Technology Roadmap

Lesson 3
Defining Your Vision and Mission

The vision statement captures the destination of your technology planning and implementation process.

The mission statement describes your plans for *fulfilling* that vision.

This chapter

- explores the importance of the vision and mission statements,

- provides strategies for their development,

- presents tips for communicating those statements to your key constituencies.

The Technology Plan
Address the issues specific to your school or district

Plan Components

• **Vision and mission statements**

• **Standards of excellence and/or performance requirements set by state and local departments of education, school boards**

• **Objectives, educational (learning) goals, and strategies**

• **Networking**

• **Hardware**

• **Software**

• **Implementation plans**

Plan Components continued

- **Budget/funding plans**

- **Timelines**

- **Policies**

- **Professional development**

- **Use and maintenance**

- **Support**

- **Equity and access**

- **Monitoring and evaluation**

Avoiding "Reinventing the Wheel"

Your state department of education,

The U.S. Department of Education

Your own school or district..

For sample technology plans, visit http://www.nctp.com, the Web site of Mississippi State University's National Center for Technology Planning, \

The Internet. Model technology plans from schools across the nation are available on the Internet.

Professional technology and education organizations, such as the International Society for Technology in Education (http://www.iste.org).

The Vision Statement

Clarifies the technology committee's mission and provides a sound basis for short-term decisions to meet the committee's goals.

Establishes shared values, which serve as the foundation for consensus building throughout implementation of the technology program.

Establishes an agenda for action.

Serves as the primary document shared with funding sources to solicit their support.

Serves as the standard to which the technology committee continually returns over the course of planning and implementation, a yardstick against which the committee can measure new ideas and proposals.

The vision statement for your school or district's technology plan should contain the following three elements:

1 A concise, clear statement of the overall vision for using technology

2 An indication of who will use the technology, as well as where and how it will be used

3 A statement related to the benefits, direct and indirect, that will accrue to students, teachers, administrators, and support staff from the use of technology

Vision

The Spring Branch Independent School District (SBISD) recognizes the increasing need to know more, to know how to access information, to understand, and communicate. By including technology as a component of a well-balanced K–12 program, SBISD will provide students with the opportunity to develop lifelong learning skills through the use of technology. By using technology as a tool, teachers, administrators, and support staff will become more efficient and effective in facilitating and managing the learning environment.

The Mission Statement

While the vision statement expresses what a school or district can and should become, the mission statement describes the plan for fulfilling that vision

Outlines what must happen to realize the vision.

Coordinates the stakeholders' actions and efforts by establishing clearly articulated common goals.

The mission statement should flow directly from the vision statement and include the following three components:

1 What the school or district will do to make its technology vision a reality

2 Why the school or district wishes to do this

3 For whom the school or district is doing this

Mission

The Spring Branch Independent School District will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources to ensure that all students will have the opportunity to develop lifelong learning skills necessary to be productive citizens in an information-driven, global society.

By using technology as a tool, the students can:
- *Expand their knowledge base.*
- *Improve their critical-thinking, problem-solving, and decision-making skills.*
- *Access, analyze, evaluate, and communicate information in expedient and efficient formats.*

See the Roadmap ……….

By using technology as a tool, the students can:
- *Expand their knowledge base.*
- *Improve their critical-thinking, problem-solving, and decision-making skills.*
- *Access, analyze, evaluate, and communicate information in expedient and efficient formats.*
- *Work ethically, independently, and collaboratively with a diverse and changing population.*

By using and facilitating the student use of technology as a tool, teachers can:
- *Improve instructional strategies to increase student achievement and narrow the gap between high and low achievers.*
- *Accurately and efficiently assess, monitor, and communicate student progress to parents.*
- *Continuously improve professional skills through staff development in technology and the sharing of skills and resources with colleagues.*

By using and facilitating the use of technology as a tool, administrators can:
- *Provide, solicit, and seek adequate funding, maintenance, support, training, and equipment.*
- *Demonstrate leadership and a vision for the use of the technology to increase student achievement and staff productivity.*
- *Provide immediate and easy access to, and manipulation of equipment and data sources for instructional and administrative decision making.*
- *Integrate technology into procedures and guides*

Achieving Buy-in for Your Vision and Mission

Share the vision and mission with the stakeholders,

Make the communications process interactive:

Get the endorsement of key people who have influence among your key constituencies.

Bring the vision and mission to life for outside constituencies with scenarios and examples that show technology in action and what it takes to get there.

Keep the vision and mission statements in mind as the technology planning journey continues.

Communicating Your Vision and Mission

Garners public recognition and appreciation for that vision.

Enhances your consensus-building efforts by getting the word out.

Encourages support for the vision.

Attracts potential business and community partners to your school or district.

Encourages cash or in-kind contributions
.
Serves as a vehicle for celebrating your success.

Developing a Communications Strategy

Speak to parent groups.

