Action Plan

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ITEC7410

Spring 2013

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| **Goal *Skilled Teachers***  **In year one, each teacher will be trained on 21st Century, innovative approaches to education, where technology is used by students to increase critical, higher order thinking and learning. This includes, but is not limited to, using iPads to benefit student learning.** | | | | |
| Success Indicator:  *At least two technology integrated lessons will be included on teacher lesson plans each week, utilizing the latest student-centered Web 2.0 technologies and tablet device applications.* | | Evaluation Method:  *Administrative observation through classroom focus walks and lesson plan review.* | | |
| Strategies | Timeline | Budget/Funding Source | | Person(s) Responsible |
| Academic Coach, Administration, and Technology Key Team members create and implement a .5 hour session on the topic: “What is a 21st Century Classroom and What Does it Look Like?” | Fall 2013 (Pre-Planning) | None | | Academic Coach, Administration, Media Specialist and Technology Key Team members |
| Academic Coach, Administration, and Technology Key Team members create and implement a .5 hour session to support the five concepts of constructivist learning as well as indicators for engaged learning and how to apply them in the classroom. | Fall 2013 (Pre-Planning) | None | | Academic Coach, Administration, Media Specialist and Technology Key Team members |
| Academic Coach, Administration, and Technology Key Team members create and implement a 1 hour session about various Web 2.0 Technologies, as well as iPad apps, to demonstrate how technology should be used by students/teachers to increase critical, higher order thinking and learning. | Fall 2013 (Pre-Planning) | None | | Academic Coach, Administration, Media Specialist and Technology Key Team members |
| Needs Survey administered to staff regarding instructional technology. | Fall 2013 | None | | Academic Coach, Administration, Media Specialist and Technology Key Team members |
| Various professional development opportunities based on needs determined by staff members. | Winter 2013/Spring 2014 | None | | Staff |
| Modeling of strategies based on needs determined by staff members. | Winter2013/Spring 2014 | None | | Staff |
| **Goal: *Instructional******Use***  **In year one, each teacher will plan, create, implement, and share one standards-based unit that uses concepts of constructivist learning and/or engaged learning indicators using technology to support a student-centered learning environment in their classroom.** | | | | |
| Success Indicator:  *Implementation of unit with students that uses**technology to support a student-centered learning environment in each classroom.* | | Evaluation Method:  *Administrative observation through classroom focus walks and lesson plan review as well as comparing units to set objectives.* | | |
| Strategies | Timeline | Budget/Funding Source | Person(s) Responsible | |
| Academic Coach, Administration, Media Specialist and Technology Key Team members collaborate to plan a professional development session on technology integration into the classroom, setting objectives and learning targets for teachers to follow as they create units of their own. | Summer 2013 | Local Funds if necessary | Academic Coach, Administration, Media Specialist and Technology Key Team members | |
| Grade levels collectively create a standards-based unit that uses the five concepts of constructivist learning and/or engaged learning indicators with technology to support a student-centered learning environment in their classroom. | Fall 2013 | None | Grade Level Teams | |
| Grade levels upload units to the appropriate folder on the shared staff drive and compare and meet with Academic Coach and Technology Team to evaluate and reflect on the implementation of units. Units will be evaluated to determine if they meet set objectives. | Fall 2013 | None | Academic Coach, Administration, Media Specialist and Technology Key Team members, Grade Level Teams | |
| Each teacher creates a standards-based unit that uses the five concepts of constructivist learning and/or engaged learning indicators with technology to support a student-centered learning environment in their classroom. | Winter 2013 | None | Academic Coach, Administration, Media Specialist and Technology Key Team members | |
| Teachers upload units to the appropriate folder on the shared staff drive and compare and meet with Academic Coach and Technology Team to evaluate and reflect on the implementation of units. Units will be evaluated to determine if they meet set objectives | Winter 2013 | None | Academic Coach, Administration, Media Specialist and Technology Key Team members, Grade Level Teams | |
| Grade level teams collaborate and reflect on implementation of individual units | Spring 2013 | None | Academic Coach, Administration, Media Specialist and Technology Key Team members, Grade Level Teams | |
| Administration and Technology Key Team members assist teachers who need mentoring and assistance | Fall, Winter, Springs 2013 | None | Academic Coach, Administration, Media Specialist and Technology Key Team members | |
| **Goal: *Technology Access***  **In year one, each grade level will have access to an iPad cart for students to utilize to facilitate critical, higher order thinking and learning.** | | | | |
| Success Indicator:  *Each classroom regularly utilizes iPad devices by facilitating higher order thinking and learning through a small group set of iPads for daily use or weekly use of iPad cart, as divided and determined by grade levels.* | | Evaluation Method:  *Administrative observation through classroom focus walks and lesson plan review.* | | |
| Strategies | Timeline | Budget/Funding Source | | Person(s) Responsible |
| Funding, budget, plan, and timeline determined as well as carts/devices purchased | Summer 2013 | Title One Rollover Funds/Local Funding | | Administration, Bookkeeper |
| Inventory stored, gathered, organized | Fall 2013 | None | | Media Specialist |
| Plan for distribution and use determined | Fall 2013 (Preplanning) | None | | Grade Level Teams/Administration |
| Evaluation of progress (quarterly) | Fall, Winter 2013, Spring 2014 | None | | CCSD Tech Support, Administration, Academic Coach, Administration, Media Specialist and Technology Key Team members |

**Action/Evaluation Plan Summary**

In year one of the action and evaluation plan, students and teachers at Powder Springs Elementary are envisioned to increase their learning through student use of electronic tablet devices. If I were going to lead my school through a process towards successful technology implementation, I would ensure that students and teachers were knowledgeable and comfortable with integrating technology into curriculum. A plan was developed to successfully make this vision a reality.

