

TECHNOLOGY VISION

Technology Vision and Rationale

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Vision and Rationale

Students, staff, administrators, parents, and community stakeholders will embrace, implement, and use technology in meaningful ways to conduct the business of educating students, inform parents, and involve the community. This collaborative effort will utilize the expertise of the resident technology specialist (i.e. Technology Coach, Media Specialist, Instructional Technology Instructor, etc.) as the lead as we embark on this new journey with enthusiasm, fidelity, forgiveness of mistakes, and room for growth .

Rationale

Williamson and Redish (2009) acknowledges that there is a gap in the skills students learn in school and the skills they need for job success. There is concern from administrators in higher academia that students lack the technology skills for postsecondary education and technical training (p.60). These reasons alone are significant findings to develop a shared vision that will systematically prepare our students to engage in web-based high-order thinking practices. Teaching students to interact responsibly with web 2.0 tools starting at the elementary level will bring about a shift in the way students and teachers use technology. Gone are the days of using computers only for drill and practice exercises.

Clay Shirky (2008) is quoted in Richardson (2010) as stating, “Anything that changes the way groups get things done will affect society as a whole...” (p.3). This is certainly the case when it comes to educating our students. Students are no longer passive learners. Now days, students engage in what is called read, write web-based activities where students and teachers are active participants in the exchange of ideas and information as the sole basis for learning. In order to prepare our students, all stakeholders will have to play a roll.

Stakeholder Involvement

As a collaborative effort to realize the vision of using technology in meaningful ways each subgroup of stakeholders has a key role to play.

Administrators

Harvard Business School professor Quinn-Mills contends that the core of e-leadership “requires leaders to identify those who are experts in the new technology and support them, even stepping out of the way if necessary-and let new people point the direction giving them initiative-and to build an organizational framework (positions and culture) in which the new can displace the old” (p.v). Creighton (2012).

School administrators will seek current staff members who are already utilizing technology effectively and enlist them to teach, train, and mentor others. When people are passionate about what they do, ideally, their passion will inspire the next person. Administrators will offer incentives to staff members who train and or mentor staff members by utilizing funding earmarked for professional development. Rather than hiring someone from the outside, administrators will find creative ways to support in house staff members with the technology skills that support our vision.

Administrators will hire or promote someone to serve as the school-based technology coach, whose sole purpose is to support our vision (use technology to educate students, inform parents, and involve the community).

Administrators will provide access to web 2.0 tools by purchasing and maintaining web-enabled devices that supports our vision. Administrators will make sure the infrastructure that supports our technology use is current and operational. Administrators will provide assistive technology to students and staff according to the Individuals with Disabilities Act (IDEA) 2004 where necessary.

Staff

All staff members will increase their technology usage to support the vision. Some may focus on educating students, others informing parents, while others will increase community involvement. Each member will have a personal goal that aligns with our shared vision. Individuals with similar goals will collaborate on best practices, while others will gain basic training on how to use simple technology tools like using email if that is what they need. Every single staff member will learn about and use a new (to them) form of technology.

Students

Students will use web 2.0 tools to read, write, create, and modify information. Students will collaborate with adults and peers in safe learning environments accessible from school and from home via web-enabled devices provided by the school and their parents. Students will engage in meaningful learning experiences that take into account her/ his individual needs including assistive technology as required per her/his Individual Education Plan (IEP) or ESOL plan. Students will develop a web-based or digital portfolio with meaningful artifacts that demonstrate her/his authentic experiences manipulating web 2.0 tools.

Parents

Parents will communicate with teachers and or the school regularly using telephones and at least one additional technology device or tool. Parents will utilize designated computers (in the parent resource center, or the media center) to complete surveys/ questionnaires in the absence of having access to technology at home. Parents will use technology to sign in and to track number of hours visiting and/or volunteering at school. Parents will support students in using technology at home, and they will seek assistance from school and community members.

Parents who possess skills related to technology are encouraged to volunteer to work with students, staff, and other community stakeholders to implement our shared vision.

Community Members

Stakeholders who represent the community will communicate with the school by utilizing at least one web 2.0 tool. Designated members will offer and or receive technology training to/from school personnel to support our shared vision. Where applicable, stakeholders will collaborate with teachers to support student learning.

Conclusion

Students, staff, parents, and community stakeholders are all important to the development and implementation of a successful technology vision. The result of such a collaborative effort will produce a digital portfolios that document students' use of web 2.0 tools as they navigate the read, write, create domain of web-based instruction utilizing a myriad of web-enabled devices.

References

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