Vision and Rationale for Technology

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**Vision Statement**

**School’s Vision:**

The school will share in a vision where all stakeholders promote the authenticity and engagement of learning through technology integration in order to prepare college and career ready students. School administrators, teachers, students, parents, and community members will also utilize technology to promote lifelong learning.

**Administrators’ Role:**

The administrative team will initiate and facilitate research based school wide professional learning that aligns with effective technology integration strategies in order to increase student achievement. They will also seek out professionals within the school and district that are skillful and successful with technology integration in order to help lead and coach other teachers. Additionally, the administration will also create a positive climate for technology integration and provide the necessary funding for implementation while managing and supervising the vision (Creighton, 2003). Administrators will also “promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources” (ISTE 2009). Moreover, administrators will see that all teachers and staff are involved in the program planning as they are expected to commit to the vision (Creighton, 2003). Furthermore, they will help see that technology implementations takes place gradually in order for teachers, students, and others to “have time to adjust and modify their roles and their commitment to the vision. (Creighton, 2003).”

**The Academic Coach’s Role:** (2-3)

The role of the academic coach’s will be to facilitate professional learning sessions that will provide teachers with an understanding of why and how technology integration is beneficial for student success. They will determine and model research-based strategies as well as provide a variety of resources and ideas that teachers can use to enhance technology integration. Moreover, “technology coaches will assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students (ISTE, 2011). The instructional coaches will also align professional learning to the seven principals of the partnership philosophy in order to effectively implement professional learning and instruction (Knight, 2009). They will consistently work closely with all teachers by modeling lessons and providing differentiated instruction based on their individual professional learning needs. They will also provide teachers with continuous follow-up and feedback determining the levels of student engagement and authenticity based on the Engaged Learning indicators (Roeblyer and Doering, 2013). Instructional coaches will seek out teachers who prove to be or have potential to be effective technology leaders to help and support other teachers within the school.

**Teachers Role**

Teachers will apply and implement technology integration strategies within their classroom in order to increase student engagement and authenticity. Staff will participate in on going staff development that will increase their knowledge about technology integration and its benefits while developing a partnership with the instructional coaches and other teachers. They will also use a variety of digital tools to engage students by using a constructivist approach (Creighton, 2003). Additionally, they will develop lessons and projects (e.g. webquests, virtual field trips, etc.) in order to create a more academically challenging environment that helps students reach the higher levels of Blooms Taxonomy (Roeblyer and Doering, 2013). Moreover, teachers will model and promote digital citizenship and responsibility (ISTE, 2008).

**Students’ Role**

Students will use a variety of technologies and digital tools for authentic learning experiences. They will also collaboratively demonstrate creative thinking by producing a variety of innovative products using a various formats and mediums that reach a variety of audiences (ISTE, 2007). Moreover, students will participate in learning experiences that spread globally and across different cultures. Students will understand and practice digital citizenship while using technology (ISTE, 2007).

**Parents Role**

Parents and community members will engage in learning experiences that students bring home and into the community. They will support technology use at home and use it as a means of communication with teachers and other school officials by using an effective tool such as ClassDojo or Remind101. Parents will be provided with more opportunities to support student learning by establishing a system that promotes more parent involvement and parent-child learning experiences (e.g. academic nights, projects, homework, etc.).

**References**

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