

# goal 10

By the year 2000, an organizational infrastructure will be created to support and enhance the teaching and learning process.



Several benchmarks are in place for assessing our progress towards achieving Goal 10. These benchmarks include:

- Implement a shared decision-making process.
- Create and evaluate an organizational structure that will focus resources more efficiently and effectively on the teaching and learning process for all students.
- Realign the lines of authority so that decision making is at a level as close as possible to the learner.
- Establish suitable learning environments for all children.
- Create an effective communication system to share information among all of the DoDEA constituencies.
- Establish and evaluate the use of technology in accordance with the DoDEA Technology Plan.

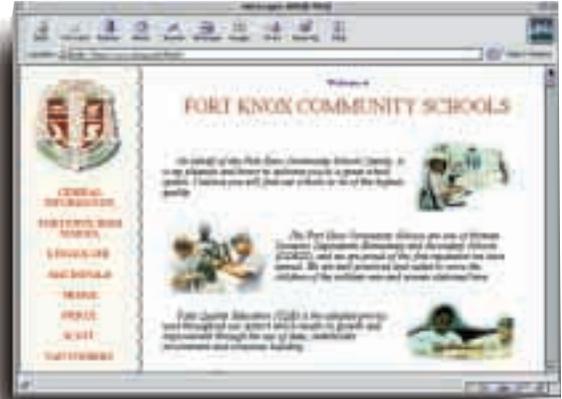
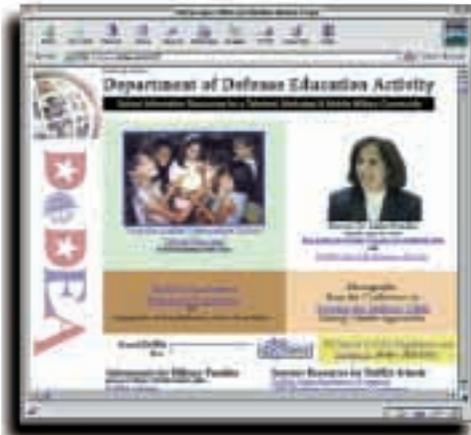
# Organizational DEVELOPMENT

**T**o ensure that we can reach the DoDEA goals, we must review our organizational structure in light of the Strategic Plan and modify it as required to provide an excellent school program in all locations.

- The Advisory Council on Dependents' Education (ACDE) completed the conceptual framework for community connections.
- Education and management services were restructured to support overseas and domestic schools so that resources are focused more efficiently and effectively on the teaching and learning process for all students.
- To meet the goal of realignment of the lines of authority so that decision making is at a level as close as possible to the learner, DoDEA:
  - ★ Converted the paper-laden procurement contract writing, administration, and ordering process into a paperless process. Streamlined personnel practices by automating 33 business practices, including the conversion of processes to a paperless work environment.
  - ★ Adopted new staffing standards for the domestic schools and realigned work years in the overseas schools to increase elementary art teachers, information specialists, and educational technologists.

- In the 1998 end-of-the-year evaluation of the DoDEA Site-Based Management (SBM) Pilot, parents and educators voiced support for SBM in their schools. The third year of evaluation indicated a beginning of institutionalization of the SBM process in the schools.
  - ★ Two-thirds (68%) believe that SBM supports school improvement.
  - ★ Over half (58%) believe that SBM helps student achievement.
  - ★ Over half believe that SBM ensures that personnel (55%) and fiscal (54%) resources are used more effectively and efficiently with decentralization.
- To improve the learning environments for students, DoDEA obtained funding for new schools in Camp Lejeune to replace aging facilities totaling \$34.9 million; new schools in Guam to replace temporary facilities totaling \$57.2 million, and a new school facility in Puerto Rico totaling \$8.8 million.
- As part of the establishment of a communications systems that shares information with all DoDEA constituencies, the DoDEA website was created in 1997. An average of 500 visitors a day was recorded for the second half of school year 1997-98. Over half of the users are from the United States.

More than 500 people visit DoDEA on Internet every day.  
Join them to learn more about our schools.



[www.odedodea.edu](http://www.odedodea.edu)

[www.dodea.osd.mil](http://www.dodea.osd.mil)

Establish and evaluate the use of technology in accordance with the DoDEA Technology Plan.

The School Technology and Readiness (STaR) assessment was recently used to provide a baseline snapshot of DoDEA's progress in reaching its technology goals. It assessed the current technology presence, use and integration in DoDEA's schools. More specifically, it addressed the following 5 areas at the school level: hardware,

- connectivity, content, professional development,
- and integration and use with regard to technology. The table below describes four levels of readiness for each of the 5 areas and shows the percent of DoDEA schools that scored in the various areas and levels.
- 
- 
- 
- 

	HARDWARE	CONNECTIVITY	CONTENT	PROFESSIONAL DEVELOPMENT	INTEGRATION AND USE
<b>TARGET TECH</b>	Almost all multimedia computers; 3-8 students per multimedia computer; on-site maintenance 42%	School LAN and Internet with high speed dedicated lines 22%	Availability of drill and practice, applications for creation, simulation software, research resources, networked communication 14%	71+ hours of teacher training; 4-5 years experience using technology; just-in-time tech support 13%	Student centered learning; regular and individual group use of technology tools and wide area communications 19%
<b>HIGH TECH</b>	Mostly multimedia computers; 7 to 17 students per multimedia computer; off site maintenance 50%	School LAN and Internet with dedicated lines 47%	All of the above except only some networked communication 14%	51-70 hours of teacher training; 2 years experience using technology; just-in-time tech support 39%	Teacher facilitated learning; regular individual use of tech tools and online resources 41%
<b>MID TECH</b>	Mixture of outdated and multimedia computers; 12 to 59 students per multimedia computer 8%	Some classroom LANs; Dial-up Internet connection available 29%	Availability for drill and practice or simulation software; Some tech use for research or for networked communication 38%	30-50 hours of teacher training; 3 months experience using technology; just-in-time tech support 37%	Teacher directed learning; whole group learning; some technology tool use by teachers and students 35%
<b>LOW TECH</b>	Mostly outdated computers; more than 36 students per multimedia computer 0%	No LAN; occasional or no Internet connection 2%	Some availability for drill and practice or simulation software; No availability of research resources or networked communication 34%	None-30 hours of teacher training; None-3 months experience using technology; No tech support 11%	Teacher centered learning; no pattern of tech use 5%

Using composite scores from the 1997 STaR assessments of U.S. schools, DoDEA compares favorably: 13% at the Target Tech level compared to 3% nationally; 57% at High Tech level compared to 12% nationally; 30% at Mid Tech compared to 26% nationally and 0% at Low Tech compared to 59% nationally.