Vision for Technology

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School Vision

Technology will be daily incorporated into curriculum programs to facilitate student-centered learning, improve student learning outcomes, and help all students reach their highest potential for learning so that they are college and career ready (ISTE, 2014). Specifically, technology will be used to support standards-based instruction, encourage collaborative learning, facilitate project-based learning based on real-world situations, and provide students with personalized curriculum and individualized feedback derived from learner profiles. School leaders will commit to consistent funding of technology initiatives, evaluation of the impact of such programs, and building capacity for teacher implementation of technology through regular and effective professional learning. All stakeholders will support the implementation of technology to support life-long learning.

Rationale

Few if any schools in America today would espouse a desire for less technology, fewer electronic devices, or decreased accessibility to the Internet; yet, as school systems pour millions of dollars into new and better technologies, the desire for hardware often becomes more important than a desire for hard evidence demonstrating the impact such technology will have on student learning. American schools tend to select technologies and activities without proper consideration of how these technologies can and will be used to meet the student learning goals and objectives of the specific school (Creighton, 2003). This is not to say that technology does not lead to improved student learning outcomes. In fact, educational technology *does* have a positive impact on student learning when correctly and effectively implemented (ISTE, 2008). However, in far too many schools technology is not being leveraged to transform the learning

experience, but rather to mirror traditional forms of pedagogy. A strong vision for technology usage must include appropriate implementation that improves student learning outcomes and allows students to construct new knowledge, rather than replicate traditional forms of teaching or serve as a way of keeping students on task (Creighton, 2003).

Teachers' Roles

As one of the greatest contributors to student success, teachers will use technology to create a constructivist culture in which students actively participate in acquiring knowledge, rather than passively absorbing what the teacher presents (Creighton, 2003). Teachers will ensure technology implementation is aligned to content standards, such as the Common Core Georgia Performance Standards (CCGPS), as well as promote technology literacy, as marked by the National Educational Technology Standards for Students (NETS-S). They will ensure that technology access is equitable to all students, regardless of socioeconomic status, gender, ethnicity, or ability, including acquiring and implementing assistive and adaptive technologies, such as text-to-speech software, adaptive calculators, and online translation tools, to address the needs of students with disabilities and English language learners. Teachers will embrace the teacher roles for engaged learning, thus providing students with opportunities to use interactive whiteboards, students responses systems, individual electronic devices (iPads, tablets, laptops), Web 2.0 tools, and other emerging technologies for collaboration, authentic projects, and critical thinking and problem solving (Creighton, 2003). They will work in professional learning communities to improve their own technology knowledge, identify causes for student learning problems, and monitor and evaluate the impact of technology as a solution to these problems (Learning Forward, 2011).

Administrators' and Technology Leaders' Roles

Administrators will establish a school vision for technology implementation and include all school faculty in crafting policies and procedures to promote technology use in the school building (Creighton, 2003). School leaders will evaluate how teachers use "technology to support clearly defined learning objectives," and principals will ensure that teachers use technology to advance student learning (Creighton, 2003, p. 68). They will demonstrate a commitment to supporting teachers' use of technology by hiring a school-level technology coach to provide teachers with ongoing professional development, technical support, and follow-up, and to collaborate with teachers to develop and revise standards-aligned lessons that are enhanced and deepened through technology implementation (Knight, 2007). School leaders will build capacity for technology by providing teachers with the support needed, financially, technically, and professionally (Boser, 2013), but will also empower teachers to be technology leaders and inspire change by initiating new technology strategies in their own classrooms (ISTE, 2014). Administrators will lead efforts to advocate for technology funding, research and select new technologies to implement with abundant teacher input, and evaluate the types of outcomes being achieved as related to technology spending (Boser, 2013).

Students' Roles

Students will use technology not only to gain new knowledge, but also to "explore new frontiers and become producers of knowledge in knowledge-building communities" (Creighton, 2003, p. 71). They will use digital tools such as email, blogs, and other communication platforms for collaboration, connecting with classmates, schoolmates, and learners in the global classroom (ISTE, 2008). They will create and produce new products to solve real-world

problems and will demonstrate the skills necessary to be productive citizens and employees after high school. Students will embrace and respect their learning autonomy and use technology to take responsibility for their own learning (Creighton, 2003).

Parents' Roles

Parents will support the effective use of technology for learning by allowing students to use technology to extend learning beyond the classroom (ISTE, 2014). They will monitor their students' use of digital media and help teach students about digital safety and other online security protocols. Parents will also use digital tools to communicate with teachers and school leaders, thus modeling for their students effective and positive use of technology.

Community Members' Roles

Business and community leaders will partner and collaborate with schools to assist with technology funding measures (ISTE, 2014). Community members will also demonstrate effective use of technology in the workplace so that students can have clear models of the types of technology skills necessary to be successful after high school (ISTE, 2008).

Conclusion

Woodland High School's vision reads, "Woodland High School is committed to partnerships with students, home and the community to ensure that all students reach their potential for learning." An effective vision for technology usage at Woodland must include all stakeholders, as well as an unwavering focus on student learning above all other goals. A plan for technology should not include merely the acquisition of hardware and software or increased

access to the Internet; instead, technology should “coexist with our curriculum and our already agreed-on high standards for teaching and learning” and aid teachers and students in reaching and then increasing expected student learning outcomes (Creighton, 2003, p. 84).

References

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