

Scranton 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 does both the Scranton community and the high school face?
- What problems and opportunities do the content area teachers encounter as they work with English second language learners?
- What problems and opportunities do the teachers encounter as they integrate technology into their classrooms? How are these similar and different from your school?
- How does budgeting affect classroom technology at Scranton? At your school? What are the benefits or limitations of using grant money to fund special programs?
- What challenges and opportunities arise as part of the dual enrollment program?

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 does Principal McGraw call his school the campus of champions?
- What seems to be the biggest concern for the superintendent?
- How might the ESL students be affected by the intensive program?
- The teachers express both enthusiasm and frustration with technology in the school. Why?
- How might long-time community members feel about the extensive ESL program at Scranton High School? How might their past experiences in the community 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 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 types of knowledge do the teachers need in order to be able to more effectively work with the ESL students?
- 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?
- If your school was considering a dual enrollment program similar to that at Scranton High School, what kind of information would you need?

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

- Superintendent Michael Sheridan believes that hard work has led his district to

- meet AYP. What actions is he taking to assure that they will continue to meet that goal? What additional actions might he and Principal McGraw take?
- The technology coach is responsible for 14 teachers in several different content areas. What actions is he taking to support their use of technology? What else might he do to help them be more effective with their use?
 - What actions could the school take to support all teachers' use of technology, even those not included in the grant?
 - Supporting ESL students is an important goal of the school. Besides intensive classes, what else might the school do to help these students succeed?
 - 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?

- The dual enrollment program affects many students at Scranton High School. What might be some of the consequences--intended, unintended, positive and negative--of expanding the program at the school?
- What lessons can be learned from Scranton High School's experience of the change process, particularly as it relates to the use of technology?
- How might Scranton High School further support teachers who are working closely with ESL students?