

Technology Action/Evaluation Plan Findley Oaks Elementary

<p>Goal: <i>(Skilled Teachers - Required)</i></p> <p>In one year, teachers will know how to design and implement lessons that feature student-centered technology use for specific curriculum areas.</p>			
<p>Success Indicator: 100% of teachers will be designing and implementing lessons that include student-centered technology use at least three times per month in each curriculum area highlighted in SIP (Math, Reading, Language Arts).</p>		<p>Evaluation Method: Observations, Pre/Post teacher survey, student surveys, lesson plans</p>	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible
Continued, curriculum-specific professional learning classes throughout the summer and the school year	Math: November Reading: January Language Arts: February	Duty days provided by school In-house county trainers, no fee	Principal provides duty days, identifies and contacts appropriate trainers
Peer mentorship: identify or assign one person per grade level to take on a subject area, research and present findings to grade level and/or whole faculty, if relevant to other grade levels	Monthly grade level meetings dedicated to technology integration	None required (during school day planning period, no outside trainers)	Teachers in each grade level will be responsible for researching one subject area in which to integrate technology
Technology-capable teacher mentors, School Technology Specialist, and/or Media and Technology Specialist will work with individuals and/or whole grade levels on strategies for creating student-centered lessons with technology	Meet weekly after school in mentee's classroom, provide ongoing discussion/training	None required (no outside trainers)	Principal will identify and/or ask for volunteers to be mentors/coaches for technology, must vet volunteers for appropriate understanding of student-centered technology use

<p>Goal: <i>(Instructional Use – required)</i></p> <p>In one year, students will be using technology for upper-level thinking skills (Bloom’s Taxonomy and/or Depth of Knowledge)</p>			
<p>Success Indicator: 100% of students will have experiences with using the IWB for activities that can be identified as Bloom’s taxonomy “Application” or higher and/or Depth of Knowledge “Strategic Thinking” or higher</p>		<p>Evaluation Method: Observations, lesson plans, student surveys</p>	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible
<p>Teachers conduct peer observations to gain ideas from other teachers who are successfully implementing this type of IWB use.</p>	<p>Ongoing – teachers will observe during their planning time several times per semester. Teachers will observe other grade levels with scheduled instruction at that time.</p>	<p>None required (during school day planning period, no outside trainers)</p>	<p>Principal will identify and/or take volunteers to serve as model teachers to be observed</p> <p>Grade level chairs will contact other teachers to schedule a time for observation</p>
<p>Assign professional development videos on PD 360 that showcase this type of instructional use of IWB’s</p>	<p>Monthly – teachers will watch a different video each month, engage in discussion at grade level meetings</p>	<p>None required (Fulton subscription to PD 360 open for unlimited staff viewing)</p>	<p>Principal will identify videos that address this topic, assign on a monthly basis</p>
<p>Teacher peer mentorship to assist teachers in developing these type of activities</p>	<p>Ongoing – one person per grade level (technology committee member) will serve as a grade level leader to help others find ways incorporate student-directed, HOTS-centered activities and lessons using the IWB during common planning time</p>	<p>None required (during school day planning period, no outside trainers)</p>	<p>Technology committee member will lead group in planning for activities</p>

Goal: In one year, the school will have a shared vision for technology implementation.			
Success Indicator: 90% of teachers will know, understand, and support the school vision for technology implementation.		Evaluation Method: Pre/post/midway teacher surveys	
Strategies	Timeline	Budget/Funding Source	Person(s) Responsible
Form a technology strategic team with volunteers from each grade level and across the school to develop a comprehensive technology vision using NETS standards and ISTE Essential Conditions as guiding documents	Monthly meetings to discuss and develop a three year plan for school-wide technology aspirations and philosophy	None required (no outside trainers)	Principal, STS, and Media/Technology Specialist will recruit and lead technology strategic team
Grade level representatives bring ideas back to their teams to share information, discuss ideas, and get feedback on progress, return feedback to technology team	Monthly grade level meetings after each technology team meeting to share ideas/progress/materials (NETS standards, Essential Conditions)	None required (during school day planning period, no outside trainers needed)	Grade level representatives
Conduct staff perception surveys before, during, and after development of technology plan to get feedback, address questions, and measure success of plan while allowing for teacher anonymity	August 2013: pre-survey Monthly: midway surveys August 2014: post-survey	None required (use of free survey tool such as Survey Monkey)	Principal creates and distributes surveys