

**FSM Technology Plan K – 12
National Workshop – March 22, 2010
Worksheet - 1st Breakout Session**

1st breakout session: – Implications of an FSM Technology Plan for Grades K – 12 and ISTE standards (by state/department)

Guiding questions – In light of the need to develop a FSM Tech Plan K – 12 and the ISTE NETS standards for Students, Teachers and Administrators:	Group 1	Group 2	Group 3	Group 4
<p>1. What changes in the world are affecting the FSM/state education system?</p>	<ul style="list-style-type: none"> ▪ Technology itself has changed the world 	<ul style="list-style-type: none"> ▪ Economy – the crisis of the economy ▪ The military in terms of recruiting our citizens especially high school graduates. ▪ Introduction of new technology changes the mindset of our students and also alter the structure and mentality of our societies and culture. Too dependent on technology (ex: no power no interest to do work). Interest of young ones are 	<ul style="list-style-type: none"> ▪ Advancement of technology outside of the FSM is affecting the FSM because we are behind in technology/technology illiterate. ▪ Computer/technology accessibility issues. ▪ Integration of technology/usage of technology in the school system. 	<ul style="list-style-type: none"> ▪ Technology use in the classroom ▪ Infrastructure as to inclusive of labs and formal than before ▪ Communications/interactions ▪ Mandates for [promoting quality teachers and learning

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		more on technological aspects of live.		
<p>2. How are our students changing?</p>	<ul style="list-style-type: none"> ▪ Students using technology more to communicate-email rather than write ▪ Behavior of students-positive and negative 	<ul style="list-style-type: none"> ▪ More advance in the uses of technology than previous students. ▪ Students’ behaviors are not of the typically kind but are influence by media and technology. ▪ More dependent on using technology not wanting to use their innate skills ▪ Change in values because of difference perspective of live needs. Exposure to outside of island home environment change their values, 	<ul style="list-style-type: none"> ▪ Show more interest in technology use ▪ Students are creative and innovative ▪ They understand technology more than teachers. Cell phones, games, internet ▪ Students are not dependent of teachers when using technology. 	<ul style="list-style-type: none"> ▪ Higher expectations ▪ Tech oriented ▪ Student learn on their own outside of the classroom ▪ Not all teachers are computer literate and therefore pulling student back in term of tech.

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<p>3. How are our societies changing?</p>	<ul style="list-style-type: none"> ▪ Global economy-shifting of population 	<ul style="list-style-type: none"> ▪ Change in the values that society used to have. Like wanting children to learn English rather than own language. ▪ Losing cultural values ▪ No more extended family assistance because of money. Using the web to locate better business deals. ▪ No more sense of Micronesian sharing; becoming selfish ▪ Migration has also change the mentality of our citizens and broaden our views of live. 	<ul style="list-style-type: none"> ▪ Increased use and dependence on technology 	<ul style="list-style-type: none"> ▪ Transform from a community base learning to a individualize type ▪ Society value education as way of employed ▪ More westernize(habits , and lifestyles) ▪ Communication as to internet/e-mail/telephones ▪ Dependencies on electricity
<p>4. How are the expectations for education in the FSM/state</p>	<ul style="list-style-type: none"> ▪ FSM trying to catch up with 	<ul style="list-style-type: none"> ▪ Our students to be competitive in 	<ul style="list-style-type: none"> ▪ Technology literate 	<ul style="list-style-type: none"> ▪ Data and research based

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changing?	technological change <ul style="list-style-type: none"> ▪ More outside expectations- JEMCO 	the world workforce. To be at the standard equal that of U.S or other developed nations. <ul style="list-style-type: none"> ▪ Less written work because of the use of computers or typewriters. New form of word for our young generation. 	<ul style="list-style-type: none"> ▪ Staff development (on-line) ▪ Classroom, workshops and PTA meetings (ppt.) 	orientation and outcome <ul style="list-style-type: none"> ▪ Quality of learning outcome ▪ Competitive to global standards ▪ Higher expectation to accountability and transparency ▪ Equal pay for equal work
5. How is teaching changing in the FSM/state?	<ul style="list-style-type: none"> ▪ Emphasis now on standards and technology based teaching 	<ul style="list-style-type: none"> ▪ Use of technology in teaching. ▪ More rigorous in planning because of certification standard ▪ Data driven ▪ Standard based teaching 	<ul style="list-style-type: none"> ▪ Improved and enhanced teaching through the use of technological resources 	<ul style="list-style-type: none"> ▪ Teaching requirements are changing ▪ Standard based teaching ▪ More medium of instructions ▪ More young teachers ▪
6. How is the education system (students, teachers and administrators) connected to the world?	<ul style="list-style-type: none"> ▪ Limited Internet, distance learning, research, email access 	<ul style="list-style-type: none"> ▪ Technology with limited or no connectivity or accessibility. ▪ 	<ul style="list-style-type: none"> ▪ Internet, telephones, PeaceSat, newspaper, television and webinars. 	<ul style="list-style-type: none"> ▪ Internet ▪ Curriculum alignment ▪ Text books ▪ Global warming issues as main

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				concern <ul style="list-style-type: none"> ▪ Accreditation policy is relevant and in pursuit ▪
7. How is the education system viewed by stakeholders?	<ul style="list-style-type: none"> ▪ Low to mediocre 	<ul style="list-style-type: none"> ▪ Not satisfactory. Not meeting expectation. ▪ More input of stakeholders on the education system. ▪ Lack of involvement from the larger community. 	<ul style="list-style-type: none"> ▪ Poor, not well-equipped, inadequate ▪ Technology is not a priority ▪ 	<ul style="list-style-type: none"> ▪ School ownership is not valued ▪ Stakeholders not responsible and not responsive to school needs and activities ▪ School is the responsibility of the Government ▪
8. What steps can the education system take to assist in the economic growth of the states and nation?	<ul style="list-style-type: none"> ▪ Research what stakeholders want/need/expectations ▪ Plan strategies ▪ Implement ▪ Assessment 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Awareness for all stakeholders ▪ Training for trainers ▪ Provide necessary/appropriate training and incentives for teachers and administrators ▪ Development and implementation of standards ▪ Applicable and effective schooling(skill 	<ul style="list-style-type: none"> ▪ Quality teachers, resources based to need of nation ▪ Resources of that nation as basis of curriculum ▪ Develop human resources

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			development and technology) for students	
9. What steps can educators take to assist in the development of a workforce that can drive economic development?	<ul style="list-style-type: none"> ▪ Introduce and sustain technology applications in vocational education 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Effective implementation of standards ▪ Cognitive skills development (high order thinking skills and problem solving) 	<ul style="list-style-type: none"> ▪ Develop human resources to maximize natural resources ▪ Think globally ▪
10. What steps are necessary to ensure all the necessary conditions are met to effectively leverage technology for learning?	<ul style="list-style-type: none"> ▪ Educators need to promote creativity and problem solving skills of students 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Development of plans, policies and standards 	<ul style="list-style-type: none"> ▪
11. Other questions/issues to address?	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Funding 	<ul style="list-style-type: none"> ▪