



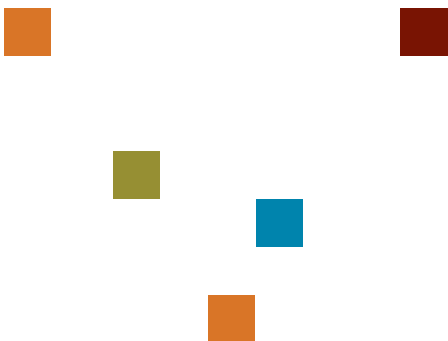
POWERUP
WHAT WORKS

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Support Modules for Technology Implementation Practice Guide

PowerUp Your School



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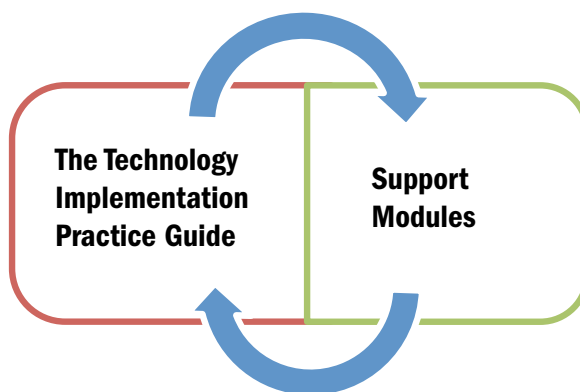
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Introduction

The goal of PowerUp WHAT WORKS (www.powerupwhatworks.org) is to ensure that struggling students, especially students with disabilities, meet the Common Core State Standards in English Language Arts (ELA) and Mathematics. To meet this goal, PowerUp provides a rich array of materials, content, and resources that combine evidence-based practices with technology tools. The key three audiences for PowerUp are school leaders, professional development facilitators, and teachers.

Technology integration within the classroom cannot succeed in the absence of a school-wide implementation process. To support a successful implementation process, PowerUp provides two interrelated products. As complementary pieces, they inform and support each other.



The Technology Implementation Practice Guide

The PowerUp *Technology Implementation Practice Guide* offers a roadmap for district- and school-wide technology implementation for Leadership Teams. It draws on research-based implementation practices.

The Technology Implementation Practice Guide addresses core technology implementation issues such as:

- ▶ Who is (or should be) included on the Leadership Team and involved in the process?
- ▶ What are your short- and long-term goals for integrating technology into best practices to ensure students who struggle meet the CCSS?
- ▶ How do you make decisions about allocation of, and access to, technology? How do you budget for technology purchases as well as ongoing maintenance and upgrade costs?
- ▶ How does launching initiatives such as Bring Your Own Device (BYOD) and 1:1 computing using laptops, netbooks, tablets, or other mobile devices support you in meeting student needs?
- ▶ How can you support teachers as they integrate technology into their classrooms?
- ▶ What kinds of professional learning can you provide to support teachers in their learning about how to integrate technology throughout instruction?

The Leadership Team

The school's Leadership Team focuses on the school's vision, sets long- and short-term goals, develops a budget for new purchases and maintenance, and plans ongoing professional learning opportunities to staff. The Leadership Team is responsible for building a culture of technology use, and for demonstrating how the technology can be used to enhance high-quality instruction. In addition to the principal, the Leadership Team includes representatives from curriculum, special education, and technology. The team should also include the school leaders who provide professional development opportunities (e.g., workshops, coaching, team meetings).

The school's Leadership Team will take responsibility for creating the structure for implementing technology across the school, and will empower teachers to advance their teaching with technology. The Support Modules are targeted toward a designated lead member of the Leadership Team, and are designed to help this designated leader guide the Leadership Team in using the Technology Implementation Practice Guide. (For example, the leader will facilitate planning meetings and coordinate the team's work.)

Support Modules for Technology Implementation Practice Guide

The Support Modules draw from the best-practice recommendations and examples in the PowerUp Technology Implementation Practice Guide. These materials are designed to translate the Guide's theory into practice.

