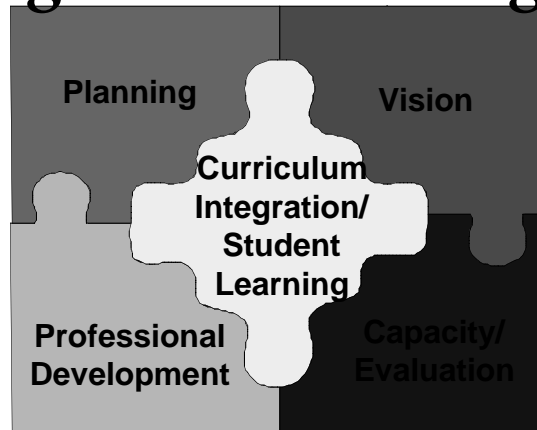


# Putting The Puzzle Together:



## Building-Level Technology Planning

Created by: Erik Larson & Jordy Whitmer, 2001

## Agenda

- n Envisioning technology integration possibilities
- n Planning for professional development
- n Looking at evaluation essentials and resource options

Created by: Erik Larson & Jordy Whitmer, 2001

## **But first, a quick question**

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- n Does your school/district suffer from CBH Syndrome?
- n Answer yes or no to the following questions.  
<http://www.fno.org/feb01/horsecart.html>

Created by: Erik Larson & Jordy Whitmer, 2001

## **Leading causes of CBH?**

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- n Think-Pair-Share
- n Take a minute to consider what factors within a school/district might lead to CBH Syndrome.
- n With the person nearest you, compare potential causes of CBH

Created by: Erik Larson & Jordy Whitmer, 2001

# Leading causes of CBH

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- n Planning resources focus on infrastructure, hardware, & software
- n Bonds do not allow monies for planning, curriculum development or professional development
- n Over-hyped pitches from hardware and software vendors
- n Lack of research/models of best practices
- n Buying stuff is easier than changing methods

Created by: Erik Larson & Jordy Whitmer, 2001

# Why put Student Learning and Curriculum First?

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- n Student learning is our primary business
- n Technology can enhance the quality of the learning experience for both teachers and students
- n T.I. can increase the rate of student learning
- n T.I. allows for efficient use of technology

Created by: Erik Larson & Jordy Whitmer, 2001

## **Back to the Puzzle Metaphor**

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- n You have to start somewhere
- n Some people like to start at the edges
- n But the center is the heart of the puzzle and that which defines it ...
- n Planning to plan is the first step to solving the puzzle

Created by: Erik Larson & Jordy Whitmer, 2001

## **Putting the Puzzle Together.... Plan, Do, Re-Do!**

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- 4 Pre-planning
- 4 Drafting the team
- 4 Envisioning - Philosophy
- 4 Assessing Capacity
- 4 Setting Goals
- 4 Planning the steps
- 4 Implementing
- 4 Evaluating
- 4 Modifying

Created by: Erik Larson & Jordy Whitmer, 2001

## Pre-Planning

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- ❖ Review Tech Plan & S.I.P.
- ❖ Consider team make-up
- ❖ Gather resources
- ❖ Select Focus -
  - Curr. Dev., P.D. or both
- ❖ Write team's charter (guidelines/directions)
- ❖ Determine time, money & resources available
- ❖ Think about Change

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## Understanding Change

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## **Caveat Emptor**

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- n Change is not always a synonym for progress.
- n Change always happens.

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## **Rogers' 5 Elements of Diffusion**

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- > Relative Advantage
- > Observability
- > Compatibility
- > Complexity
- > Trialability
- > The more of these elements present in any particular innovation, the more likely it will be adopted.

Created by: Erik Larson & Jordy Whitmer, 2001

## Change Resources

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- & Everett Rogers - *Diffusion of Innovations*
- & Michael Fullan - *Change Forces*
- & Spencer Johnson - *Who Moved My Cheese?*

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## Drafting The Team

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- C Principal
- C Media Specialist/Librarian
- C Tech guru                   ? Grade Levels
- C Curriculum guru         ? Subjects
- C Newbie
- C Student(s)
- C Parent(s)
- C Consultant(s)

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## **Envisioning - Preparing the Team**

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Videos or presentations  
by experts/consultants

Background reading

Site visits

Training on group processes and consensus  
**building** - Good ideas and doubts can often be  
silenced in the service of mediocrity

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## **Envisioning Part 2**

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- : Where do you want/  
expect to be in 1, 3,  
& 5 years?
- : Consider writing a  
vision statement for students and a separate  
one for staff

Created by: Erik Larson & Jordy Whitmer, 2001

## Assessing Capacity

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- j Building
- j Staff (including admin)
- j Modify existing teacher self-assessments
- j Compile data and Report Back

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## Setting Goals

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- b Establish Goals & Align them  
with Local, State & National Goals (NETS for  
Students and Teachers)
- b Prioritize them
- b Select those that can be accomplished in a  
year/2 years/3 years
- b Consider tracks (different tchr levels)

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## Planning the Steps

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- " Break each goal and objective into component steps
- " Identify necessary resources (human & other)
- " Develop budget and identify funding sources
- " Create evaluation criteria and indicators
- " Develop a time line

