

Digital Learning Vision Statement

Technology as a learning tool in the Richmond Community Schools, expands the instructional repertoire and maximizes the capacity of teachers and learners, consistent with the district mission.

Outcome Statements

- The access to and use of technology as an integral part of education shall be guaranteed to all students and teachers.
- Every classroom shall be equipped with diverse technologies to support innovative teaching and learning.
- Students, parents, and educators will use communication and information technologies to enhance and expand student academic achievement, especially in reading, writing, mathematics, and science.
- Students, parents, and educators will use communication and information technologies to ensure that students master 21st Century skills, including communication, collaboration and critical thinking.
- Through technology, teachers and students shall access a wealth of materials, services, and networks throughout the state, nation, and world.
- All teachers shall acquire the knowledge and skills to integrate technology into the curriculum in order to address students' specific needs, developmental levels, and learning styles.
- Through virtual exploration, discovery, and focus, students shall connect instructional objectives to real-world issues/problems, experiencing activities and human connections beyond the physical limitations of the classroom.
- Classrooms shall become technology-rich, learner-centered, hands-on, inquiry-based places where the teacher serves as a facilitator of instruction, mentor, and coach.
- The schools will have knowledgeable staff and external human and materiel resources to further the curriculum goals.
- The media centers in each school will be converted to Digital Learning Centers.
- Classrooms shall become places in which students are comfortable using technology and taking responsibility for their own educational success.

Process Belief Statements

- The input of various stakeholders should be sought for the determination of outcome goals and to insure stakeholder buy-in.
- The degree to which students have access to technology outside of school must be determined.
- Teachers need to engage in professional development that leads to the use of technology to achieve curricular goals.
- A plan of professional development that incorporates individual learning needs must be constructed in an upward spiral providing frequent opportunities for staff collaboration and reflection.
- Teachers should have access to technology early in the planning process.
- RCS should develop curriculum and clarify the application of instructional methods enriched with technology to insure that students and teachers are proficient users of these new technologies.