**1.1 Shared Vision**

Candidates facilitate the development, and implementation of a shared vision for the use of technology in teaching, learning, and leadership.

Reflection

The Technology Vision and Rationale (Vision Paper) was completed to provide real world experience in constructing a three to five sentence technology vision that highlights the type of technology use that I would like to see implemented in the building where I work within the next three to five years. In completing the vision paper, I was able to informally assess the current technology plan and digital use in the building where I worked. The Vision Paper demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Shared Vision- “proactive leadership in developing a shared vision for educational technology among school personnel, parents, students, and the community” (Williamson and Redish, 2009, p.12). I constructed an idea of what I think a technology vision should address based on what I observed was missing in the building where I worked.

Standard 1.1, Shared Vision outlines the criteria of the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. The artifact I chose, demonstrates my ability to put into words a plan to implement technology within a school community that is inclusive of most stakeholders involved. My technology plan was written for a public elementary school setting in South Fulton County, but is adaptable to almost any educational setting where teaching and learning are a priority to those in leadership. The rationale for the vision I created outlined the roles of each group of stakeholders: administrators, teachers and staff, students, parents, and community members. Outing clear teaching and learning expectations are key elements in the development and implementation of a comprehensive, collaborative plan. Developing the technology vision was the first step in going live with implementing the plan which was infused throughout the rationale of the technology vision paper. The technology vision paper was assigned during a summer semester where the plan was for me to schedule a meeting with the school administrators about what I learned while creating said plan. Unfortunately, an unexpected turn of events resulted in the promotion of both school administrators that I previously served under, with the appointment of two inexperienced administrators in the role of leadership. Since the goal was to implement the technology plan within three to five years, it was still doable because I would have time to get to know the new heads of the leadership team. Additionally, I would have more time to perfect the technology plan ideally with a newly created technology team or technology committee.

Completing this technology vision paper was an eye-opening experience. I learned that I have the skills and knowledge to initiate a technology plan that promotes web-based learning through reading, and writing. Roblyer and Doering (2013) points out that mobile devices are not only portable but are also accessible for both teachers and students (p.115), and for parents too. This one aspect alone epitomizes the need for a solid comprehensive technology plan that involves various stakeholders learning, teaching, and using technology to communicate and collaborate inside and outside of the physical school building. My plan would accomplish this task. Now that I am teaching in a different school in a different county, I have already mentioned creating a technology vision to both the principal and Media Specialist, who also serves as the resident technology lead. As members of the current leadership team, they were both receptive to the idea. Additionally, both administrators and myself are in our second school term in the building were work. I have decided to accept more responsibility under this new leadership, and in-so-doing, I am making personal and professional connections with educators that I did not know two years ago. I believe that making connections through work will help me when I approach the leadership team about implementing a technology plan- even if it is not my plan. I would like to offer my knowledge to the process of developing and implementing a shared vision where teaching, learning and leadership will take place using technology in strategic and meaningful ways and I plan to be an active participant in this new endeavor in the building where I currently work.

As meaningful as it was for me to develop a technology vision, I was unsuccessful in the actual implementation of the technology plan that was outlined within the rationale of my technology vision paper in my Fulton County school. I did however, start to implement some of the ideas about web 2.0 technology integration into my classroom with my students with learning disabilities. Now that I am in Clayton County, I am a more vocal advocate for my students to have access to the same digital resources that the students in the general education setting are using. As I advocate for the students I serve, I am implementing on a small scale, my technology vision where all students will engage with technology in meaningful ways that promotes teaching, learning, and leadership. When I demonstrate how to access or use digital tools for other teachers, I am engaging in the act of leadership. Both, teaching and learning are observed teacher-to-student, teacher-to-teacher, student-to-student, and student-to-teacher, where each stakeholder serves in the role of teacher and in the role of learner. As this process cycles, each stakeholder rotates through the leadership role. The impact is seen in the collaborative tasks where teachers and students are observed engaging with technology and with one another. Eventually, I expect to measure the impact in the data that supports increased student achievement.