Shared Vision and Rationale

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**Vision Statement**

We at Russell Elementary School (RES) envision using technology to further student achievement by using a student-centered approach. Through blended learning, we will incorporate Web 2.0 tools to foster 21st-century skills in communication, collaboration creativity, and critical thinking skills to aid in preparing students to become digital age learners. RES will also integrate technology across all subject areas of the curriculum. By doing so, we believe we will prepare digital age learners for success in a global, ever­changing society.

**Rationale**

Over the past few years, there has been a trend of changes in technology in the United States to ensure that schools are transforming traditional classrooms into digital age classrooms. One-way educators are preparing digital age learners through the use of blended learning in K-12 classrooms. Blended learning is a type of learning platform, where students acquire traditional teaching approaches through technology. The students can gain information through three different approaches; partly online, partly at home, and along a learning path. Within the three different methods we will implement the station rotation model (“What is Blended Learning.” 2018). RES will implement the station rotation model.

A station rotation model is a form of blended learning that gives students the opportunity to rotate through a computer station based on a fixed schedule individual needs (“What is Blended Learning.” 2018, para.1). Students are used to rotating through centers because they have an opportunity to work through literacy and math centers.

Blended learning is so influential because it helps transform classrooms into digital age classrooms, meets the needs of 21st century learners, helps increase students’ engagement and motivation. It also promotes higher order thinking, creativity, problem-solving, and is a useful tool for differentiation (Kellerer, Kellerer, Werth, Werth, & Montgomery, 2014).

Web 2.0 is a second-generation world-wide-web source. Web 2.0 includes blogs, YouTube, and PowToon. Web 2.0 also includes interactive tools such as Facebook, social bookmarking, Twitter and so much more. (Evolution web, 2008). As I think about 21st Century teaching and learning, I can’t help but think that using Web 2.0 will not only support students learning in the classroom, but it will also help build critical thinking, communication, collaboration, and creativity.

One Web 2.0 tool that teachers would be urged to use is Edmodo. Edmodo is a social networking tool that allows teachers to share content, administer assignments and quizzes. Edmodo also provides communication between the teacher, student, and parent (“The World’ s Largest Learning Community,” 2019). Another Web 2.0 tool that we are looking forward to using with fidelity is Seesaw. Seesaw is a digital portfolio that allows students to display their work (through pictures, drawings, and videos) with their teacher as well as their family (Seesaw, 2019).  Using Edmodo and Seesaw will give students the opportunity to learn through experience. Learning through experience will require students to uses critical thinking, creativity, collaboration and communication.

The 4 C’s are creativity, collaboration, critical thinking, and communication. These skills are pivotal when referring to 21stcentury learning. These skills are essential when preparing students for success in society (Common Sense Education, 2016). Critical thinking is the ability to find solutions to challenging problems. This may include students analyzing, interpreting, and evaluating. Creativity is a skill that requires students to think outside the box like brainstorming and homing in on ideas. Collaboration is the ability to work with others while sharing responsibility among a group, while communication is a way to share information and ideas with others (Common Sense Education, 2016; “What Are the 4 C’s of 21stCentury Skills,” 2019).

Integrating Web 2.0 tools within the blended learning model will aid students in applying what they learned in throughout the curriculum, make connections across different concepts, make judgments, and create something new, causing students to go beyond just recalling and understanding. Resulting in the use of communication, collaboration, creativity, and critically thinking (4 C’s). Using student-centered approach will support students in becoming 21st-century learners (Roblyer & Hughes).

**Diversity Considerations**

RES is located in Smyrna, Georgia. RES is a Title I school that receives financial assistance from the state, due to the high numbers of children from low-income families. Of the 676 students attending, 41% are African American, 38% are Hispanic, 18% are Caucasian, and the other 3% are multiracial or Asian /Pacific. Islander. Seventeen percent of our school population is made up of students with disabilities (SWD). In addition, 76% of our students are eligible for free/reduced meals (“Russell Elementary School,” 2018). There are 43 certified staff members, four special education pre-kindergarten, four kindergarten teachers, six first grade teachers, five-second grade teachers, six third grade teachers, five fourth grade teachers, and five fifth grade teachers.  We also have three English Speakers of Other Languages (ESOL) teachers, one advanced learning teacher, two academic coaches, two full-time Early Intervention Program (EIP) teachers and other teachers that specialize in other content areas.