Speak at PTSA, club, business, and community

Produce a newsletter

Write articles for the district newsletter.

Develop a school or district brochure that explains your technology vision.

Advertise your technology vision on school or district Web sites.

Tips for publicizing an existing technology program

Produce a regular newsletter to update

Encourage students to publish a newsletter of their own

Enter technology awards contests

Speak before local community groups

Provide opportunities for people to have hands-on experiences

Devote a special section of the school yearbook to the technology program.

Generating Publicity

Local radio and television interview programs.

Produce a regular newsletter

Print regular articles district or school newsletters.

Forward news clips locally influential people

Speak before local community groups

Participate in or organize a communitywide "career fair" or "career day".

Arrange to have local elected officials declare a "Technology in Education" week

Arrange for a special section of school media centers to be devoted to technology-related materials.

More publicity strategies

In-house newsletters. •

Ask utility companies, banks, credit card companies, and other organizations to include a note or an article about your school or district's technology vision in their monthly direct-mail flyers, statements, and bills.

Recognize businesses and business employees who are supportive of the technology initiative in school or district newsletters

Ask the president of a sponsoring company or organization to write an editorial about the technology initiative for the local newspaper

Planning the Technology Program

Translating the school or district's technology goals into technology requirements.

Assessing your school or district's present resources.

Setting guidelines and establishing timelines for achieving the technology goals.

Planning (including budgeting) for ongoing maintenance, support, and future expansion.

Determining How Technology Will Support Your Educational Vision

Provide and support a challenging curriculum.

Support learning programs for all students.

Support the changes in the roles of students, teachers, administrators, parents, community members

Support an organizational structure that is consistent with the vision of learning.

Support and provide meaningful professional development experiences for staff

Support your school or district's accountability and assessment system.

Enhance home-school-community collaboration and communication.

Translating Technology Goals into Technology Requirements

Instruction

Administration

Community

Technology in Instruction

Will computers be in every classroom?

Which programs and information will students and teachers have access to?

Will students, teachers, and parents have access to the system from home?

Will there be access to the school library or other network resources from home as well as from the classroom?

Will your system provide distance learning

Will students submit homework electronically?

Administrative use

Who will use electronic

What data should teachers and staff have access to?

How will technology automate administrative

What information (for example, files, databases, and applications) should be shared within the school or district?

Will the system provide online professional development programs, available anytime and anywhere?

Will everyone be required to use the same basic software tools,

Community use

Will classes, the school, and/or the district use online newsletters to communicate with the community?

What types of information does the school or district want to share with the community?

What aspects of the system will community members be able to use?

Assessing Your Resources

Technology inventory

What technology is being used now, and how much of that technology can be redirected to support the technology plan?

What personal computers are in place now? If they match your planning criteria, can these machines be incorporated into the plan?

What is the current data processing capability, and can it be used to support the proposed server-based activities?

What is the current communications system, and how much does it cost? You may be able to fund your computer network infrastructure without any new spending

Personnel inventory

Does the school or district currently have computer-literate staff who can help design the network

Can parents or other community resources contribute expertise, or can volunteers assist with the installation?

After the network is installed, who will handle troubleshooting problems, repairing broken hardware, reconfiguring software, backing up important data, upgrading software, and planning upgrades to equipment as technology improves?

What is the current skill level of the staff? What are their desired skill levels? Who will train staff on how to use the equipment? Will outside trainers be required?

Facilities inventory

Does the school or district have the electrical wiring and infrastructure?

What is the state of the school buildings, and how easily can the wiring required for networks be installed?

Do the buildings have the necessary air conditioning and room security systems?

Which buildings and which rooms will be connected?

Is there the physical space for routers, hubs, servers, CD towers, and other key network equipment?

Is the district planning to construct new schools?

Other resource-related questions

Is school enrollment increasing or decreasing rapidly?

Does the school or district have a significant English-as-a-second-language (ESL) population?

Does your school and/or district enjoy strong community support? What is its track record with funding bond issues?

Is your school board likely to increase millage to support technology initiatives?

What is the morale of teachers and administrators and their likely acceptance of technology changes?

Establishing a Timeline

A timeline is an important part of the plan because it helps the technology committee stay on track and easily assess its progress toward any goal.

Identifying Milestones

the final step in planning a technology initiative is to identify key milestones, the "landmarks" by which you'll judge progress toward your destination.

Keeping Everyone Happy

One solution is to distribute stand-alone computers evenly throughout the school or district. That way, everyone has some technology to work with while waiting for a connection to the network.

You are on your way.

Remember, there is no "one" way to write and implement a technology plan. There are may variables, such as the student population, grade level, community support, district support and staff buy-in.

Use your creativity and imagination to create your plan. This is a role-playing activity but it closely parallels the activities of a real-life committee that you may be called upon to administer someday.

As an administrator you are expected to perform with very little instruction or direction. You are required to have that inner drive that enables you to be self-directed and creative in your solutions to problems.

Good luck