

Principal Technology Leadership Session II:  
*Your First School Technology Planning Meeting*

- Review: What We're Up To and Why
- Assessing Needs
  - View assessment instruments and feedback levels
  - Tabulate Data using Microsoft Access
  - Analyze (subtotal) results using Microsoft Excel
  - Report on results to groups using Excel Graphs
- Setting Your Agenda
  - Prioritizing and situating needs using Excel Chart
- Planning Your First Meeting
  - Who, What, Where, When, How often
- Creating Your Powerpoint Presentation to Start off
  - Get everyone on the same page
  - Structure the discussion

# How Technology Changes Student Learning

## **From reception to engagement.**

"The dominant model of learning in higher education has the student passively absorbing knowledge disseminated by professors and textbooks.. With technology, students are moving away from passive reception of information to the active engagement in the construction of knowledge.

## **From the classroom to the real world.**

"Too often students walk out of class ill-equipped to apply their new knowledge to real world situations and contexts. Conversely, too frequently, the classroom examines ideas out of the context of gritty real-world considerations. Technology is breaking down the walls between the classroom and the real world.

## **From text to multiple representations.**

"Lin-guistic expression, whether text or speech, as a reserved place in the academy. technology is expanding our ability to express, understand, and use ideas in other symbolic systems."

## **From coverage to mastery.**

"Expanding on their classic instructional use, computers can teach and drill students on a variety of rules and concepts essential to performance in an interdisciplinary area."

## **From isolation to interconnection.**

"Technology has helped us move from a view of learning as an individual act done in isolation toward learning as a collaborative activity. And as we have [also] moved from the consideration of ideas in isolation to an examination of their meaning in the context of other ideas."

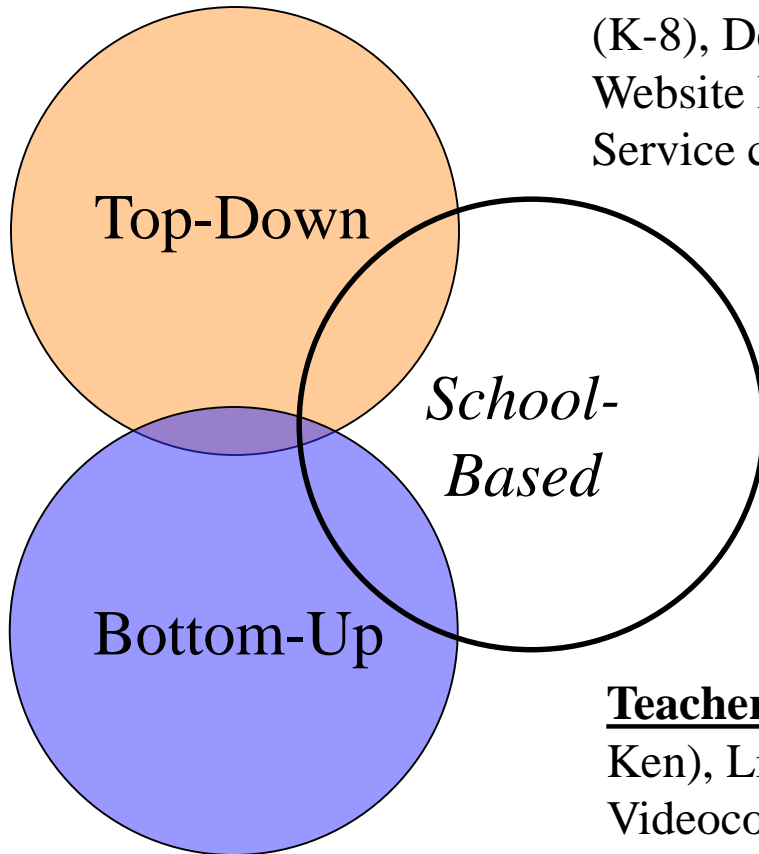
## **From products to process.**

"With technology, we are moving past a concern with the products of academic work to the processes that create knowledge..[students] learn how to use tools that facilitate the process of scholarship."