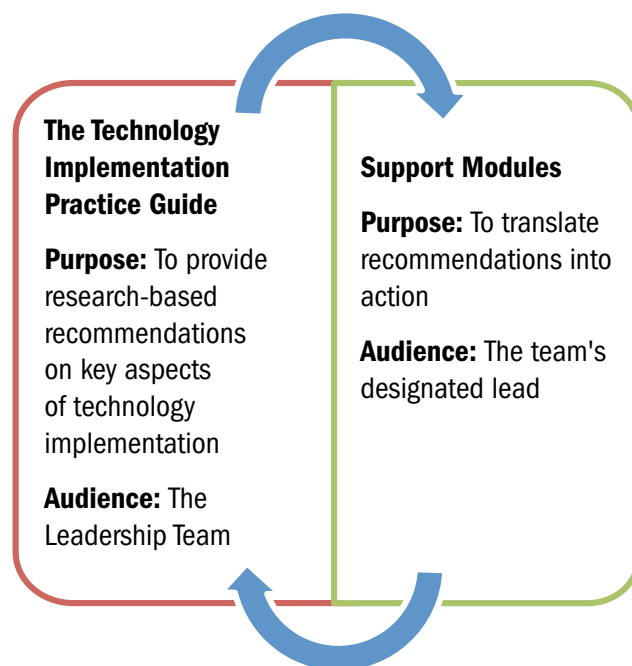
Organization of the Support Modules

The Support Modules include four practical modules, each representing a key planning area.


- ▶ Get Ready
- ▶ Get Started
- ▶ Budgeting for Technology
- ▶ Supporting Your Teachers

Each module provides concrete suggestions for how to use the Technology Implementation Practice Guide to focus the work of a Leadership Team. The modules provide hands-on activities and handouts, and suggestions for developing a process to guide Leadership Team meetings. The team's leader can expand and modify these ideas as appropriate to meet the school's specific needs and culture.

The chart below provides an overview of each module, including its purpose and the related content in the Technology Implementation Practice Guide.



Overview of the Modules

 MODULE	PURPOSE	CONTENT AT A GLANCE Technology Implementation Practice Guide
Get Ready	<ul style="list-style-type: none"> ▶ Assess readiness & define current status ▶ Introduce PowerUp and Leadership Team members and identify their roles ▶ Establish communication plans 	<ul style="list-style-type: none"> ▶ Overview and Introduction ▶ Recommendation 1: Work as a Team ▶ Appendix A: School Readiness Tools and Checklists to Inform Your Planning ▶ Appendix B: Information and Resources About Various Technology Configurations for Your School
Get Started	<ul style="list-style-type: none"> ▶ Review data ▶ Enhance school mission ▶ Set long- & short-term goals 	<ul style="list-style-type: none"> ▶ Recommendation 2: Enhance Your Vision and Set Goals ▶ Recommendation 3: Gather Data to Drive Decision Making ▶ Appendix E: Example Goals and Vision Statements Written by Districts and Schools Across the Country
Budgeting for Technology	<ul style="list-style-type: none"> ▶ Develop Technology Inventory ▶ Define current budget & locate sources for additional funds 	<ul style="list-style-type: none"> ▶ Recommendation 4: Define Your Technology Budget
Supporting your Teachers	<ul style="list-style-type: none"> ▶ Plan ongoing PD opportunities and activities ▶ Establish processes for providing support to teachers 	<ul style="list-style-type: none"> ▶ Recommendation 5: Plan Professional Learning Opportunities ▶ Recommendation 6: Provide Access to Technology and Support ▶ Appendix F: Policy Documents to Facilitate the Processes for Working With Teachers and Parents ▶ Appendix G: Technology Integration at the Classroom Level

The who, what, how, when, and where of Leadership Team meetings will need to be tailored to each school's needs and strengths. To facilitate ongoing collaboration and sharing of documents, we recommend using an online workspace such as Google Docs or Dropbox.

We Would Like to Hear From You!

As you make use of the Support Modules and the Technology Implementation Practice Guide, please share your stories through the “Share Your Stories” link on PowerUp (<http://powerupwhatworks.org/content/share-your-stories-powerup>) or email Kristin Ruedel, field support coordinator, directly at powerup@air.org. Your stories not only help us to refine the resources, content, and materials provided through PowerUp, but also help other districts in their planning efforts.

Module 1: Get Ready

To plan successfully, you must recognize where you are and where you want to go to accomplish your goals.

At a Glance: Assessing Readiness and Getting Started

Goals/Intended Outcomes

- ▶ Analyze results from the EdTech Locator (www.edtechlocator.org)
- ▶ Identify your current status in using technology to enhance instruction throughout the school building
- ▶ Define Leadership Team roles and develop strategies for communication
- ▶ Establish a schedule to ensure effective communication

Suggested Meeting Time

- ▶ 90 minutes

Pre-Module Planning

- ▶ Read the following sections of the Technology Implementation Practice Guide
- ▶ Overview, Introduction, and Recommendation 1: Work as a Team
- ▶ Determine who will be on the Leadership Team
 - Consider including district and school leaders in curriculum, technology, special education, and professional development
- ▶ Invite team members using the PowerUp invitation email template provided in the handouts
- ▶ Ask invited team members to complete the EdTech Locator survey (www.edtechlocator.org)
 - The EdTech Locator for Technology Implementation is an easy-to-use tool to help you evaluate where you stand on the technology-integration continuum. The tool can be completed from the perspective of a teacher, administrator, technology coordinator, or professional development coordinator.

