

Creekview High School's Shared Vision

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Vision Statement

Creekview High School continues to grow and improve the use of technology and tools necessary to prepare 21st-century learners for the world around them. Creekview's vision is guided by the International Society for Technology Integration (ISTE) standards to ensure that all stakeholders are involved in working towards this. Stakeholders utilizing the integration of Canvas and Office 365 tools in ways that promote student engagement, differentiation, and enhancing the curriculum. By incorporating these tools, students will be able to participate in more student-centered activities, reach experts and real-world problems beyond the walls of their classroom. Creekview High School believes that integrating technology into the classroom can improve student's global awareness, collaboration, and communication skills, and meet the needs of all of their students. In order to accomplish this vision, teachers need proper training on the tools and how technology integration looks in their classroom that provides opportunities to develop 21st-century skills necessary for real life application (Why Do We Need Technology Integration?, 2007).

Rationale

According to the Technology Assessment Survey, teachers expressed a great need for more in-depth training on Office 365 tools and Canvas. Currently, teachers are completing Microsoft Innovative Educator (MIE) certification, which provides teachers with a short introduction to Microsoft tools; however, teachers expressed a need for training that allows time for practice and assists in providing practical uses in their classroom (Anonymous, personal communication, 2017). Canvas is our latest learning

management system that will be rolling out next school. Teachers, currently, have access to creating sandbox courses to practice and prepare to showcase this new system for the 2017-2018 school year. They are encouraged to begin working and creating assignments in their sandbox for their classes this upcoming school year that promotes student-centered, problem and project-based learning where students collaborate and reach global connections. As Edutopia's "Project-Based Learning: What Experts Say" expresses, project-based learning provides great advantages for students to bring everyday school work into real life. Students are producers, collaborator, and using critical thinking skills to accomplish the task (Boss, 2011). Creekview can use these methods to prepare and development 21st-century learners.

Most teachers requested more professional development opportunities on these tools in Canvas and Microsoft Office 365 integration. Within these training, they want to see more time dedicated to practice and for the instructional technology specialist to provide examples of practical uses in their classroom. Our school administrators communicated that they wished to see more technology implemented using instructional strategies that are centered around student engagement. Student engagement can be measured by the "Indicators of Instruction for Engagement, Empowerment, and Deep Understanding, Retention, and Transfer of Knowledge" chart that identifies specific indicators that guide the level of student engagement in the classroom. By having the students be more involved in student-centered activities allows for students to reach higher levels of critical thinking (Williamson, Jo). The chart would be an excellent resource to reference and evaluate teacher's instructional design in using Canvas and Office 365.

Diversity Considerations

The Technology Assessment Survey warranted concern about the teachers' knowledge regarding opportunities for diverse student groups. Many teachers responded that they did not know what they meant when asked about providing suggestions to meet the diverse needs of our student populations. Other teachers responded that an increased technology available for students and provide more time in class to work with technology would assist the diverse needs of the students (Anonymous, personal communication, 2017). Based on discussion with the media specialist, Creekview does have two wireless internet hotspots that students can check out to be able to access the internet at home; however, if the student does not have a device such a laptop, desktop, tablet, or phone, that can connect to the internet and can reach a Verizon signal then the hotspot does not give student equal access to the technology (B. Garriques, personal communication, 2017). Other than the hotspots described, students do not have an opportunity to have equal access at home. When speaking with administrators regarding this issue, it opened up a discussion about how in the future Creekview should provide more opportunities for these students.

At the school level, Creekview can provide time in the media center before/after school and during their lunch period. Teachers can also reserve computer laptop carts and desktop computer, but it requires advanced planning for the teachers as Creekview has limited resources. Most of the teachers reported that they would like to have more technology available such as a 1:1 initiative in our school where each student has a device that they can use at both home and school. The leadership team found this feedback compelling and began working towards developing a plan for these students.

Most low SES would benefit from this opportunity since this would give them more opportunity to access technology at home to be able complete assignments without many limits. By moving 1:1, teachers will also need proper training because simply providing 1:1 will not improve student engagement, increase differentiation, or improve their real-world skills through problem and project based learning. Research from “What the Research Says about 1:1” article expresses that simply implementing 1:1 initiative will not increase student achievement. Student achievement is affected by the instructional design of the classroom and their use of technology. This article explains the misunderstanding that 1:1 initiatives will solve students’ and teachers’ technology issues, but as the research show that is not the case (Sutton, 2015).

