needs.

2.) Within the district, the District Learning Services Director and technology instructors are responsible for ET-IL implementation. The E-Rate is handled by the District Technology Coordinator. Title II-D is handled by our business manager through our cooperative BOCES. Accreditation, Curriculum and Assessment and Professional Development is handled by our superintendent and District Learning Services Director. This infrastructure is the basis for all of our ET-IL programs.

3, 4) The District Learning Services Director works with principals and instructional staff on collaborative lessons at all levels. The District Library Media Coordinator meets regularly with language arts staff to ensure that information literacy standards are embedded in the standards being used. Additionally, the new information literacy standards as proposed by the AASL have been disseminated to all departments and work is being done to implement them in all collaborative lessons. The same standards are applied to all areas of the curriculum and are part of the long range curricular goals of the district.

The ET/IL plan was created through the district technology committee, which includes administration, the library media coordinator, the district technology coordinator, all technology teachers, and a technology support person from our primary school. Each member of the committee then disseminates the information to the buildings and administrators for implementation.

5, 6.8) Each teacher is expected to use technology as both a method of instruction and as a way for students to show their technology skills. Instructors are expected to use information literacy pieces in student assignments, such as creating a presentation on how the structure of government works through researching one aspect of the government.

The research process is weak within the district, however, as shown by the needs assessment. The ET/IL plan will require the District Learning Services Director to work more closely in training staff in information literacy skills and how they are used in the classroom. The technology instructors work wherever possible within their buildings to help teachers with technology integration.

We have a district wiki site where instructors place their lessons and essential skills for students to access. Many of the lessons include the use of a variety of technology tools. Students are to show proficiency in the use of these tools as part of the assessment. The students use computer labs in the buildings on a regular basis for all types of assignments.

7) The District Director of Learning Services regularly shares with the district technology committee and instructors the most current research strategies. The coordinator works to ensure that these strategies are implemented in a variety of curricular areas. Teachers are encouraged to look for professional development opportunities that show them how to utilize research-based strategies in their classroom.