HADDONFIELD PUBLIC SCHOOLS
Computer and Information Literacy Audit 2008-2009

District Vision
*All students will achieve to their fullest potential in academics, athletics and the arts.*

Vision for Computer and Information Literacy
- All students will become, through a fully integrated computer and information literacy program of studies, wise and informed decision makers and leaders in the global society who will be able to:
  - craft strategies for solving complex problems
  - mobilize a team that works together
  - carry out a strategic plan to create a solution
  - adapt in an often chaotic and shifting 21st century environment
- All students will have regular opportunities, from their earliest school years, to use technology to develop multiple literacies, including digital, visual, textual and technological, through a rich program of integrated studies
- All students will learn computer skills and find, understand, evaluate and use information in its various forms to excel academically, personally and socially as they progress in the school system, continue their studies after graduation, and become contributing members of society
- All students will learn important technological concepts, understand the interrelationships between content areas and technology, develop research and information fluency, and apply the design process to technological problems
- All students will be able to make informed decisions about
  - electronic information transfer as it pertains to privacy and safety
  - deciphering truth from fiction by weighing the evidence
  - the creation and manipulation of multiple forms of media
- All students will achieve to their fullest potential in computer and information literacy, have the ability to apply technology to real world challenges, and be prepared to continue to learn as new technologies emerge

Audit Recommendations to Support the Computer and Information Literacy Vision
- Support efforts to integrate computer and information literacy at all grade levels and across all disciplines in an updated technology literacy curriculum
  - Adopt the K-12 Computer and Information Literacy Benchmark Skills and develop a Scope and Sequence that embeds these skills in a rich program of integrated studies in all content areas
- Involve students in activities that stimulate thinking about the nature of technology and its impact on society and that prepare them to be wise and informed decision makers and leaders
  - Provide a rich array of new electives across a two year period at the high school designed to meet Practical Arts requirements beginning with the reallocation of a current teaching position
    - Video Production Studio, TV Production Studio, Digital Photography, Game Design, Entrepreneurial Technology – E-commerce
  - Extend current elective, Web Design I, to a second level of depth, Web Design II
  - Explore online course offerings to establish opportunities to study individualized areas of interest not available in the course of study
Consider the addition of a technology education teacher at the high school to further develop technology literacy
Restructure middle school cycle time for eighth grade students to provide additional technology instruction using existing staffing
  • Offer an Introduction to Video Production course that incorporates study of the impact of technology on society

Track the progress of students across the K-12 continuum
  • Institute a technology proficiency assessment by the end of seventh grade
  • Compile a portfolio of technology work for every student to mark progress and proficiency

Equitably supply and support the technology, instructional resources, and procedures necessary to implement a rich and robust computer and information literacy curriculum across the district, including:
  • Resources to support the integration of technology in the classroom
  • Hardware and software to support new courses
  • Digital and print resources for the library-media centers
  • Updated library management and online public access software
  • Development/revision of procedures related to Acceptable Use, web publication, purchase of materials

Continue to explore community and regional partnerships for library-media and technology cost efficiencies

Professional Development
  • Provide robust and flexible methods of professional development that are differentiated based on the proficiency level of the learner and available in varying formats throughout the year
  • Facilitate communication within and among schools as well as within the community and region to develop and refine integrated instructional practices

Action Plan – Next Steps
  • Ensures all the tenets of the audit are implemented and that new ideas are incorporated into instructional practices

The district would like to thank the members of the Computer and Information Literacy Audit Committee for their dedication to advancing the achievement of all Haddonfield students.

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<thead>
<tr>
<th>Staff Members</th>
<th>Community Members</th>
<th>Administration</th>
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<tbody>
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<td>Brian Stafford, HMHS, Chair</td>
<td>Mark Bailey</td>
<td>Chuck Klaus, HMHS</td>
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<td>Jane Babcock, Haddon/Tatem</td>
<td>Peter Blau</td>
<td>Robert Paul, HMS</td>
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<td>Joseph Bires, HMS</td>
<td>Dan Genel</td>
<td>Dyanne Kerecman, Ad hoc</td>
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<td>Paul Brown, HMHS</td>
<td>Joanne Kennedy</td>
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<td>Karen Carr, Rtd.</td>
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<td>Charlene Gelsinger, HMHS</td>
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<td>Lori Rue, HMS</td>
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Your service to the students of Haddonfield is valued.