

Developing a Technology Plan

Part One: The Process

Participant's Guide

Workshop Outcomes:

- Understand the process for developing a technology plan
- Develop a technology planning team
- Define technology goals
- Assess technology needs
- Articulate a vision for technology integration that reflects school, district, and state requirements
- Consider issues surrounding the development of a technology plan
- Balance administrator, curriculum, and faculty needs

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To access the course readings and case, please go to www.casenex.com and login in the green circle.

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Online Resources (These are accessible from the CaseNEX site. Go to class materials/virtual library/readings.)

- Developing a School or District Technology Plan
- Planning for Integrating Educational Technology in the Curriculum
- SKC School Technology Plan (example)
- Educational Technology Standards and Performance Indicators for All Teachers

Introduction

Discuss the case, *Measure Up*

Understand the purpose for writing a technology plan

Take steps to build schoolwide support for your technology plan

Create vision, mission, and goal statements

Understand the need to assess staff use of technology and inventory technology

Plan for staff development

Closing

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Participants' Handouts



Case Summary, *Measure Up*

This case follows three different administrators in three different schools within the same district. The first principal, Edith Wiley is new to her position and must deal with parent concerns about a teacher's refusal to use technology before she can begin to focus on the technology integration assessment tool that is part of the Superintendent's requirements as the district develops a state-required technology plan. She wishes she had more time to get to know her faculty before assessing their use of technology in the classroom. She's more concerned with performance on reading assessments than she is with technology integration.

At another elementary school, principal Latisha Howard is satisfied with her faculty's use of technology and is sure her school will impress the superintendent with its degree of technology integration. With its labs, a computer in every classroom, and schoolwide Internet access, the majority of teachers have made use of technology as a teaching tool. However, as Latisha reads through the survey, she realizes just how far her faculty needs to go to measure up.

Charlie Davis, the high school principal, is more concerned with truancy, drop-outs, and low test scores than he is with the degree to which his faculty is integrating technology. He worries that asking teachers to focus on technology will dilute his goals and frustrate teachers as yet another requirement is added to their already full plates.

After the assessments have been completed, Superintendent Tony Salvio considers the results and plans his next steps. His system has adequately funded technology hardware and software purchases, but the faculty is lagging behind in integration of these technologies. He wants technology to address and support the other concerns his principals discussed: literacy, truancy, and test scores. After watching videos showcasing differing levels of integration, he realizes that he will need to provide customized professional development to encourage his faculties' competency with technology integration. Just as he realizes this, he receives a phone call and is advised that the state-mandated technology initiative will not be funded after six months. Districts will need to find their own ways to finance the initiative through a combination of grants

and creative budgeting.

Key issues:

- Assessing technology integration schoolwide
- Ensuring faculty compliance with technology integration goals
- Building support for technology initiatives
- Balancing testing and other concerns with the need to integrate technology
- Addressing how technology might be used to support and sustain school climate and performance concerns
- Creating a plan for faculty buy-in for new initiatives
- Finding creative ways to fund technology initiatives
- Tailoring professional development to individual needs
- Providing professional development to support faculty growth

Links to highlight:

- Scene 1: [Click here](#) to see the Clark County School District memo detailing the state's requirement on technology integration assessment
- Scene 2: [Click here](#) to see an excerpt from the technology integration assessment
- Scene 4: [Click here](#) to see the Clark County School District's technology integration assessment results
- Scene 4: [Click here](#) to read the professional development recommendations for Gloucester Elementary School

Goals for Technology Plans

The ideal technology plan:

- is based on the school or district's educational vision and is included in the overall school-improvement plan;
- aims to improve student learning, to help students perform authentic tasks, and to help students learn skills that will prepare them for future careers;
- includes educators, parents, students, and community members to build support for the school's initiatives in the use of technology;
- provides ongoing professional development and support;
- includes plans for revisions and updates; and
- includes assessment tools to evaluate whether the plan produces the desired results.

Critical Issue: Developing a School or District Technology Plan. North Central Regional Educational Laboratory. Retrieved August 31, 2005 from <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te300.htm>

Definitions of and Relationship Among Terms

Vision statement: the broad statement that reflects the school's values and beliefs.

Example:

We envision our school as a community of learners where all members are actively engaged in the educational process. Staff and parents are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible, and positively contributing members of society. Students will develop important decision-making, critical thinking, communication and technological skills. All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

Mission statement: a concise statement that shows how the vision statement will be reflected in the school's day-to-day business.

Example:

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Through high quality, standards-driven instruction, a nurturing environment, and the development of civic, social, and technological skills necessary to function productively in the world community, we will create a community of life-long learners.

Goal statements: an articulation of the targeted steps that define the mission statement. There will be many goal statements to support the school's mission.

Example: *Students' reading scores will improve through the use of instructional technologies.*

Guide to Completing the Comprehensive Educational Plan (CEP) New York State Education Department. Retrieved September 5, 2005 from http://www.emsc.nysed.gov/osi/CEP_2005_06Guide.htm