

Freedom Area Senior High School

Describe the ISSUES (facts, problems, and opportunities) in the case. Look for underlying issues as well as obvious problems the characters face.

- What challenges accompany wide spread technology integration at the school and district level?
- What problems and opportunities do the teachers encounter as they integrate technology into their classrooms?
- How does budgeting affect classroom technology in Freedom? At your school?
- How might students be affected by varying levels of technology integration?
- What are the benefits or limitations of using grant money to fund special programs?

Consider the PERSPECTIVE of each character or group presented in the case. What is their unique take on the issues? What informs their point-of-view? What insight do you gain into issues by considering others' opinions?

- How might other teachers react to John Rosa's ideas about effective technology integration?
- Compare Kim Boggs' perspective of student-teacher relationships with the perspectives of Becky Rolinson and Jim English.
- How might a teacher mentoring Becky Rolinson react to her admitted fear about her lesson?
- What might community members offer the discussion of increased technology at Freedom? How might their past experiences with the school inform their views?

What KNOWLEDGE might inform how to address issues in the case? Which sources of knowledge might you consider (professional, experiential, empirical)? What more would you like to know before proposing any actions or next steps?

- In terms of technology integration in schools, identify one or two driving forces and the restraining forces. Have you seen these at work in your own school?
- In general, what types of knowledge do the teachers need in order to be able to use technology both effectively and efficiently in their classrooms?
- What additional resources would you suggest for Jim Wilson?
- How can teachers and administrators find out about grants like Classrooms for the Future?

What ACTIONS might you recommend characters in the case take to address issues? What possible next steps might occur?

- Rusty Staub believes support for teachers and students will allow the change process to occur effectively. What actions is he taking to provide that support? What additional actions might he take?
- What might technology coaches do ensure teachers focus on core concepts related

- to the curriculum?
- As a result of the knowledge you have gained from this case, what actions do you plan to take in your own school setting?

What are the CONSEQUENCES of proposed actions? What might happen, short- and long-term, intentionally and unintentionally, of following your suggestions? What else might you consider as possible results of suggested actions?

- Superintendent Ron Sofo discusses how professional development is changing at Freedom High School. What might be some of the consequences--intended, unintended, positive and negative--of moving away from more traditional professional development?
- What lessons can be learned from Freedom High School's experience of the change process, particularly as it relates to the use of technology?
- How might Freedom further support teachers who are experts in technology integration?