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## Timeline

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- 6 Identify the major tasks
- 6 Estimate how long it will take to complete each task
- 6 Set start and end dates for each task
- 6 Set intermediate milestones if needed

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# Implementing

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- “ Follow through on planned activities
- “ Monitor Indicators of Progress
- “ Modify the plan as needed, but maintain consistency with initial vision
- “ PD is one of the most important aspects

Created by: Erik Larson & Jordy Whitmer, 2001

# Professional Development: What do teachers need?

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- n Time
- n Support
- n A Personal Plan
- n A Curriculum
- n A Safe Learning Environment
- n Awareness of Best Practices & Nat'l Standards
- n Passion/Proof

Created by: Erik Larson & Jordy Whitmer, 2001

# Professional Development Options

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- n Model Teaching/Co-Teaching
- n Peer Observation
- n Peer Planning
- n Study Groups
  - Reading Group
  - Action Research
- n Mentoring
- n 1 on 1 Tutoring
- n Learning Center
- n Sending laptops home
- n One Shot Wonders
- n Conferences
- n Showcases
- n Morning/Afternoon 10 min. Tech Skills

Created by: Erik Larson & Jordy Whitmer, 2001

# Evaluating

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Ongoing and culminating

Decide what information is needed

- What did we expect would change? What has actually changed?  
Has the change we've experienced met the needs we identified? How has change affected the people involved?

Choose appropriate methods and tools

Set up the schedule

Decide how to share results

Created by: Erik Larson & Jordy Whitmer, 2001

## Sample Evaluation Rubric Components

Building Technology Improvement Team in place and planning process has <u>begun</u> for determining technology integration priorities within curriculum.	Building Technology Improvement Team operational and Technology Integration Plan <u>in place and integrated</u> with curriculum.	Process <u>in place for regular review and improvement</u> of Technology Integration Plan within the curriculum by building technology team.
Administration has <u>stated</u> commitment to use of technology for enhancing education.	Administration committed to use of technology throughout school, <u>models</u> its use, and is an <u>active</u> member of technology related committees.	Administration committed to <u>improving</u> use of technology in school models its use, and is an active member of technology related committees.

Created by: Erik Larson & Jordy Whitmer, 2001

## Sample Evaluation Rubric Components

School has <u>assessed</u> its current level of technology use and has clear goals related a higher level of technology sophistication in the learning process.	School has assessed its current level of technology use and <u>compared</u> itself to self-selected best practice models. School has clear <u>goals</u> and <u>processes</u> of how it will evolve use to the best practice level.	School has assessed its current level of technology use and compared itself to self-selected best practice models and the <u>National Technology Standards</u> . School has clear goals and processes of how it will <u>evolve</u> use to the defined higher level.
Student performance related to the National Technology Standards on 1) Basic Operations and 2) Productivity Tools evaluated/ tracked.	Student performance related to the National Technology Standards on 1- 2 & 3) Communications Tools; and 4) Research Tools evaluated/ tracked.	Student performance related to the National Technology Standards on 1-4 & 5) Prob. Solving and Decision-making Tools; and 6) Soc., Eth., and Hum. Issues eval/ tracked.

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# Sample Evaluation Rubric Components

School has begun documenting the professional development options related to technology integration made available to staff.	School has documented an increase in professional development options related to technology integration attended by staff.	School has documented an increase for multiple years in staff attendance for professional development options related to technology integration.
Doing the old with the new – Existing activities completed with technology (e.g., benefit is seen in automation, speed, and/or final product's appearance).	Technology integrated into the existing curricula to meet National Technology Standards.	Curricula reviewed and modified to take advantage of technology's unique capabilities when advantageous to student learning.

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## Modifying

- B Revisit steps 4-9  
Assessing Capacity - Evaluation
- B Tech planning should result  
in a dynamic process not a document that will  
gather dust on a shelf.
- B Significant change is likely to take 3-5 years, but  
quick changes will also happen

Created by: Erik Larson & Jordy Whitmer, 2001

## For more ideas

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- 4 Apple's Technology Planning Guide  
[www.apple.com/education/planning/](http://www.apple.com/education/planning/)
- 4 Milken - 7 Dimensions  
[www.milkenexchange.org](http://www.milkenexchange.org)
- 4 NCREL - Planner's Handbook & Pathways  
[www.ncrel.org](http://www.ncrel.org)
- 4 NSDC - A New Vision for Staff Dev.  
[www.nsdcc.org](http://www.nsdcc.org)

Created by: Erik Larson & Jordy Whitmer, 2001

## For more ideas

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- 4 McKenzie - How Tchr's Learn Tech Best  
[www.staffdevelop.org](http://www.staffdevelop.org)
- 4 McKenzie - Planning Good Change  
[fno.org/fnoindex.html#Technology](http://fno.org/fnoindex.html#Technology)
- 4 TERC  
[ra.terc.edu/alliance/TEMPLATE/alliance\\_resources/reform/tech-infusion/](http://ra.terc.edu/alliance/TEMPLATE/alliance_resources/reform/tech-infusion/)

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