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| --- | --- | --- | --- |
|  | Developing | Proficient | Distinguished |
| Process | Focuses on the product rather than the process | Describes a process that could be followed to begin the planning process | checkArticulates a clear process from one or more of the class readings that could be followed to begin the planning process while mentioning key parts of the plan |
| Buy-in | Does not discuss the need for buy-in | checkRefers to vision and buy-in without a clear plan for achieving it | Lays out a clear plan of action for creating a process that will attempt to achieve a shared vision of technology in the school and buy-in from the stakeholders |
| Technology Committee and Stakeholders | Does not discuss the role of the technology committee or stakeholders | Mentions the technology committee | checkIncorporates key aspects from the Technology Committee and Stakeholders Mini-Paper that demonstrate the role of others in the process |
| Example Plans | Refers to fewer than two example plans | Briefly refers to two or more example plans | checkRefers to two or more example plans and describes the positive and negative features of each |
| Current Situation | Refers to the current situation but is a generic process that could apply to all schools | Bases the process on your current situation but does not refer to details of your school. | checkBases the process on your current situation, including details about what will work in your school and existing documents, such as curriculum guides and/or current tech plan |
| Mechanics | Contains many grammar, spelling, and/or usage errors or is clearly stretching to fill space | Contains a few grammar, spelling, and/or usage errors or is too long or too short | checkminusContains correct grammar, spelling, and usage throughout and is 5-10 pages with 12-point font, double-spaced, and numbered pages |

Good job. Grade: A-Mr. Larner

In our current day and age, many schools have found it necessary to incorporate technology as a part of daily instruction. Technology can be integrated most effectively if a school develops a plan for the use of technology. An effective plan would include various stakeholders in the school, educational and curriculum goals, professional development goals, and the means for funding and maintaining technologies. Effective plans usually have set up time lines, but also allow for changes to the plan in the future. Since technology is always changing, technology plans need to continue to evolve to keep up. Plans may look different based on the school, technology access, and needs of the students, staff, and community.

Our school, Clemens Crossing Elementary, has many technologies available for instructional use and many teachers that make daily or weekly use of these technologies. There are however, no clearly laid out plans for effective implementation, student expectations, or staff expectations. I feel as though our school as a whole could benefit from creating a technology plan that would help guide instruction and provide professional development opportunities for all staff members.

In order to develop and implement an effective technology plan, I feel it would be necessary to create a technology committee. Part of the committee’s role would be to develop a technology plan that would be appropriate at all grade levels with ties to the existing Howard County curriculum. As discussed in my earlier memo regarding the creation of a technology committee, our committee would need to include a variety of stakeholders in order to take into account the many needs of our school. An administrator would be an important member of the team because the administrator could share countywide information, help to find for technology, and provide approval for large decisions made by the committee. At least one teacher from each grade-level team, a technology teacher, and either the Media specialist or para-educator would also need to be a part of the committee. These members would represent their particular grade level and also help to share information with their teams. It is important for each team to have input as to what goes into the technology plan since it will directly affect the way that they teach. Parents would also need to be included in the committee. The parents would serve as a liaison to other parents in the community and to the PTA. As a whole, the parents in the community need to be on board with the technology plan so they might be able to support the plan at home. Another important stakeholder that should be included on the technology committee would be the students. These students would be able to share with the committee motivating factors when using technology and could even serve as “trainers” to staff and other students when appropriate. Both parents and students may offer a different point of view when it comes to the use of technology. The final stakeholder would be a representative from the Educational Technology Department. The primary role of this member would be to provide resources and professional development when necessary. This member may also have information about acquiring new technologies and how to effectively use these new technologies in the classroom. The parents, students, and Educational Technology representative may not be present for all parts of the planning process, but they will have the opportunity to have input on behalf of the group that they represent.

After establishing a Technology committee, the committee would begin the process of creating an effective technology plan. A beginning step of the process should include a review of the current Maryland State and National technology plans. These plans can help the committee see some of the bigger picture goals, and they may even be useful when setting goals, both short and long term. Some of the main goals from the National and State technology plans include professional development for teachers and administrators, budgets for gaining or updating existing technologies, creating technology proficient students, the use of Web 2.0 tools, internet access at school and home, technology support, evaluation of the effectiveness of technology, and the use of data to help drive instruction. The committee may also consider looking at technology plans from other elementary schools. These plans may also serve as a model of what to do and maybe even what not to do.

One technology plan that I have taken time to review is from James B. Edwards Elementary School (JBE) in Mt. Pleasant, South Carolina. The plan from JBE includes 5 main areas: 1) a vision statement, 2) a system for annually evaluating students, teachers, and cost, 3) staff development, 4) an inventory system, and 5) a long and short term financial plan. On the positive side, this plan was put into a 3-year timeline. Each year continues the goals from the previous year as well as adds new goals.

The first year of this particular technology plan is a “planning year.” This year is designed for assessing the needs of students, teachers, and infrastructure as well as acquiring laptops for each teacher. It seems as though the results from this “planning year” would help to set the stage for the next two years. The second year continues the professional development programs, begins collaboration with technology specialists, plans for updating the infrastructure based on the needs assessment, establishing web pages for all staff, setting up a lab with 30 computers, and installing broadcasting systems in all classrooms. This second year is intended to make the necessary upgrades to the school’s infrastructure and technology access. The third and final year outlined in this plan continues all of the previous goals of professional development, collaboration with the technology specialist, and maintaining the infrastructure. Since the broadcasting systems were set up during the second year, the plan for this final year includes the use of the broadcasting systems.

