Brumby Elementary School Vision for Technology Integration

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Vision Statement

Brumby Elementary School's mission is to inspire personal through collaboration and respect. The technology vision is to prepare digital-age learners for success in a global, ever-changing society. With the visions in mind Brumby has the capacity to create digital age learning environments and leverage technology to transform traditional classrooms into digital age classrooms. Brumby's use of technologies will provide administrators, teachers, and learners with engaged, relevant and rigorous experiences. These practices address the needs of diverse populations and provides equitable technology use to increase student achievement.

Rationale

While developing the shared vision several forms of data were collected using surveys, observations and interviews. The stakeholders were surveyed and interviewed, this included teachers, administrators and coaches. The components of the vision and rational were discussed in detail by collaborating members which included myself, an administrators, the academic coach and the technology coach.

After in-depth research and conversations the stakeholders had three main concerns, the percentage of students who qualified for target, student engagement and student achievement. Brumby's School Improvement Plan (SIP) indicated that students are underperforming in all academic areas, of most concern math and reading. According

to the College and Career Ready Performance Index (CCRPI) multiracial students Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target. Black students Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target. Both of these were in English Language Arts; the other five subgroups met the Participation Rate, but did not meet either the State or Subgroup Targets in English Language Arts. All seven subgroups met the Participation Rate, but did not meet either the State or Subgroup Performance Targets in math, science or social studies (Georgia Department Of Education, 2017).

The data shows that there is a need of growth in the area of student achievement at Brumby. To address the needs of Brumby according to its SIP and accomplish the vision, Brumby will focus on three instructional strategies; professional development, student goal setting and project-based learning. Teacher trainings and professional development are critical if Brumby "considers how technology might dramatically improve teaching and learning." (Boser, 2013)

To effectively implement technology and instructional strategies Brumby must provide ongoing and relevant professional development. Creating a culture of students taking ownership of their learning will be introduced in the form of goal setting. Creating real-world problems and challenges for students while working on cross-curriculum skills through PBL will transform Brumby's classrooms and increase student engagement. "Project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying." (Edutopia, 2008) By incorporating PBL into the classrooms Brumby teachers will be able to integrate the use of technology regularly and intentionally. The International Society for Technology in

Education (ISTE) (2008, p. 7) discovered "that students whose teachers integrated technology into instruction more frequently and for a variety of purposes scored better in 4th and 5th grade mathematics than students whose teachers were low lever users of technology."

Diversity Considerations

Brumby is a racially diverse school with a student population of 57% black, 25% Hispanic, 7% white, 6% multi-racial, and 5% Asian/Pacific Islander. Approximately 73% of the students are economically disadvantaged and receive free and reduced lunch. According to Boser (2013, p. 6) "students of color and students in high-poverty schools are allocated less money per student." Brumby is fortunate to have almost 1:1 technology to student ratio in this low-SES school. Brumby's technology coach is skilled at acquiring technology for students and teachers to use. However, Sutton (2015, p.2)

> "Many educators assumed that just enabling a ubiquitous access to technology would lead towards positive results. However, the findings from Bebell and O'Dwyer (2010) pointed towards more positive outcomes when schools focus on more training and immersion rather than just implementation with one to one initiatives."

Students from low-SES backgrounds and all gender groups have equal access to technology in regards to its availability. However, the equitable use of technology varies with the comfort level of each individual classroom teacher. All students will have the opportunity to use technology in various core expansion classes but regular use in the classroom is extremely dependent on the classroom teacher's technology comfort level. In order to address the needs, Brumby administrators and teachers should advocate for

parents and students to participate in programs that provide free or reduced cost of internet access. This will allow students to work on PBL projects at home as well as in school.

Stakeholder Roles

Administrators

Administrators will be knowledgeable of the vision and its components. School leaders will help develop the vision and be able to articulate how the vision will impact student achievement. Administrators will set the expectations for staff to carry out the vision and generate excitement amongst the teachers about preparing digital-age learners for success. The principal will be the face of the vision by focusing "on behaviors and specific strategies that will create a positive brand presence." (Sheninger, 2014) Ultimately the administration will be seen as the visionary planner by advocating for best teaching practices, professional development, student goal setting and project-based learning (PBL).

Coaches

The academic and technology coach will "inspire educators to be visionary in their use of technology" (ISTE, n.d.) and be present as empowering leaders. To help facilitate the vision at Brumby the coaches will create a culture that fosters innovation in teaching to support differentiated student centered learning. Coaches will provide trainings based on the needs of teacher and catering to their diverse instructional needs rather than assuming all teachers are coming from the same academic and technology backgrounds.

Teacher

Teachers will use best practices to transform classrooms into 21st century and digital age classrooms. Teachers will use research based instructional strategies to support student engagement, encourage students to take ownership in learning through goal setting and use PBL to individualize student centered learning. Staff members will participate in academic and technology trainings to support the schools vision. Teachers will embrace their roles as life-long learners and be honest about their need and wants to support their position in enhancing student achievement.

Parents

Parents will be involved in the education of their children and foster a working relationship with administrators, teachers, parents and students. Parents will take advantage of opportunities to participate in academic and technology activities that will contribute to the engagement of students and ultimately enhance student achievement. When parents see a need they will take the initiative to insert themselves in volunteer rolls to support Brumby's vision.

Students

Students will feel as though they are valuable contributors in their education and take greater responsibilities for their own learning through goal setting. All students will commit to using technology ethically and participate in digital citizenship courses. Students will hold themselves and peers accountable for being active, engaged learning contributors.

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SHARED VISION & RATIONALE

Appendix

1. Do you feel it is important to use technology in the classroom to enhance student learning and engagement why or why not?

2. I would use technology daily if _____.

3. I feel the use of technology is the classroom is critical or not valuable? Explain.

4. Do you feel technology is available for you and your students to use whenever you would like? Share your experience(s).

5. Are you aware that you are expected to integrate technology into your classroom?

6. What is the technology vision in your school?