

Shared Vision and Rationale

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Spring 2021

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Shared Vision Statement

The Paulding County School District's vision for technology is that students will be fluent in the use of technology so its application will become commonplace to them and to provide the technology infrastructure for every student and teacher to be technology literate and utilize technology as a vital component of the instructional program. The District's vision will be achieved by providing every student with their own device as we move within the next year to become a 1:1 student device ratio. In addition, sufficient infrastructure will be provided such as broader bandwidth and every school with its own server. Teachers and stakeholders will be trained in the development, use, and implementation of meaningful Instructional Technology Strategies. These strategies will be delivered during Professional Learning (PL). It is an integral part of the vision to make sure that the achievement gap among underrepresented students is closed so every student has the same opportunity for success. At North Paulding High School, we abide by the District's vision for Instructional Technology in the classroom and are moving forward developing strategies and ways to implement them.

Rationale

During the development and implementation of the shared vision, it is the mission of the District to provide technology infrastructure to every teacher and student, in order for the students to become better digital citizens and stay competitive in the growing digital global community. Several Professional Learning Committees have been formed District wide as well as school wide to ensure that the vision is clear and consistent across

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the board. Teachers, parents and students have been given the opportunity to participate in several surveys detailing the path the District is setting for the future. Teachers and administrators form part of PLC's dedicated to improve the SIP and Instructional Technology implementation in the classroom. Teachers collaborate within their departments as well as cross-departmental collaboration. With the implementation of 1:1 student ratio device every student will have the opportunity to equally apply what is taught in the classroom, develop technological skills that eventually will enhance their critical thinking skills by utilizing their devices explicitly for academic use. For example, students will have the opportunity to conduct research in real time with the supervision and guidance of the teacher. Students already BYOD to school and perform this task, however, with the implementation of 1:1 this task will allow the teacher to be more involved and become a facilitator rather than an enforcer of rules.

If technology is going to make a positive difference in student achievement, we should look at what motivates student learning. The study conducted by Oblinger (2006), found that in order to answer the question of positive achievement we should focus on motivation. Hands-on manipulation of applications found online or through databases allow the students to become the expert in the situation. Technology allows students to interact with field experts through videoconferencing, explore different cultures, current as well as ancient through virtual museum visits, examine data and compare findings with other experts in whatever field of study they are exploring in the classroom. Through the use of technology, students will have the opportunity to collaborate with other students who may or may not be present in the classroom. Classes collaborate among other classes expanding the acquisition of knowledge beyond what is near them. Applications like

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Google classroom give students the experience they need to collaborate with others either remotely or face to face.

Instructional Technology will not replace classroom instruction. Some stakeholders are already experiencing Digital Learning Days (DLD) fatigue. With the transition to online learning during the pandemic, a lot of parents and students are ready to return to “normal”, the face-to-face (f2f) instruction and lecture-based learning they are accustomed to experience. We are currently in a Hybrid model, with mostly f2f instruction with some DLD included for some students. Stakeholders will be educated in the implementation of Instructional Technology as an enhancement to classroom instruction that in return will provide higher student achievement. We need to understand that leaving students to the technology devices on their own will not by itself improve student learning nor student achievement; but rather an implementation with more training for teachers on how to develop engaging lessons that include technology not as a focus but as an enhancement for achievement. Research proves that when the implementation of 1:1 student ratio is paired with teacher training in the use of technology along with Technology Coaches to assist, and to include a variety of research based best practices will show significant gain in student achievement (Sutton, 2015). Another recent study showed that AP students with project-based and collaboration instruction were as high as eight times more likely to score higher on the AP exam the first year of this model than those students whose instruction was based on lectures and test preparation activities, the figure rose to ten the second year (Saavedra, 2021). What we see is a gradual increase in student achievement with the implementation of meaningful research-based strategies for integration of technology. Based on research

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studies, the best way to approach the implementation and development of meaningful use of technology in the classroom is to coach teachers and students reach their full potential when it comes to technology instruction implementation. With the means of training teachers will be able to see the value of instructional technology based PBL and include these methods in their instruction to become more of a facilitator in the classroom.

At this time, the District and North Paulding High School are proactively educating teachers in the development and implementation of new technology that will enhance education, improve student engagement, and help develop and increase critical thinking skills in students. The Technology Committee at my school has been working since we returned from online learning surveying teachers on their needs for improvement with the new 1:1 student device ratio. We have been creating lessons, delivering lessons, and exploring new technology that will ease the transition to 1:1. We are making sure that classrooms are using technology in a meaningful way, addressing the needs of all students in the class.

