

**Oak Park and River Forest High School
201 N. Scoville Avenue
Oak Park, IL 60302**

**Technology Committee
Tuesday, November 12, 2013
Board Room**

A Technology Committee meeting was held on Tuesday, November 12, 2013 in the Board Room. Dr. Lee opened the meeting at 4:09 p.m. A roll call included the following members: Dr. Steven Gevinson, Dr. Ralph H. Lee, and Jeff Weissglass. Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors:

Approval of Minutes

Hearing no amendments to the minutes of the September 16, 2013 Technology Meeting, Dr. Lee declared that they stood approved.

Library Grant Application

This is an annual application for the Illinois School District Library Grant. Its purpose is to enhance OPRFHS's school library program by providing quality library services, books, and materials to support students' learning. The grant is noncompetitive and established in legislation. District 200 meets the specific eligibility requirements. Funding is based on a maximum of \$.75 per student. The District expects to receive approximately \$2,400. The funds will support the purchase of library materials, both print and non-print, to be housed in the library for use by faculty and students.

The full Technology Committee recommended advancing this grant to the full Board of Education for certifying and attesting to the statements set forth on the grant's signature page to satisfy the requirements for application for the grant and to authorize submission of the application on or before the November 22, 2013 deadline.

Instructional Technology Update

2013 Update of Technology Plan

The infrastructure work to "catch up" has been largely complete and now the focus is on integration of technology in the classrooms. This will include a technology in classroom roadmap, student technology, and technology tools (Microsoft, APPLE, and Google), and professional development to support deployment.

The questions for staffing instructional services are:

- 1) How can library services be leveraged to continue to support faculty in deployment of classroom technology?
- 2) How can technology innovation in the classroom be fostered through teacher working groups?
- 3) How can the teacher-leader of instructional technology develop and implement technology in the classroom roadmap?

Classroom Technology Integration at OPRFHS: A Best-practices Approach

The goal is to have a three-phase classroom technology integration plan.

Phase I is the analyzing of existing instructional technology. This is where the Teacher Leader

position was introduced and defined. This person will provide technical support to teachers, analyze instructional technology, and promote collaborative, open, and positive faculty culture to help lay the groundwork for future change.

An assessment of the Helpdesk, Library, and TLC will be part of internal research. A faculty/staff technology survey sought information about their current needs and abilities, the faculty/staff attitudes about technology, and their knowledge of existing assets. Moreover, in this phase, an analysis of the current tech pilot programs will be completed. Classroom visits and development of an OPRFHS Tech Innovation Team were completed.

External research included site visits to Barrington High School, McClure Jr. High (Western Springs), Roosevelt Middle School (River Forest) and East Leyden High School (via Webinar), MOOC, an online course through the N.C. State University, as well as academic investigation of the field.

The District learned during Phase I that technology integration is not about devices, it is about evolving teaching practices to meet the needs of the students in an ever-changing world.

Phase II is the finalization of the classroom technology integration plan. Facilitating technology classroom technology use was done through providing differentiated support and instruction to teachers allowing for device/configuration customization within classrooms. Communication with faculty was improved regarding technology issues, general announcements, and current and new resources. Progress has been made in changing faculty attitudes about technology in general i.e., moving from master teacher to master learner.

Phase III is the continuance of internal and external analysis, drafting of a classroom technology integration plan, refining the plan via stakeholder feedback, collecting pilot results, and continued communication, support and training efforts.

Adjournment

Dr. Gevinson moved to adjourn the meeting at 8:18 p.m.; seconded by Mr. Weissglass. A voice vote resulted in motion carried.

John Phelan
President

Jackie Moore
Secretary