Olga Garcia   EDTC 6340 Summer 2010
Project 3A   June 26, 2010

Personal Mission Statement

Harlingen CISD is committed to graduate students and preparing them for the 21st century. We strive for excellence in a learning environment using life skills, academics, and technology. Our students will be life-long learners ready to embrace our technology world.

Harlingen CISD's challenges and technology needs:

Integrating technology with curriculum

Modern Age Technology Tools

District / Campus labs for state standardize tests

Highly qualified technology teachers

<u>**Core Challenges**</u>

Challenges for Special Education teachers include providing instruction at different grade levels. A student may be a fifth grader by age, but may be reading at third grade level. The student's Individual Education Plan will still be driven by the fifth grade core curriculum. Although the teacher may strive for the higher objectives, the assessment should reflect where the student should be. In addition, special education teachers find it hard to keep up with the regular education classroom. Some adaptive materials are available for teachers to utilize, but regular education teachers sometime fail to realize students need socializing skills as well.

The ESOL(English for Speakers of Other Languages) curriculum should be a collaborate with others, but that does not always happen. There are a variety of ELL (English Language Learners) instructional models such as push-in, pullout, Bilingual, and dual-immersion. Harlingen CISD uses the Bilingual program for the elementary students and the push-in and pullout model for the secondary students. In any of the models used, the teacher's acceptance of the program is a key role to the success.

Technology tools are not always adequate for teachers and students. Some teachers are still using old style projectors in the classrooms. There are some computer labs that are not equipped with the latest software and hardware. In addition, the design of the computer labs could be evaluated for better a teaching environment. Memory for the computers needs to upgrade to improve computer performance.

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Currently, there are no district or campus labs available for state standardized testing. Teachers are asked not to schedule the computer labs for their instructional lessons when state testing takes place. This is an inconvenience for teachers and students.

There are also many teachers still uncomfortable with technology. They do not have the skills to integrate technology into their instructional environment. Staff development has been give to utilize Web 2.0 technology, but it is been difficult pushing to be utilized the classroom setting.

21th Century Skills

- Digital Age Literacy
- Inventive Thinking
- Effective Communication
- High Productivity

Students today are using technology way upon what anyone could have image. The digital age technology is using e-mail, blogs, wikis, YouTube, e-learning, and collaborative tools for information and communication. Students are thinking outside the traditional box to stay in touch with world. We, as educators, need to keep abreast of new technology to meet the students demands. Productivity and personal development of our students will depend on the knowledge we provide and offer the students of our schools. They want to keep in touch with the world around us. Educators need to be adaptive to learning technology skills as much as students.

Student Profile of Today

Today are students are children that enjoy texting on their phones, watching YouTube videos, playing video games on a high resolution television, and strive on the fast pace world. Some students still have values and strive to genuine relationships. Although technology is very much part of the lives, they still seek love and attention from their parents, family and friends.

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Resources:

http://www.harlingen.isd.tenet.edu
http://www.skills21.org/index.php/goals
http://evalutech.sreb.org/21stcentury/whatae.asp