This is an older plan that began in the 2001-2002 school year; however, I feel the school was realistic in their goals. They started small, continued goals from year to year, and added in new goals each year. Other good technology plans may consider following a similar structure. One criticism of this technology plan though, is in the details. This plan lacks specific student and staff goals. A more effective plan would also include ties to the curriculum and details of *how* the implementation might take place. What are the curricular uses for each classroom with a broadcasting system? What are the requirements of teachers with creating and maintaining websites? Another key element that was overlooked in this particular plan was funding. This plan showed no way of funding the upgrades to the infrastructure, the addition of a 30-computer lab, teacher laptops, or classroom broadcasting systems. Perhaps the county was already planning some of the upgrades along with the funding, but it is not clearly laid out in the plan. Based on the timeline, this is a plan that has already been implemented and (hopefully) completed, however after visiting the JBE website it is obvious that at least one of the goals was not sustainable: the teacher web pages. Part of this lapse in the goal of having teacher web pages may be due to a change in the administration since the original start of the technology plan, however a well thought out technology plan should be sustainable even in the absence of the originators.

Another technology plan that I took some time to explore is from Camptonville Union Elementary School District (CU) in Camptonville, California. This school district also used a 3-year timeline to organize their initial goals and guidelines. Some of the student expectations after the 3-year period include the exploration of community issues, computer and Internet access at school, proficient students helping other students, the use of the Internet for research, and a focus on information literacy skills to find appropriate and safe references. Administrators and teachers will be able to use technology for assessments, collecting and evaluating assessment data, and implementing new resources at the end of the 3-year period. The plan has very clear curricular connections as well. The school serves students from K-8, so the plan takes into account the differences in grade levels and has separate curricular goals for different grade levels.

Not only does this plan give general goals for students and staff, the plan also includes a goal for parents in the community. The goal for the first year of implementation is to have 40% of parents using email to communicate with the school. By the end of the second year, the goal is to have 60% of parents using email, and at the end of the third year, 80% of parents should be using email to communicate with the school. While I applaud the intentions of this goal, based on what I have read about the school district, it seems a little unrealistic. The school is made up of about 55 students with only 3 classes from grades K-8. The population that feeds into the school has little or no access to the Internet. Part of this goal includes having teachers have an email account, however that does not mean that parents will have the tools necessary to send emails to the school. In what way is this plan helping to support the parents in the community? How is the school going to allow for parents to have Internet? The answer to these two questions is not very clear.

Overall, this plan from CU is very well laid out and included great detail about implementation and curricular goals. Even though this plan is designed for a very small population, many aspects could be emulated in an effective technology plan for our school. The plan was created to suit the specific needs of the students, staff, and community of CU. Our technology committee should create a plan that suits our specific needs as well.

Once the technology committee has taken some time review other plans, the committee will need to begin to gather data to determine the current state of technology in the school. This information is a key component when developing a technology plan; it will help drive some of the decisions regarding funding and the needs of the school. Our school is fortunate enough to have laptops for all teachers, at least 1 computer in each classroom, weekly technology classes, a stationary computer lab, a mobile Netbook lab, document cameras with projectors in each classroom, and several other technologies available for staff and student use. With access to so many technologies, one of the focuses should be on professional development. Not only should teachers learn how to use the technologies, but also the curricular applications. Many teachers use technology on a weekly basis, but at a very limited level. The professional developments would ensure that the technologies were being used to their fullest potential with the additional benefit of motivating students. Technology would be used to support the Howard County curriculum in new and exciting ways.

The technology committee also needs to decide where funding will come from for any upgrades or additions to the current school technologies. Fortunately for our school, teacher laptops are provided and updated through Howard County, therefore they are not a direct cost to our school. Other technologies, however, are purchased and maintained with school funds. The technology plan would need to outline the best uses of these funds. If additional funding is required, the plan should include ways to obtain the required funding.

Much like the previously mentioned plans from James B. Edwards Elementary and Camptonville Union School District, the technology plan should include a basic timeline that builds upon itself. The timeline would help to guide the school to take smaller steps in order to reach big picture goals. Rather than stating that all teachers will be proficient in technology integration, putting that into yearly, manageable goals would be more realistic. Again, the timeline needs to be a bit flexible to accommodate changes in the future, but all of the goals should be sustainable over time. The timeline should include ongoing assessments to help evaluate the effectiveness of the implementation of the plan. The technology committee should review the results of the assessments periodically to help determine if any changes to the technology plan or the implementation of the plan are necessary.

Again, I believe that our school is fortunate enough to have access to a wide variety of technologies. The creation of a technology committee and development of a technology plan will help to ensure that all of the technologies are being put to good use. It will also help to guide instruction so that all students are able to reach their maximum potential with technology. Creating an effective technology plan can be time consuming, but in the long run the benefits of this plan will greatly out weigh the legwork.

Thank you for your consideration,

Monica Chuppetta

**Maryland Technology Plan**

<http://www.marylandpublicschools.org/MSDE/programs/technology/technologyplanning/>

**National Technology Plan**

<http://www.ed.gov/technology/netp-2010>

**Camptonville Union website**

<http://www.cville.k12.ca.us/>

**Camptonville Union Technology Plan**

[www.cville.k12.ca.us/Technology\_Plan.pdf](http://www.cville.k12.ca.us/Technology_Plan.pdf)

**James B. Edwards Elementary website**

<http://www.jbedwards.org/>

**James B. Edwards Elementary Technology Plan**

[www.jbedwards.org/jbetech/jbetechplan1\_15.pdf](http://www.jbedwards.org/jbetech/jbetechplan1_15.pdf)