Diversity Considerations

Since the SIP does not have a clear vision on how to address female students and students with low Socioeconomic Status (SES), implementation of technology in the classroom is an efficient way to ensure that all students are using technology meaningfully under the supervision of a trained professional. In the school, we can make sure that students are successfully utilizing technology in their instruction since the school has two computer labs, ten laptop computer carts and the Media Center. However, at this time students are left to use their own devices at home. With the upcoming 1:1 student-device ratio we will have the opportunity to encourage the use of technology

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outside of the classroom setting as well. This will ensure that female students and low SES students have the same opportunity for success outside of the classroom as their counterparts. With meaningful instruction and Technology rich PBLs, female students and students of low SES will be able to compete in the high-tech market of the world. We also need to encourage this students to enroll in upper level STEM classes, most of the female students may not feel comfortable in a STEM class since the majority of the students in the class are usually males, so we need to address this issue in the school vision, on how we will ensure that low SES students and female students can benefit from this classes. We must promote female students participation in STEM classes by actively recruiting the students for these classes. A study conducted by Plan International (2018) found that families usually promote the stereotype that dissuade girls from enrolling in high-tech classes. For this reason we must also educate the stakeholders, so they can understand the value for girls to become part of the digital world. The study goes on to explain that we can address this issue in schools by creating classes specifically with the needs of female students in mind and teaching digital literacy for them to get the most value out of their education.

In the vision we must address the digital divide, and the only way to address the digital divide is by understanding the digital divide. Even though technology use is getting easier with all the devices and applications that come with them, the digital divide continues to be a problem in schools. Wealthy families are ten times more likely to have access to more than one device and the internet than the low income families (Digital Divide Council, 2019). For this reason, we must also ensure in our vision that low income students have the same access to the Internet and the appropriate devices to do it. One

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way we can ensure this is by contacting companies and beginning the dialog on how we as a community can begin closing this gap.

Stakeholder Roles

Even though the district has created an Instructional Technology Plan to address the needs of the schools and has extended the opportunity for members of each school to participate in the decisions, some Stakeholders are not aware of the district's vision for the use of technology in the classroom. We cannot be successful in this endeavor if all persons involved in the students' education are not working towards the same goal or have the knowledge to be productive contributing towards the goal.

Administrators:

It is the role of the administrators to provide the support that the students and the teachers need to implement the vision in the school, communicate with teachers, students and parents. This role is of the outmost importance because without the support of the administrators teachers cannot ensure the success of the vision. Students need to be the center of the priority for the administrators because the vision will impact their education directly. Administrators can achieve this goal by continuing to provide meaningful PL's, bring experts on research-based best practices educational fields either in person or virtually. Administrators should continue their observation and provide feedback to teachers through reliable data.

Teachers:

Teachers are the ones who are to implement these strategies and make sure that their students are successful. Teachers do a wonderful job developing interesting lesson

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plans for the students, and deliver their content with enthusiasm. Also, teachers must be able to utilize the resources provided to them. With the 1:1 student-device ratio, this will provide an opportunity for teachers to incorporate technology rich lessons that are current to 21st century teaching. Teachers will modify their lessons to make sure those lessons reflect the mission of the school shared vision. Teachers will attend PL, help develop and implement lessons and be open to new research-based strategies involving high level of technology (LoTi). Working together with other teachers across departmental lines will allow teachers to collaborate and improve on their educational strategies.

Parents:

This stakeholder group will be informed of all the strategies we will be developing and implementing in school. Sometimes parents may not see the value on all the technology implementation, especially since we are coming out of DLDs. Education for parents will have to be a priority as well. Parents will have to monitor their student progress, set high expectations, and communicate with teachers whenever possible. Students will soon receive the 1:1 device, it is the role of the parents to ensure that the students are utilizing these resources intelligently.

Students:

At the start of the school year, students sign for the student handbook, opt in or out of free and reduced lunch and disclose any pertinent information with the system. Also, they will sign for their 1:1 devices and ensure that they are using these devices for school purposes only. Students will be expected to bring their devices to school whether they opt in or out of the device or BYOD, because the implementation of meaningful

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technology rich strategies will begin day one. Students must be prepared to face the challenges with the aid of the faculty and their individual teachers.

Instructional Technology Coaches:

Instructional Technology Coaches' role is to research and validate new technology to share during PL. Also, to develop and implement research-based best practices of Instructional Technology strategies that will improve the educational experience of the students. Through professional learning, these strategies will be delivered to teachers so they can utilize them in their classroom. The ITC duties will include to provide one-on-one support to teachers to aid in the implementation of the strategies, create surveys to better serve the teachers and students in topics they may be interested in further investigating. Meet with teachers and create a series of checklists on what the teachers needs are based.

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