Shared Vision & Rationale for Technology Integration

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Vision Statement

We at ▮▮▮▮▮▮ High School believe in the power of technology to transform classroom teaching and student motivation and learning. We support a melding of our teachers' time-tested, demonstrably effective pedagogy and methodology enhanced by purposeful, standards-aligned, collaborative technology usage and student-centered learning. We value preparing students for college and career readiness skills and technology proficiencies, and we utilize data analysis collaboration teams to discern areas of successes and weaknesses that form the basis of our technology integration plan.

Rationale

Among ▮▮▮▮▮▮ High School's staff are teachers with demonstrated excellence that predates Internet technologies. Many of these teachers and 67% of their colleagues believe that technology integration is critical to motivation and student performance (Irving, 2015). These teachers should not be told to give up their time-honored pedagogy. They will be asked, however, to incorporate standards-aligned technologies to enhance students' learning in whatever creative, authentic way each teacher chooses.

In Georgia, students in on-level 9th grade English course work toward mastery of this standard: "RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text" (Barge, 2012). A sampling of teachers were surveyed, and the survey results indicate that 76% of ▮▮▮▮▮▮'s teaching staff is already on board with collaborative learning. These teachers will not need to change but to enhance their pedagogy by integrating technology.

For example, a teacher who already embraces student-centered, collaborative learning has found success in using hard copies of books with post-it note annotations that students pass back and forth during discussions. This back and forth makes discussion outside of class time difficult, however, and students do not maintain the post-its for later discussions of intertextuality or analysis of adaptations. This teacher could enhance her students' learning by using digital annotation tools that will also archive those annotations for visitation and discussion after school and throughout the course. She will not need to exclude her traditional pedagogy; she will only need to enhance its capacity through means otherwise unavailable without the technologies built to solve those very dilemmas. Thus, the full third of the surveyed teacher sample who do not believe technology-enhanced pedagogy is any more powerful than traditional pedagogy are not forced to junk what they know works; they are asked to enhance what they know works by using technology to resolve logistical or motivational gaps and thus to support more meaningful, lasting learning.

Encouraging teachers to build upon previous pedagogy—as opposed to forcing them to completely dismantle their previous methods and instate new ones—is methodology mimicking the state of Georgia's adoption and adjustment of the Common Core Standards in combination with the Georgia Performance Standards, Common Core's predecessor. Because the Common Core Standards are built upon deliberations regarding college and career readiness, and both college and career pathways require professional proficiency with a variety of technological tools for a variety of purposes, it is incumbent upon our teachers to expose students to learning through those as many of

those technologies as possible and to solving problems by utilizing all the technologies and other resources available to them.

To determine areas of focus for each curriculum, data teams will mine and triangulate classroom, area, district, state, and national performance data, seeking areas of potential growth and exploring research-based options for utilizing student-centered, technology-enhanced learning to accomplish each goal they develop based on the data trends. For example, should a data team determine that an area students struggled on county benchmark data aligns with an area of need they have seen in their classrooms, the data team will research technology-enhanced methods to improve student learning and outcomes.

The challenges with implementation of the technology enhancements are many, however, and survey results (Irving, 2015) indicate that teachers worry about each of the following: (1) 30% of the teaching staff never uses technology with students at all, and only 5% use it every day; (2) 62% believe equitable access issues persist at the school; (3) 50% do not believe that teachers are effectively evaluated on integration of technology or of student-centered learning; and (4) 57% do not believe teachers are provided with sufficient resources and support. High School's Technology Integration Plan thus requires teachers to utilize technology to enhance student learning by emphasizing student-centered technology use into teacher's regular administrative evaluations. It also provides financial support of equitable materials access for all learners and for resource availability and support.

Diversity Considerations

Among the listed challenges, the lack of equitable access is a critical one. Aligning with Boser's 2013 findings which indicate that minority students and students living in poverty are likely to spend what technology time they are offered either passively watching movies or completing drill and kill exercises to rote teach discrete skills, ▇▇▇▇▇▇High School has a history of pushing USATestPrep.com drill practice and passing it off as technology integration, and some teachers are known to have large movie collections for their on-level and remediation students. The technology plan will emphasize use of collaborative technologies to support project-based and inquiry-based learning for all students, and financial support will be provided for laptop or iPad carts for each department.

Stakeholder Roles

Researchers Eyyam and Yaratan (2014) studied the impact of technology integration on student performance and attitudes and reported that "it is undeniable that technology has a great impact on…learning how to think, learn, and gain different perspectives" (p. 33). Various stakeholders will assume various responsibilities associated with the technology integration plan. Students, who are digital natives used to carrying the Internet in their pockets but unused to using it in an academic capacity, will develop skills, knowledge, and attitudes that reflect their developing college and career readiness. They will use the Internet and various technology tools in the way that professionals and college students do: for organization, portfolio development, access to research and an exponential supply of knowledge, project collaboration, and communication.

Parents, not themselves digital natives, are also likely these days to carry the Internet in their pockets. Their busy schedules, however, make oversight of grades and assignments sometimes onerous. The technology plan will include provisions for access to online gradebooks and materials, notifications of grade reductions, and access to teacher blogs and emails.

Teachers will adjust their curricula in order to utilize technology to enhance student learning. They will incorporate the Microsoft Office One-Drive for continuity and portfolio development using all courses each year until graduation. Likewise, administrators will focus on improving student learning by evaluating teachers regularly on their use of student-centered learning enhanced by technology usage.

The role of the Instructional Technology Coach will be to "stay focused on the individual needs of local teachers and students" (Creighton, 2003, p.5), collecting and analyzing data to determine what those needs are, then exploring current research to determine the most effective means of supporting local teachers and students. The Instructional Technology Coach's primary goal will be the facilitation of pedagogical learning for teachers, and thus, ongoing professional development that meets teachers where they are in technology proficiency.

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