- Kozma and Johnston

# Technology Planning Roles and Examples (Review)

**Districtwide Initiatives:** Learning Village (10/20), Technology Planning Process (10/23), Computer Skills (K-8), Department Management (8/2003), District Website Redesign, Technology Budget Allocation, In-Service course creation, Conference Day Planning.



**School Initiatives:** *Computer Lab Configuration and use planning, grade/department coordination, software evaluation (integrated learning), data analysis (Starbase); teacher observation criteria, school website creation, school-based purchases, teacher training to meet grade standards.*

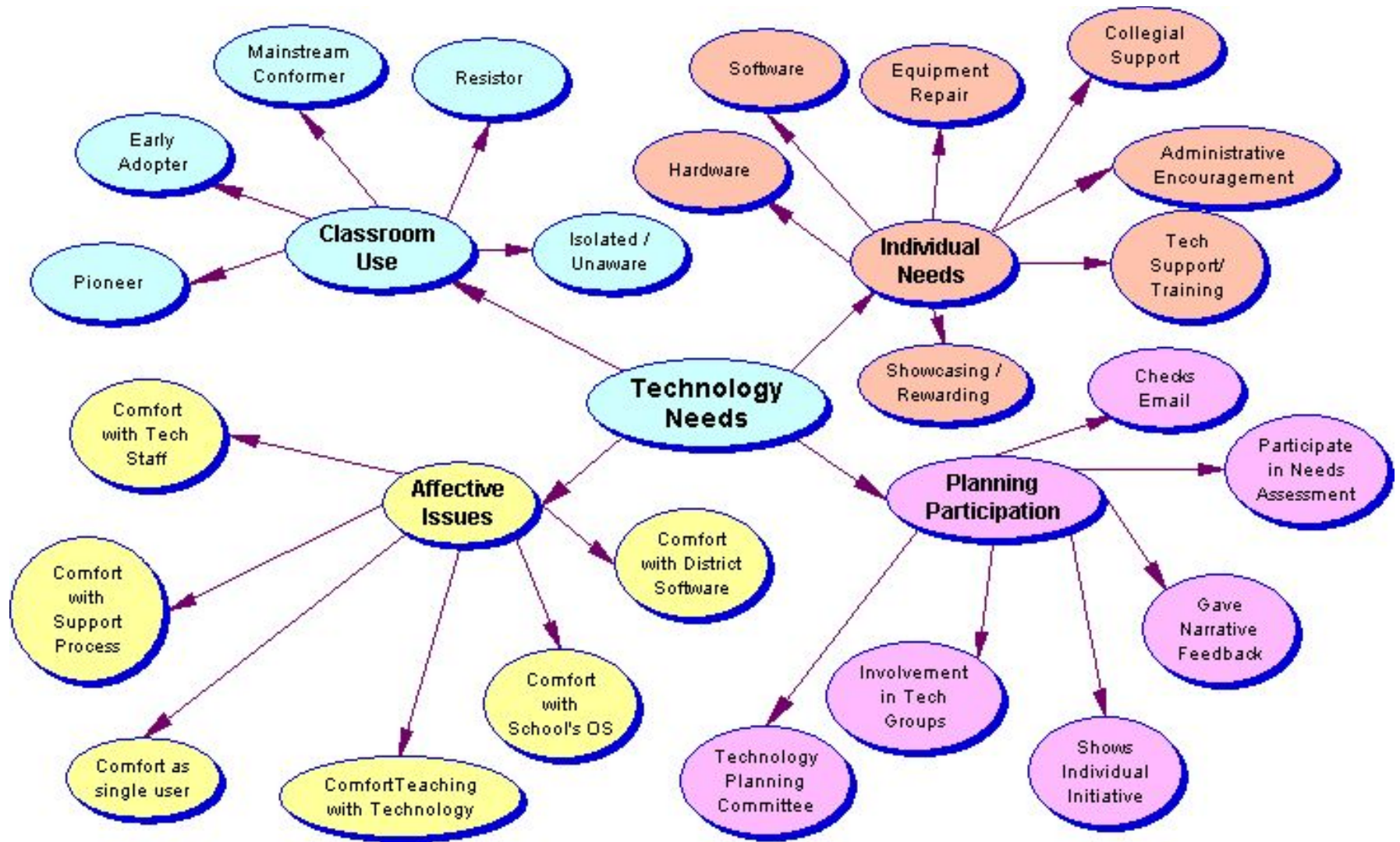
**Teacher Initiatives:** Individual projects, iMovie (with Ken), Library Teacher Project Page (with Sharon), Videoconferencing (with Bram), interdisciplinary or inter-grade projects, teacher home pages, teacher fund purchases, THEEF and other grants, conference requests.