The first goal is that in year one of implementing the school technology plan, each teacher will be trained on 21st Century, innovative approaches to education where technology is used by students to increase critical, higher order thinking and learning. This includes but is not limited to using iPads to benefit student learning. This goal directly relates to giving teachers the knowledge and skills necessary to effectively implement technology in the classroom, which is noted as a weakness on the SWOT analysis. The steps to achieving this goal start with planning and creating quality professional development sessions for teachers to understand concepts of constructivist learning and how to apply them in the classroom. Consequent professional development session will result that introduce specific, practical implementation strategies for teachers to utilize in their daily lessons. Once this is solidified, a needs assessment will be implemented to differentiate professional development opportunities based on results. This allows for teachers to have their needs specifically met. To collaboratively develop these sessions, the technology committee will need to communicate and divide responsibility. The timeline begins with teachers and administrators planning for the first year of action in summer 2013, and progresses throughout the entire school year. See Attachment 1 for a format that the team will use to collect minutes for meetings related to professional development training sessions.

In relation to goals that Powder Spring Elementary has for its technology integration in instructional use, teachers will work on developing knowledge in constructivist learning methods to plan, create, implement, and share one standards-based unit that uses technology to support a student-centered learning environment. This particular goal works in conjunction with goals related to *Skilled Teachers,* because teachers are applying their knowledge gained through professional learning. As the year begins and teachers gain an understanding of their expectation in creating constructivist-based teaching methods, student centered classroom, grade level teams will collaborate to create a standards-based unit that uses constructivist learning using technology to support a student-centered learning environment in their classroom. They will implement and reflect on these units and ultimately create individual ones as the year progresses. Throughout this process, mentors throughout the school will assist, motivate, and support teachers as necessary. Teachers will be able to share resources and give multiple, high quality, authentic learning opportunities for students. See Attachment 1 for a format that the team will use to collect minutes for meetings related to professional development training sessions within this goal.

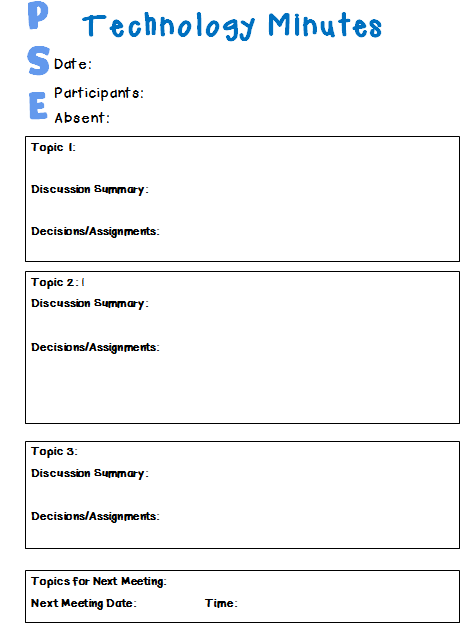
The final goal related to technology access critically affects student technology use, because the goal is the achieving physical access to the technology. It is planned for each grade level at Powder Springs Elementary to have access to an iPad cart for students to utilize to facilitate critical, higher order thinking and learning**.** This goal requires funding and money beyond a classroom teacher’s control, so the plan of action is for Administration to delegate Title One funds towards access to this technology. Teachers will be able to collaborate on how the cart(s) are utilized, once school policy makers have been able to acquire the funds to support this technology. It was set up for this to take place at the beginning of Fall 2013, so that the other goals for action can work to have make the vision at Powder Springs Elementary a reality.

**Proposed Process for Future Planning**:

Educational leaders at Powder Springs foresee individualized student access to handheld electronic tablet devices, and utilizing these devices for interactive learning. This will allow students to ultimately succeed, and provide teachers with the confidence and training to meet the needs of 21st Century learners. In order to have this vision turn into a reality, teachers and policy makers need to work together to ensure that actions are taken to incorporate technology into the school-level strategic plan.

As an advocate for technology, I would make sure that I was on the committee to develop the school strategic plan, and have conversation regarding my vision for technology to ensure that it aligns with the committee’s. I would suggest that we seriously consider engaging students with higher-level learning opportunities through the use of technology in daily lessons. I would share with them my plan of action and collaborate to make sure they have similar beliefs. To ensure that the School Strategic Plan (SSP) has a component that includes technology, I would suggest starting with setting a goal for skilled teachers, offering professional development opportunities for the staff as outlined in the Technology Action Plan.

This would result in revising the current group of teachers that is referred to as the “Technology Key Team”. I would suggest transforming this team into a specific Technology Team, made up of any interested teacher, not just one per grade level. It would be made into a committee that focused on student engagement and teacher competency utilizing technology. Currently, as the SWOT Analysis suggests, the Technology Committee needs to address school wide technology use in a completely different manner. It needs to include opportunities for students to facilitate and drive their own learning, both cooperatively and independently. This team would be integral to meeting the components on the School Strategic Plan, because it would develop the necessary training and professional development to help the staff provide 21st Century learning opportunities for students

**Attachment 1**