# INTEGRATING TECHNOLOGY INTO THE CLASSROOM

**CAMPUS**
Henry B. Gonzalez Elementary School
*Exemplary 2005–06*

**DISTRICT**
Edgewood ISD

**INITIAL IMPLEMENTATION**
2003–04

## PROGRAM SUMMARY

The **goal** of Gonzalez Elementary's program is to ensure that teachers successfully complete required assessments in the district's state-mandated technology plan.

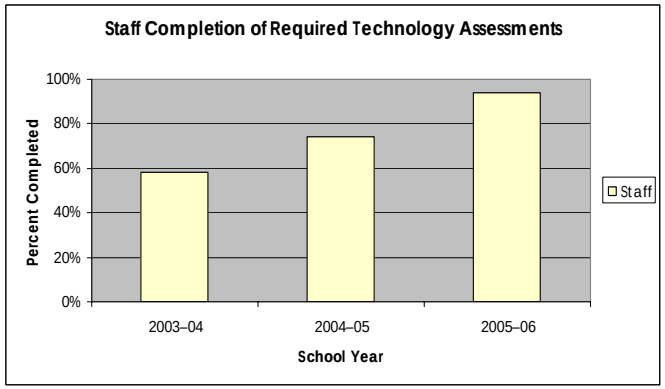
**Key strategies** include ongoing and flexible training and support to accommodate teacher needs, collaborative work to develop student projects using technology, and incentives and rewards for teacher completion of the requirements.

**Outcomes** include a 94% completion rate for staff on targeted technology assessments in the district plan and anecdotal reports of increased technology use in instruction.

## EFFECTIVENESS

*Before*
Prior to program implementation, in 2003–04, no Gonzalez teachers had completed the two phases of required technology training in the district plan.

*After*
After implementation, 94% of staff had completed training and passed required assessments by November 2006. In a survey of teachers on technology use in the classroom, 96% responded that technology was relevant to their instructional setting.




*Source: Campus-reported data*

## CONTEXT/IMPLEMENTATION

*Demographics (2005–06)*

| Grade Levels Served | PK–5 | | Campus Enrollment | 523 | |
|---|---|---|---|---|---|
| **Ethnic Distribution** | | | **Economically Disadvantaged** | 522 | 99.8% |
| African American | 10 | 1.9% | **Limited English Proficient (LEP)** | 152 | 29.1% |
| Hispanic | 500 | 95.6% | **At-risk** | 415 | 77.2% |
| White | 9 | 1.7% | **Mobility (2004–05)** | 81 | 25.3% |

*Source: AEIS*

*Background*

- Edgewood's student population was 100% economically disadvantaged and 77% at risk in 2005–06.
- As required by the state, the district developed a technology plan to improve teacher technology proficiencies. The plan included a series of staff development classes, study guides, and assessments on technology foundation skills that would demonstrate the State Board for Educator Certification (SBEC) technology applications standards.
- The campus leadership was challenged to ensure that all teachers met the assessment requirements in the district technology plan.
- The campus goal was for all teachers to complete a total of 11 assessments on a variety of technology applications.

*Procedures*

- Leadership identified a research-based model for technology staff development.
- After-school training was scheduled on campus one afternoon every other week. Teachers received a small stipend, funded by a Technology Applications Readiness Grant for Empowering Texas (TARGET), for attendance.
- The campus technology teacher met with teachers individually on Fridays. Teachers were encouraged to schedule time with the technology teacher for tutoring.
- In addition, three master teachers served as mentors to assist staff with technology integration methodologies.
- The campus technology teacher collaborated with grade-level teachers to develop technology-based student projects.
- Congratulatory e-mails were sent to staff as teachers completed assessments.

- Upon completion of assessments, teachers received laptops through the TARGET grant.
- The campus purchased digital projectors and other classroom technology for teachers who completed the assessments.
- The campus applied for a Beaumont Foundation grant of 30 laptops, digital cameras, two printers, and two mobile carts for the campus.
- Plans for a third phase of implementation in 2007–08 focused on the creation of individual teacher portfolios that included technology-integrated lessons, reflection papers, and samples of student work.

## CAMPUS/DISTRICT STAFF

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*The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.*

*Please take one minute to answer the feedback survey (six questions).*

Best Practices Feedback Survey