

Shared Vision and Rationale

Jonathan Sabo

Instructional Technology Leadership

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Dr. Julia Fuller

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Vision Statement

As discussed in the 2017-2018 annual report, the overarching goal of the HCSD is to strive to be the most caring place on earth and provide character, competency and rigor for all. The district views its children as the community's most precious resource and the mission is to fully develop it. As discussed in the School Improvement Plan, NHHS's mission mirrors that of the district. The school plans to upgrade all facilities in order to accommodate future technology use. Future technology goals include 1:1 device implementation. In the next five years, you can expect to see technology use increase drastically throughout the school. In that time a majority of teachers will make the Learning Management System an integral part of their classroom. Teachers will use technology tools for differentiation and personalized learning. Technology will also be used for teachers to collaborate and share resources more efficiently.

Rationale

The Blended Learning and Support Team (BLaST) of NHHS has worked for the past several years to assess the status of technology innovation over the past several years. The team consists of members from each academic department who are able to give feedback on how technology affects each of their individual curriculums. Within each individual department, each BLaST member has conducted surveys, observed classes, and interviewed teachers in order to create this shared vision among teachers. Members of the BLaST team also interviewed administrators, and analyzed the school improvement plan and district technology plan for additional support. All of this data

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was compiled in order to develop a shared vision that represent goals of the administration and teaches for developing resources and supporting the use of technology throughout the school.

One goal of the school improvement plan is for all teachers to begin developing their courses within the learning management system (LMS). In a study by Bere, Deng, and Tay it was found that teaching with a LMS is more effective than traditional face to face teaching methods (2018). Using the LMS allows more opportunities for cooperative learning and students are able to complete work in their comfort zone (2018). The study found that both traditional and using an LMS showed improvement, but the LMS showed more (2018). The findings of the study also suggest that blended learning can be an effective tool as it allows for differentiation for students who either prefer either traditional or eLearning (2018). It is not necessary for teachers to completely transform their way of teaching. Development of courses within the LMS will allow teachers to begin taking advantage of the benefits of eLearning. This will give teachers the opportunity to begin to explore different technology resources that are available.

Differentiation is important for reaching the needs of all learners in a classroom. With all of the different personalities in a classroom, differentiation can sometimes be a difficult task. Technology has the potential of providing the resources necessary for personalizing the learning experience for everyone in the class. In a blog written by Heidi Raki, ten different strategies for differentiating instruction with technology are discussed (2016). Many of these strategies are effective with any grade level. Students could use technology to create presentations and become the teachers (2016). A variety of tools could be used to promote collaboration on a final product (2016). Students

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engagement could be increased with learning games (2016). Students can create video tutorials to demonstrate their mastery of the content and support the learning of other student (2016). Students can be given the opportunity to choose the format of a project (2016). All course assignments and resources could be posted for the entire year allowing students to work at their own pace (2016). Students could complete projects where they have a passion and share their ideas after completing projects (2016). These strategies are a great starting point for teachers to begin using technology to differentiate learning in their classes.

Time is a valuable resource for all teachers. Technology can be used in order for teachers to quickly share resources and collaborate with each other. In an article written by Lauren Davis, she discusses the impact technology can have on teacher collaboration (2018). Some of the major benefits from this collaboration include better understanding of student data, lesson plans that are more creative, and reduces the feeling of isolation (2018). There are several strategies for collaborating using technology. Teachers have the opportunity to go outside of their own building by building a professional learning network on a social platform like Twitter (2018). Teachers can use a LMS that is available to their district in order to collaborate with others in their building or others throughout the district. With the use of these online tools, teaches are able to collaborate and share resources quicker and more efficiently than they ever have before.

Diversity Considerations

Digital equity is a major issue that needs to be considered when bringing technology into the classroom. It is a challenge for teachers to incorporate blended learning and technology resources, when not every learner has a fair chance to master the

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assignments. It is often difficult for blended assignments to be completed in a fifty-two minute class period. In order for these learning experiences to be successful, students need to have the opportunity to work within the walls of the classroom and beyond the walls. It is essential that NHHS achieve the goal of 1:1 device implementation. There are still other things to consider after there is a device in the hands of every student. Will each student be able to access online content from home with his or her device? The school will need to consider providing wireless gateways to students who are in need. Kajeet provides several affordable options for either putting wireless internet devices in the hands of students or equipping school busses with wireless internet (Kajeet).