As ISTE’s Essential Conditions- Equitable Access explains, “Technology offers the potential to improve education for disadvantaged students, regardless of at-home availability — but only if all students are able to fully participate” (ISTE, 2017). Until Creekview can gain funding, 1:1 will not be able to assist them with this issue, but teachers will need to properly implement technology and class time to give students access to technology. Currently, students can use their personal learning devices in the classroom and all have access to a Microsoft account that the school has provided including an email address for each student and Microsoft applications. These applications all have apps that students can download onto their personal learning devices. Canvas also has an app that can be downloaded to improve access for students. Students can collaborate and communicate through using these tools to advance their skill set. Teachers need to design their instruction around assignments that require students to develop these skills sets. As ISTE explains, student-centered learning standards allow for

more personalize learning and differentiation and through Canvas, multiple levels of students can be reached based on their needs because of branching that can occur by using Mastery Paths and Learning Mastery grade book that is tied to outcomes, or standards that are set by the state. Through the shared vision, Creekview will be able to update their current technology uses by the classroom teacher to develop student-centered activities, differentiate instruction, and to create global opportunities for these students by using Canvas and Office 365.

Creekview does not specifically address gender groups nor did the teachers and administrator mention this in the Technology Assessment Survey. Since this is something that is not specifically mentioned, Creekview needs to begin looking into how to promote and encourage students to sign up for courses and other opportunities. As stated by Ring, educators need to make a conscious effort to provide equal opportunity in the classroom especially when asking students to contribute to the class and reference both male and female role models. The school needs to look into this as a way to ensure that all teachers are aware of how to promote gender equity in the classroom especially since this did not come up during the survey. Creekview will also look into starting student-run clubs that are centered around women's roles in technology (Ring, 2008). Teachers also need to be mindful of the images that they show in the classroom that show gender diversity so that there is more presence for all in the classroom by creating activities to use resources from multiple perspectives both male and female (Scott, 2009).

In relation to students with diverse needs, the survey and observations are also structured around assistive technology to allow students with disabilities to have equal opportunity. Students needs include speak-to-text and read aloud applications, hearing

impaired devices, reading remediation at different Lexile levels, and organization apps.

According to the data from the survey, teachers and administrators suggested that teachers get training to learn how to differentiate the information for the students and utilize the technology to meet the needs of the students (Anonymous, personal communication, 2017).

Stakeholder Roles

Stakeholders need to be included in the development and implementation of the shared vision as there are many aspects that require each group to work in sync with each other. Different groups bring a wide variety of expertise and possibly funding to these goals. With all stakeholders providing input, Creekview will be able to reach a broader audience. According to the Technology Assessment Survey, teachers suggested that the school holds meetings for parents where they will learn the importance of technology, provide technology training for them, and possibly provide the option for the purchase of technology that they could utilize at home (Anonymous, personal communication, 2017). The following paragraphs outline the roles and expectations of stakeholders to execute the vision to its fullest extent.

Instructional Technology Specialist (ITS)

Creekview High School shares one ITS among the entire zone of Creekview including all elementary schools, one middle school, and one high school. The shared vision requires the ITS to provide teachers and students with proper training. The ITS hosts training through the MIE certification to encourage students to use these tools in their classroom. Based on the Technology Assessment Survey, numerous teachers expressed a need for more in-depth training on implementing technology into their

classroom (Anonymous, personal communication, 2017). The vision is to provide more training and not just face-to-face, but also virtual meetings, discussion boards, webinars, and how-to guides. Through providing these additional training, teachers can learn more about the applications of the tools in their classroom to promote real world problem solving and increase student skills set. The ITS would be a great resource for this as they have the knowledge and skills that give teachers the proper support to improve their classroom. Instructional technology Specialists should create a needs assessment as to what programs teachers would like more in-depth training, create a discussion board to share ideas not just within the school, but across the district to promote collaboration and give teachers an outlet to see how other teachers are implementing technology in their classroom. With the results of the needs assessment, ITS can provide multiple ways that teachers can attend training to gain more knowledge about these tools.