RES is well aware that not all students have access to technology. To ensure that students, including low SES, ESOL, and African American males, receive equitable access to technology, we are teaming up with our Partners in Education. First, RES has decided to use the Parent Resource Room and Learning Commons as a means to access technology, digital devices, and the internet before, during, and after school hours. RES has also partnered with our local Public Library who is providing residents in Cobb County access to the internet hotspots. RES has also reached out to Xfinity Internet Service, and they have agreed to provide low-cost-high-speed internet for $9.95 a month. RES is working on a grant that will provide a computer for our low SES, ELL, and African American males. RES will also hold learning nights to supply parents with resources to implement with the technology at home.

RES plans on using the blended learning model to enhance learning and create quality learning experiences for students with special needs. Through the use of Web 2.0 tools and Assistive Technology (AT), RES believes that students with diverse learning needs will be able to gain full access to the general education curriculum. Resulting in an enhanced learning experience (Carter-Hicks, 2017; The UDL Guidelines, 2019).

**Stakeholder Roles**

RES believe that we are responsible for preparing students for success in a world that is driven by technology. RES knows that for a shared vision plan to be implemented properly, all stakeholders have to provide input and understand their role and impact (“ISTE Essential Conditions,” 2019). Below is a summary of each stakeholder’s responsibility.

**Administrators**

RES believes that administrators play a crucial role when it comes to supporting 21st-century learning and creating a technology-rich learning environment (“ISTE Standards,” 2019). Administrators will provide support, take risks, display flexibility, and model technology expectations, which will include organizing and facilitating meetings, providing opportunities for professional development, creating a brand by communicating with stakeholders through Twitter and Facebook (Sheninger, 2014, p. 38). Above all, administrators will understand the vision, mission, and plan to achieve success (Sheninger, 2014, p. 61).

**Technology Coach**

RES believes that technology coaches should also know and understand the technology vision because they play a crucial role in supporting 21st-century learners and supporting teachers. Technology coaches help transform and support teachers practice by facilitating professional development. Technology coaches also support the administrators and help them to connect with other stakeholders. All in all, technology coaches will help bridge the gap from where we are to where we need to be (“ISTE Standards,” 2019).

**Teachers**

RES believes that teachers play a vital role in the success of students becoming empowered learners (“ISTE Standards,” 2019). Not only with teachers understand the vision, mission, and plan to achieve success, but they will be required to attend professional developments that will educate them on how to use technology to enhance the learning of their students. Teachers will also know the ISTE standards for educators and how to implement them while utilizing the blended rotation model. The teacher will use technology as a useful tool to reinforce the curriculum, increase students’ interests and motivation, and improve student learning.

**Students**

RES believes that students are the driving force of everything we implement; therefore, we want to make sure we are doing what is in the best interest of students. Students at RES will understand the school’s technology vision. Through the blended learning model, students will become equipped with the tools and skills they need to become critical thinkers, creative, collaborative, and great communicators. Ultimately, students will be prepared as digital citizens.

**Parents and other Stakeholders**

RES believe that it is the responsibility of all stakeholders to understand the school’s vision, mission, and plan to achieve success (Sheninger, 2014, p. 61). RES believe that parents and other stakeholders should attended meetings as well as utilize technology resources that are provided. RES trusts that parents and other stakeholders will support the school’s technology goal as well as the school brand by joining and actively participating on Twitter and Facebook.

RES believes parents and stakeholders are positioned to provide with constructive feedback. All in all, parents and stakeholders will build connections to foster relationships with all.

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