Technology Plan Implementation

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**Meeting the Curricular Writing Needs of the Regular Education Student**

The Common Core English and language arts standards pose demanding alternatives to the writing tasks traditionally posed in k-12 classrooms. These new writing standards represent a shift away from a reliance on creative and opinion-based writing prompts that, according to the authors of the Common Core Standards “will not prepare students for the demands of college, career, and life” (Common Core, 2014) to new emphasis on analytical, fact-based pieces. Students are expected to write with the “command of sequence and detail that are essential for effective argumentative and informative writing” and to “focus on evidence-based writing along with the ability to inform and persuade” (Common Core, 2014). These new demands require a greater emphasis on planning and executing more sophisticated written arguments. Further, analytical writing is recognized as a difficult task (Sousa, 2005), necessitating that educators devise authentic and motivating reasons to engage in such writing. The two goals of this action plan are designed to meet these needs.

The first goal addresses the challenging of planning and executing sophisticated written arguments using what Jonassen (2006) refers to as concept maps, or graphic organizers that depict the complex relationships between ideas. These concept maps form the prewriting necessary to lay out the arguments demanded by the Common Core Standards. The Inspiration and Inspiration Data concept mapping software packages facilitate the editing and rearrangement of complex ideas into formal text and represent a powerful technological tool to address this concept mapping need. The plan that follows includes extended professional development time for teachers to not just master the software, but develop practical curricular activities that incorporate its potential into the district’s English/language arts program because experience shows that simply helping teachers use a new software program is not enough to insure its effective implementation (Frazier, 2012). Further, the plan demands assessment of this software and its activities through the use of three distinct measures: (1) student performance on the district mandated authentic assessment used to meet the needs of the state’s student growth objectives used to evaluate teachers, (2) student performance on the SAT writing section, and (3) student final exam grades on their writing prompt. From these sources of assessment teachers and the English department supervisor will revise the curricular activities developed for the first year to enhance instruction in the years that follow.

Finally, the second goal addresses the need to motivate students to engage in the demanding task of creating such demanding written products by providing a formal venue for publication. This goal prompts the district to create a forum on the school website to publish and publicize student writing. Research suggests that students are motivated to produce high quality products when they fulfill authentic purposes for a community that extends beyond the classroom (Bransford et al., 2000; Ormrod, 2003). This webpage of student writings will showcase their efforts and provide both students and the school community with a source of pride and evidence that the demanding Common Core writing standards are being met.

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| **Action Plan** | | | | | | | |
| **School: Principal: Date Submitted**: | | | | | | | |
| Section A –Describe your goal, target audience, and identify which need(s) the goal addresses. (Refer to prior data analysis regarding needs) | | | | | | | |
| **Goal #1** | | Our school will incorporate technology to assist developing writers with the organization their thoughts so they can plan effective writing that develops their: (1) point of view, (2) presentation of logical and clear ideas, and (3) use of precise language. | | | | | |
| **Target Audience** | | General education students in regular education and college placement English and Language Arts classes. | | | | | |
| **Identified Needs** | | This goal aligns with Common Core English/Language Arts writing standards CCSS.ELA-Literacy.W.11-12.1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence) and CCSS.ELA-Literacy.W.11-12.2 (Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content). In addition, this goal will align with the districtwide goal of increasing SAT scores by addressing the SAT Writing Task. | | | | | |
| **Outcomes/Objectives**  **Section B-**  **The outcomes must be measureable and directly aligned to Goal. This outcome/objective must be one of your technology related outcomes/objectives from Project #4 for this Goal** | **ACTION STEPS** – Section C – Descriptively list the action to ensure progress toward your goal. Action steps are strategies and interventions which should be research-based where possible and may *include professional development, technology, communication, and parent and community involvement initiatives within the action steps.(Use as many steps as you need for each Outcome)* | **IMPLEMENTATION INFORMATION** | | | | | |
| Section D– For each of the Action Steps you list, give timeline, person(s) responsible (for management, coordination and monitoring), required resources (infrastructure- services, physical and human resources),projected cost(s)/funding sources, evaluation data source with identified instrument/methodology, and principal strategies and responsibilities. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | | |
| Timeline  (begin-end date for each step) | Person Responsible for coordination and reporting – point person | Required Resources  (People, technology, furniture, etc.) | Estimated Projected Cost(s) and Funding Sources | Evaluation Data Source and Instruments used | Principal’s Strategies and Responsibilities to insure success for each step |
| Outcome/Objective #1- IN THIS BOX - this outcome is only related to Goal 1 | 1) Instructional Technology department will purchase a dual site license for the Inspiration 9 and Inspiration Data mind-mapping software packages. | August 2015 | Director of Instructional Technology | n/a | Inspiration 9 Software Package $45.95/seat.  Inspiration Data Software Package  $59.00/seat  Total cost/seat:  $104.95  40 Seats: $4198.00 | Product Invoices | Insure English Department Chair inspects software installation on 40 machines installed in English Wing Computer Lab |
|  | 2) Provide professional development for grade 9-12 English teachers | September 2015 start of academic year professional development | Director of Instructional Technology & English department supervisor | English Wing Computer Lab | Professional Development Facilitator Stipend (for English Department Head) $40/hour  x 5 hours =  $200 | Professional development Teacher Feedback questionnaire | Grant professional development time to Instructional Tech Supervisor and English Department Supervisor, including professional days to attend Inspiration training.  Evaluate teacher feedback questionnaire |
|  | 3) Provide curriculum development time for English teachers to develop instructional materials that use the Inspiration 9 and Inspiration Data software packages to plan essays that align with Common Core instructional goals and SAT assessment prompts. | September-October 2015 | English Department Supervisor | Department Meeting and PLC time to develop curricular materials that implement and capitalize on the Inspiration software | n/a | Curricular Materials developed by English teachers | Obtain briefing about curriculum plans to implement of new software in October 2015 administrative cabinet meeting |
|  | 4) Implement curricular materials that use Inspiration software packages | November 2015-March 2016 | English teachers in grades 9-12 | English wing computer lab, shared among staff by usual sign-up procedures | n/a | English Student Growth Objective (SGO) authentic assessments, April 2016.  SAT Score reports  English final exam writing samples | The principal and English Department Supervisor will meet twice (once in winter quarter and once before spring SGOs) to discuss student growth in writing and the use of the Inspiration software. The principal, in conjunction with the English Department Supervisor will process descriptive statistics data to define student success rate with SGO, SAT, and final exam assessments. Data will be compared with previous year achievement data. Two independent sample t-test will be performed to assess significance of score changes and effect sizes will be computed. |
|  | 4) Revision of curricular materials that use Inspiration software packages | Summer 2016 | English Teachers & English Department Supervisor | Teachers will be allowed to keep their school-issued laptop computers over the summer to facilitate editing curriculum. | Curriculum Development Stipend (for English Department teachers who modify and edit curricular materials to better incorporate the Inspiration software packages) $40/hour  x 10 hours =  $400 | Edited/new curricular documents & results of curricular change action plan | The principal will ensure the prompt compensation of teachers participating in the curricular modifications. |