Teachers

Teachers roles in the vision are outlined based on the discussions, observations, and survey. Teachers lead the change in the classroom by being open-minded and open to trying new techniques and technologies in the classroom. Teachers need to attend or participate in the provided training and structure the classroom towards more problem and project based learning, analyzing data and giving personalized learning for each student by using the tools in Canvas and Office 365. The survey did show that there is a gap in teacher knowledge of technology usage and implementation to promote student-centered activities. These needs should be addressed and outline expectations for teachers so that they are aware of where teachers need to be in order to work towards the vision.

Teachers should be incorporating more student center activities using Canvas and Office 365 to encourage students to develop real-world skills and connect globally with others.

Administrators

Creekview does not have an in-depth technology plan for the schools. However, the school's School Improve Plan (SIP) does address the MIE training course as a way to improve teachers use of technology in the classroom. In an effort to continually improve and implement technology in the classroom, teacher expectations need to be outlined by the administrators so everyone is on the same page and that the gaps can be filled in among the staff. Administrators also need to encourage teachers to design lessons that are focusing towards completing the shared vision. Administrators need to include teachers in decision making to improve the classroom roles in achievement. Administrators will be making a specific technology plan that explains the expectations and relays this information to the faculty members to ensure everyone is on the same page.

Students

Students need to complete a needs assessment to help drive where there are gaps in the technology applications that they can use in the classroom and see where they are so that teachers and ITS can develop a plan to train them properly. As one of the survey responses explained, "You can't assume that they students know how to do what you are asking them to do in the classroom" (Anonymous, personal communication, 2017). Students have their own gaps in technology knowledge and a gap in digital citizenship. Students also need to be trained in how to use Canvas and Office 365 tools as this is something that they will be utilized on an almost daily basis. Students need to see the importance of using technology for learning and not just entertainment. Students will able

to do this by participating in a Canvas student training course that addresses Canvas, Office 365, and digital citizenship. By the end of the course, students should have a working knowledge of how to use the tools in Canvas and Office 365 to produce, collaborate, communicate with teachers, classmates, and other stakeholders where the work is student driven.

Parents/Community Members

Parents/Community members are informed through social media sites such as Facebook and Twitter, the school's website, school's athletic website, and through emails. Although parents are informed, teachers and administrators expressed through the survey that parents and the schools need to have more open avenues of communication and allow schools to have opportunities to listen to what their needs are. Some suggestions offered to express a need for more technology and having parents and the community raise money to help Creekview reach their vision. There can also be opportunities to assist parents/students who do not have access at home to provide solutions for them. The school needs to target those parents and students so they do not get lost in the crowd. They can do this through town hall meetings, letters sent home, and phone calls. Students can also get involved in reaching the community and parents by hosting student-taught technology seminars where students will be learning real-world skills that they can apply in their future and helps them reach a broader audience. There can also be opportunities to Skype in community members to involve them in projects, create a partnership with organizations. All of these are ideas that have been brought to the table that Creekview's leadership team will be working on developing a plan to

address for the 2017-2018 school year. The ultimate goal is to have transparency and fluid lines of communication and involvement from the community and parents.

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Appendix

Survey Questions

1. What is your role?
 - a. Teacher
 - b. Administrator
2. How often do you use technology in your classroom?
 - a. 1-2 times a week
 - b. Daily
 - c. I do not incorporate technology in my classroom
 - d. Once or twice a month
 - e. Does not apply, I am an administrator
3. Do you think it is important to incorporate technology into the classroom?
 - a. Yes
 - b. No
 - c. At times, it is important to incorporate technology
4. Is the technology in your classroom outdated?
 - a. Yes
 - b. No
5. Has accessibility to technology improved over the course of this school year?
 - a. Yes
 - b. No Change
6. How do you envision technology being used in the classroom?

7. Do you think our school has the proper technology to accommodate the needs of the teachers and the students? Why or why not?
8. How do you think we can effectively involve parents and the community into our technology plan?
9. What would assist you in implementing technology in your classroom?
10. How can our school provide technology to meet the diverse needs of our students?
11. Do you know what digital citizenship is?
 - a. Yes
 - b. No
 - c. I have heard of it, but I don't really know what it is
12. If you answered yes to the above question, answer this prompt. How do you think we should address digital citizenship with our students?
13. What do you think needs to be considered in future technology plans?
14. Do you think technology can promote student-centered learning? How or how does it not?
15. What topic/tools would you like covered in future professional development trainings?