# Stages of School-Based Planning (Review)

1. **None** (if teachers don't initiate it and the district doesn't require or support it, it doesn't get done)
  - **Bottom-up Pressures:** Teachers are asking for equipment, support and services that requires planning and funding.
  - **Top-Down Pressures:** The District Technology Plan, CDEP or other Top-Down initiatives require coordination and delivery of results on a school level (e.g. Learning Village, School Web Design).
2. **Ad Hoc (Reactive):** Principal checks with trusted teachers about urgent technology issues in individual or ad-hoc group meetings. Non-urgent issues are never/rarely addressed.
3. **Structured (Pro-Active):** Principal has convened an ongoing STP group with continuity of agenda and follow-up work done between meetings. “Mainstream” teachers are starting to recognize that the shift to a more high-tech school is going to include them eventually.
4. **Mature (Effective):** The School Technology Planning group is informed by teachers, students and parents, and situates discussion and action within individual teacher needs and applicable district initiatives. It is clear to everyone that technology helps students learn more effectively and the school is doing its job.

# What Can The Principal Do? (Review)

- Work with your IT Specialist to sense moods and issues
- Conduct a technology needs assessment
  - Top-Down: Revisit the Technology Plan and CDEP
  - Bottom-Up: Conduct surveys (formal/informal)
  - Schoolwide: Use Faculty, PTO meetings and a BBS
- Start a school technology planning process (STP)
  - Recruit and convene a faculty team
  - Meet during Superintendents Conference Days
  - Once there's buy in, schedule monthly meetings
- Maintain a clear sense of issues and priorities.



Areas to Assess: Need, Participation, Comfort, Use

An illustration showing four people (three adults and one child) gathered around a large, unrolled document. A large, stylized circular graphic with blue and purple arcs is superimposed over the document. The background is a light blue gradient.

Let's Look at the Instruments!

Elementary Needs Assessment

Middle School Needs Assessment

High School Needs Assessment



# Analyze Needs Assessments

- Roundtable: What feedback did you ask for (information, prioritization, participation)? Were there any surprises? What are the major hot issues?
- Tabulate Results using [Microsoft Access](#)
- Insert and Analyze results using Microsoft Excel's Subtotal Function ([IS](#) – [MS](#) – [HS](#))
- Chart and Graph results to report to group

# Prioritize Needs (sample – discuss!)

- **PRIORITY ONE: Teacher Survival Needs**
  - Work Order System works?
  - Everybody has email, web, necessary software?
- **PRIORITY TWO: Program Survival Needs**
  - Classroom Software/Hardware purchase/upgrade/repair?
  - Lab Software/Hardware purchase/upgrade/repair?
  - Are teacher training needs (OS, Email, Powerpoint, etc.) being met?
- **PRIORITY THREE: Student Performance (Classroom Clusters, Labs)**
  - Are the District Computer Skills (K-6) being taught effectively?
  - Are labs available for scheduling? Do students have access equity?
  - Is classroom equipment available for teachers ready to use it?
- **PRIORITY FOUR: New Program Needs**
  - How can test scores be improved with Technology Integration?
  - How can school/community partnership be developed and supported?
  - Are the District Computer Skills (K-6) being taught effectively?

