

Hatboro-Horsham 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 opportunities are the faculty, staff, and students at Hatboro-Horsham able to pursue because of the Classrooms of the Future grant?
- What typical problems or barriers related to the use of technology is Hatboro-Horsham addressing through its technology coaches and the Students Offering Support program?
- What unanticipated problems might arise if the school attempts to go truly paperless?
- The technology coach model being used at Hatboro-Horsham requires coaches and teachers to collaborate closely. What issues might have to be addressed in implementing this type of collaboration?
- Examine the TPACK framework.

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?

- Why was it important to the Hatboro-Horsham leadership to include a variety of stakeholder perspectives as they wrote the Classrooms of the Future grant?
- How might the technology coaches describe their role in the teaching and learning process? How might their description differ from that of teachers or administrators?
- How might students feel about the transition from Hatboro-Horsham to post-secondary education? What realistic or unrealistic expectations might they have?

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?

- What evidence do you see that the Hatboro-Horsham technology coaches and teachers are using different types of knowledge in conjunction with each other as they integrate technology?
- If another school district were considering using Hatboro-Horsham as a model, what additional knowledge would its leaders need in order to understand the system?
- How is Hatboro-Horsham taking advantage of its students' natural predilection for technology?

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

- What actions had Hatboro-Horsham already taken that allowed them to take

- advantage of the Classrooms of the Future grant?
- What initiatives in your school setting help teachers effectively use technology in their classrooms?
 - Suggest strategies Hatboro-Horsham might use to expand their technology coaching model to a larger population.

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?

- How might a new transfer student adjust to this campus?
- What might be the impact of having extensive media coverage of school initiatives? How might the publicity affect students and teachers?
- How do technological advances affect teacher time, either positively or negatively?