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Technology Vision

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**Vision Statement**

“Student learning is the collaborative responsibility of students, parents, teachers, administrators, and the community which positively affects increasing student achievement (Kell High School, 2013).” Given the collaborative responsibility of all stakeholders in positively affecting increasing student achievement, it is incumbent upon all parties to actively participate in technology trainings and to move technology in the classroom from a supporting role to a focus upon full integration of technology into engaged learning projects. Care must be given to crossing the digital divide so that all students from all income levels and cultural backgrounds are given equal and adequate access to technology resources and have support to learn how to utilize those technology resources (ISTE, 2008).

**Administrators’ Role**

The role of administrators in this vision is to provide funding and time for research-based technology training to all teachers and support staff. Technology must become a priority in all classrooms and throughout the school as a whole, but this priority cannot take the place of good teaching skills. Creighton (2003) states, “In too many schools, we see the use of ‘technology’ with an absence of relationship to instructional objectives and learning outcomes (pg. 1).” Care must be taken to demonstrate to all teachers that technology, when used appropriately, is a wonderful support to good pedagogical skills. Technology does not, in and of itself, act as a replacement for quality teaching. Administrators must demonstrate this concept and work diligently to provide teachers training on how to best utilize technology to further instructional objectives. Further, administrators must commit to expecting technology integration by teachers and to supporting those teachers in integration, even when this integration is not wholly successful on the first try.

**The Technology Coach’s Role**

The role of the technology coach in this vision is to actively support teachers in undertaking the integration of new technology resources into the classroom. The technology coach will work one-on-one with teachers to create and modify lessons utilizing technology. Additionally, the technology coach will be available to model and help facilitate lessons incorporating technology in teachers’ classrooms. Post-lesson, the technology coach will be available for follow-up mentoring sessions. The technology coach will not attempt to work with every teacher every year, but instead will focus on mentoring at least five teachers per year in a reasonable model of change. The technology coach will not only work with teachers in a one-on-one capacity, but he will also host parent technology training nights to expose parents to new technologies being used in the classrooms.

**Teachers’ Role**

Teachers throughout this school will participate in ongoing technology training with the aim being to incorporate new technology resources into existing lesson plans and to plan new lessons with technology as the pedagogical base. Positive attitudes from all teachers are a necessary part of this new vision. Without support of the teachers, this vision cannot be successful. Teachers must commit to standing behind this new initiative and to trying something new in their classroom at least once a month. Lemke, et al. (2009) state, “Most educators are looking for the value proposition that will significantly advance learning, teaching, and school system efficiencies (pg. 42).” This vision acknowledges that significantly advancing learning, teaching, and school system efficiencies through the integration of new technologies will take some time, but it depends on the support of teachers to accomplish these goals. Further, just as administrators are expected to stand behind teachers, teachers are expected to stand behind students as they experiment with new technologies in the classroom.

**Students’ Role**

The role of students in this vision is to actively work with teachers to understand and efficiently incorporate new technologies into their learning. Gone are the days when a PowerPoint is sufficient to incorporate technology into a project presentation. Students must understand that to access new technologies, they must be willing to take risks and make mistakes. Students must be able to trust that their teachers are on the side of the students, and that mistakes are acceptable. The understanding that mistakes are a part of learning is a critical part of this vision.

**Parents’ Role**

The role of parents in this vision is to wholeheartedly support the incorporation of new technology into their students’ classrooms and to stand behind teachers and students as they try out new technologies. Additionally, parents must be willing to participate in parent technology training nights such that they can begin to understand the purpose of the incorporation of new technologies. Parents must understand that mistakes and failures are a normal part of learning new things, and they must be willing to see their children struggle from time to time with the understanding that ample opportunities will be given to their children to revise and resubmit assignments.

**Support Staff’s Role**

The role of support staff in this vision is to actively support students and teachers as they learn new technologies and incorporate these new technologies into the classroom environment. Paraprofessionals will work with the classroom teachers to train on new technologies and to assist students in incorporating these new technologies into their everyday learning. Other building support staff will be cognizant that the use of new technologies can lead to a much different looking classroom. No longer is it sufficient for students to “sit and get” with the teacher acting as the sole disseminator of information. Instead, support staff should expect to see an active, moving classroom.

**Community Members’ Role**

The role of community members in this vision is to actively support the purchase of new technology and integration of such into the classroom environment. Without the ongoing support of community members, this vision cannot be fully implemented with an aim of a 1:1 environment being the goal. ISTE (2008) states “….minority students, those from poorer neighborhoods, and students who live in either inner-city or rural areas (not suburban) tend to have less access to computers, the Internet, and educational software (pg. 8).” The clear goal of the community members for this vision must be to improve equitable access for all students.

**References**

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