# Goals for Technology Planning Groups (Sample – discuss!)

## **1. Report on results of Needs Assessment and Follow Up**

- How do we solve the problem?
- Who needs to be involved and how?
- What are the benchmarks we need to see by when?

## **2. Establish a schoolwide vision of technology integration.**

- Why is technology important for student achievement?
- How are existing curriculum standards currently related to technology, and how can the increasing integration be promoted?
- How do we move from pilot projects to school-wide integration?

## **3. Develop a work plan for the following year.**

- Reflect on District Technology Plan.
- Consider necessary infrastructure upgrades, professional development, support capacity, etc. from Needs Assessment.
- Create a planning document suitable for your school website.

# Summary: What Big Needs did you identify?

## How should you prioritize them?



- Elementary
  - Priority 1
  - Priority 2
  - Priority 3
- Middle
  - Priority 1
  - Priority 2
  - Priority 3
- High School
  - Priority 1
  - Priority 2
  - Priority 3

URGENT	URGENT AND IMPORTANT
NOT IMPORTANT AND NOT URGENT	IMPORTANT

# Your Own Agenda: Sample Goals

- **Teacher Productivity:** Require that grades and attendance be submitted electronically and develop an implementation plan (including purchasing, testing, training and implementation).
- **Teacher Performance:** Establish benchmarks for teachers, such as: able to researching topics online, produce high quality class materials, create engaging presentations.
- **Teacher Performance:** Inform teachers that principal observations for the following year will require demonstration of technology integration skills and plan a series of in-service courses to support this.
- **Student Productivity:** Charter a use plan for student access to computers (at home, in classroom clusters, in computer labs) and determine how equitable student access is and what the barriers are. Make a plan to establish equity.

# A Projector In Every Classroom!

White Board (4'x8')	\$150
Overhead Projector	\$350
20" TV w/ VCR	\$600
Multimedia computer w TV Converter and mounted screen	\$2,000
Multimedia computer w/digital projector	\$2,500

# Curriculum & Technology Planning (review)

## 1. Facilitate formative evaluation of the process.

- Send representative to DTP Meetings (every few months)
- STP Team creates annual progress reports.
- Articles in school publications highlight successes.

## 2. Pursue your own technology professional development agenda.

- Continue to participate in principal institutes to reflect on issues and achievements and modify planning.
- Attend NYSCATE every few years, or other conferences.
- Design an "individual education plan" for yourself including use of your laptop, using email & the Web, accessing Starbase, creating Powerpoints, knowing classroom integration models.
- Vocabulary Building: Glossary of Terminology and Concepts (see [STAR Chart](#) by the [CEO Forum](#))

# Teacher Training Considerations

- The IT Specialist's Changing Role
  - From Break/Fix to Staff Development
  - Before School, During Free Periods, After School
  - Informal or Formal, Just-in-time or pre-planned
- The Teacher Specialist & Technology Integration
- The Classroom Teacher
  - IT Specialist Meetings
  - District and Questar III Trainings
  - Conferences (NYSCATE)
  - On-Line Courses



# Resources

- ISTE's Technology Leadership Standards:  
[http://cnets.iste.org/ncate/n\\_lead-stands.html](http://cnets.iste.org/ncate/n_lead-stands.html)
- Technology Leadership Self-Evaluation:  
[http://cnets.iste.org/ncate/n\\_lead-rubrics.html](http://cnets.iste.org/ncate/n_lead-rubrics.html)
- Getting Real about School Technology,  
<http://www.cousinit.org/committee/realist.html>
- Participatory Planning Culture:  
<http://www.cousinit.org/committee/gearup.html>
- Project Planning and Support  
<http://www.cousinit.org/committee/curricul.html>
- Collaborative Change:  
<http://www.tltgroup.org/Strategies/PortfolioLinks3-02.htm>