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| **Action Plan** | | | | | | | |
| **School: Principal: Date Submitted**: | | | | | | | |
| Section A –Describe your goal, target audience, and identify which need(s) the goal addresses. (Refer to prior data analysis regarding needs) | | | | | | | |
| **Goal #2** | | Our school will incorporate technology to assist in the publication of student writing via the web in alignment with Common Core writing standard CCSS.ELA-Literacy.W.11-12.6 (Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.) | | | | | |
| **Target Audience** | | General education students in regular education and college placement English and Language Arts classes. | | | | | |
| **Identified Needs** | | Writing is a challenging activity and educational research suggests the need for authentic purposes for writing (Bransford, Brown, & Cocking, 2000; Ormrod, 2003) to motivate deep, meaningful participation in the kind of writing tasks that will increase achievement on the SATs and align with Common Core Writing Standards. | | | | | |
| **Outcomes/Objectives**  **Section B-**  **The outcomes must be measureable and directly aligned to Goal. This outcome/objective must be one of your technology related outcomes/objectives from Project #4 for this Goal** | **ACTION STEPS** – Section C – Descriptively list the action to ensure progress toward your goal. Action steps are strategies and interventions which should be research-based where possible and may *include professional development, technology, communication, and parent and community involvement initiatives within the action steps. (Use as many steps as you need for each Outcome)* | **IMPLEMENTATION INFORMATION** | | | | | |
| Section D– For each of the Action Steps you list, give timeline, person(s) responsible (for management, coordination and monitoring), required resources (infrastructure- services, physical and human resources),projected cost(s)/funding sources, evaluation data source with identified instrument/methodology, and principal strategies and responsibilities. (For Evaluation Strategy, define how you will evaluate the action step.) | | | | | |
| Timeline  (begin-end date for each step) | Person Responsible for coordination and reporting | Required Resources  (People, technology, furniture, etc.) | Estimated Projected Cost(s) & Funding Sources | Evaluation Data Source and Instruments used | Principal Strategies and Responsibilities to insure success |
| Outcome/Objective #1- IN THIS BOX – this outcome is only related to Goal 2, not Goal 1 | 1) Develop an online journal available via the school website to publish issue-based and factual student essays written in English courses. | July-August 2015 | Director of Instructional Technology | Dedicated space on a new page on the school website, editable by teachers in the English Department, with an approval step for the English Department Supervisor. | None | English teachers will assess the webpage, the online journal format, and the content guidelines. | Principal must work with English Department Supervisor and Director of Instructional Technology to design the online Journal, the webpage, and establish content guidelines. |
|  | 2) English teachers will assess the webpage, the online journal format, and the content guidelines. | September 2015 | English Department Supervisor | n/a | None | English teachers will complete a feedback form assessing all aspects of the online student publication portal. | Principal will ensure that the English Department Supervisor coordinates changes to publication webpage based on teacher suggestions and works with the Director of Instructional Technology to implement the suggestions. Principal will require a report of the new publication and its procedures at the October administrative cabinet meeting. |
|  | 3) Students will submit writing for publication on a bi-monthly basis. | October 2015-June 2016 | English Teachers and English Department Supervisor. | Class time and curricular assignments that make use of the Inspiration pre-writing software packages to facilitate the creation of written work of publishable quality. | None | English teachers will evaluate the work of their students and provide constructive feedback during iterations of the writing process. | Principal will highlight student writings during presentations to the board of education, parent assemblies, faculty meetings, and other instances that have the potential of increasing the student writers’ audience. |
|  | 4) Year of student writings will be compiled into an archival compendium, in .pdf form, available via the school website. | June 2016 | English Teacher chairing student publication committee. | PDF file editor (such as Nuance PDF) installed and updated on Chair of Student Publication Committee. | Nuance PDF: $79.99 | n/a | n/a |

**Adapted from Shelby County Schools, Tennessee (http://www.scsk12.org/SCS/elementary/Germantown\_Elem/School\_Improvement\_Plan\_files/Action%20Plan%20Development.pdf)**

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