Providing these devices for students to take home and the ability to access online resources from home will go a long way in supporting low SES students. According to an article from Laura Devaney, these students are currently missing many opportunities to develop necessary skills. High School students with internet at home typically have a greater chance of graduating high school (Devaney, 2014). Families with internet access are able to learn together (2014). Providing assignments that require internet access without providing the access will create a greater divide in the achievement levels of the two groups of students (2014). Students are able to learn real world skills by interacting with a device that they are able to take home (2014). Providing the device for students to use for class will not only increase performance in academic subjects, but it will also help students build skills that will be necessary for their future.

The gender digital equity gap is not necessarily brought on by availability of resources but by previous perceptions of who should do technology jobs. Both girls and boys are capable of successfully using and learning about technology. Sara Ring gives

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several ideas for closing the gap between boys and girls. Role models could be used in order to show girls that they can work their way into the technology industry (Ring, 2008). Hands on tasks that require the use of technology can level the playing field as students are engaged in the assignment and using technology to complete it (2008). Teachers could use additional training in order to help them aware that the gap exists (2008). There are many resources already available in our district for supporting this goal. Role models can easily be brought in from the community or Skype could be used to have a guest speaker virtually join the classroom. There are many resources such as presentation creating software that can be used to encourage all students to creatively demonstrate their learning.

Stakeholder Roles

In order for this vision to be successful, many important stakeholders will need to be involved. These stakeholders include the Instructional Technology Coach, Administrators, Teachers, Students, Parents, and other community members. In an article written by Brendan O’Keefe he states that “it would take a community to raise a school (2011).” Themes that are associated with successful schools include business partnerships, parental collaboration, curriculum connected to real world applications, student voice, cross generation learning, and local people solving local problems (2011). Each of these stakeholders have a specific role in ensuring success of this vision.

Instructional Technology Coach

Currently there is not an instructional technology coach, but someone will need to fill that role in order for this vision to succeed. The instructional technology coach will be at the center of everything that is going on. This person will be responsible for

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providing assessing the progress as we reach our vision. They will need to be able to lead professional learning and be available as teachers begin to develop content in their LMS courses. They will need to have an understanding of technology tools that are available within the LMS, tools that can be linked to the LMS and tools that are effective for different content areas throughout the school. By having this awareness of available tools they will be available to assist teachers as they develop content and begin using technology to differentiate instruction for their students. They will also be available to support teachers as they use technology to collaborate with each other.

Administrators

The administrators also play major role in this vision. It is important that they are able to provide the necessary tools that teachers need for this implementation. It will also be their responsibility to assist in reducing the digital divide by finding ways of providing devices where needed. The administrators also play an important role in supporting teachers as they attempt to improve their practice. They should be available to observe classes and provide constructive feedback where necessary. They will need to have the understanding that some teachers are working outside of their comfort zone and not evaluate them negatively if things go wrong. It is important that the administration work to encourage, support, and guide the staff where necessary.

Teachers

Teachers play the most important role in this process. They will need to be open to change as they begin the use technology. The success of this vision lays heavily on their shoulders. They also need to understand that they are not on an island where they have to create everything. Teachers will need to work collaboratively as they develop

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courses within the LMS. All course content created within the LMS could be easily shared from teacher to teacher. They also need to be willing to search for and try different tools that are available. After finding tools that are effective, they will need to share these tools with their peers and the technology coach.

Students

Students also play an important role in this vision. They will need to be receptive to trying new learning strategies as they are attempted. It is important that students do not attempt to use technology as an excuse for not completing their work. These tools are being created for them and they need to give an honest effort in order to see if these tools are effective. It is also important for students to provide feedback on the clarity of the content and effectiveness of the tools being used.

Parents

Parental involvement is important in the success of this vision. They will need to serve as an encourager from home as students are completing tasks. If able, they will need to assist students when problems arise from accessing content or understanding how to interact with the technology. Parents will also serve as important form of feedback as this technology is being implemented. They will need ask teachers questions and let teachers know when instructions are not presented clearly.

References

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AppendixPossible Essential Conditions Survey

1. **Do you feel the freedom to experiment, make decisions, take risks and adjust your course with technology?**
2. **Do you feel that you have the tools you need such as infrastructure and digital resources in order to use technology? What types of tools would you like to learn more about?**
3. **Do you feel that all students and teachers have equitable access to technology at all times?**
4. **Are you currently receiving ongoing professional learning that is sufficient for you to learn about new forms of technology?**
5. **Do you currently have enough time to practice and share new ideas?**
6. **Is the technical support sufficient for your needs?**
7. **Are you able to provide your students with a student centered learning environment?**
8. **Do you feel that you are part of a professional learning community that will support your use of technology?**