Leadership Team Handouts

- ▶ 1.1 Invitation Email Template
- ▶ 1.2 Team Roles and Responsibilities
- ▶ 1.3 Communication Plan

Additional Resources

- ▶ Practice Guide: Appendix A—School Readiness Tools and Checklists to Inform Your Planning
- ▶ Practice Guide: Appendix B—Information and Resources About Various Technology Configurations for Your School

Key Steps

▶ Define the purpose of the Leadership Team

Defining the purpose of the Leadership Team is the first step in effective planning.

- **Purpose:** To develop an implementation plan to enhance technology use in classroom instruction
- **Resource:** *Technology Implementation Practice Guide – Overview, introduction and Recommendation 1*
- The key to effectively implementing technology school-wide is *systematic planning*

▶ Review results from EdTech Locator for Technology Implementation

Assessing readiness will provide you a sense of the current technology landscape in your school.

- **Purpose:** To assess how Leadership Team members view the use of technology and implementation in the school
- **Resource:** *EdTech Locator* (www.edtechlocator.org)
- Display and discuss results from the EdTech Locator
 - ▶ What technology tools does the school have, and how are teachers using these tools?
 - ▶ Which areas of technology implementation practice are well established? Which are beginning to be addressed? Not addressed at all?

▶ Define your current technology status

Identifying your approach allows you to gauge the amount of resources currently invested in school and classroom technologies and the prevalence of technology use across the school.

- **Purpose:** To define your current technology configuration
- Discuss various types of technology configurations (e.g., 1:1, BYOD, mixed device model)
 - ▶ **Resource:** *Appendix B in the Technology Implementation Practice Guide – Information and Resources About Various Technology Configurations for Your School*
 - ▶ What's your current approach?
 - ▶ What technology do you currently have? How is it being used? What data do you need to assess success of technology implementation?
 - ▶ Do you want to do something different? What? Why? What are the benefits and costs?

▶ Outline the work of the Leadership Team and define roles

Effective district- and/or school-wide implementation of technology requires strong leadership and collaborative team relationships.

- **Purpose:** To define responsibilities and roles for accomplishing tasks
- Define the Leadership Team roles and subcommittees
 - ▶ **Handout 1.2 – Team Roles and Responsibilities**
 - ▶ Are there any additional people that should be added to this team? Who are they?

▶ **Brainstorm strategies for communicating with stakeholders**

Create relationships, collaborating with stakeholders, and building “buy-in.”

- **Purpose:** To communicate the work of the Leadership Team and foster buy-in among stakeholders
- Who do you need to get “on board”? (e.g., teachers, school board, district personnel, parents)
- Brainstorm methods for communication and building collective buy-in and capacity
 - ▶ **Handout 1.3** – Communication Plan

▶ **Set your next steps**

- Team Recorder will send summary of notes from meeting
- Define tasks for various subcommittees; for example—
 - ▶ Outline communication plan to engage teachers, parents, and other stakeholders
 - ▶ Assess existing data and identify new data that need to be collected
- Goals for next meeting
 - ▶ Enhancing your Mission/Vision Statement
 - ▶ Setting long- and short-term goals
 - ▶ Set next meeting date/time

Module 2: Get Started

Schools that create a vision and set goals for technology implementation are more likely to be successful than those where implementation is driven by the sudden availability of funds.

Enhancing Your Mission and Setting Goals

Goals/Intended Outcomes

- ▶ Enhance school vision/mission statement: Create a shared vision of high-quality instruction supported by technology
- ▶ Analyze data on the use of technology in instruction
- ▶ Set long- and short-term goals

Suggested Meeting Time

- ▶ 90 minutes

Pre-Module Planning

- ▶ Read the following sections of the PowerUp Technology Implementation Practice Guide
 - Recommendation 2: Enhance Your Vision and Set Goals
 - Recommendation 3: Gather Data to Drive Decision Making
- ▶ Gather data and prepare data displays and/or summaries

Leadership Team Handouts

- ▶ 2.1 Mission Statement
- ▶ 2.2 Long- and Short-Term Goals

Additional Resources

- ▶ Practice Guide: Appendix E—Example Goals and Vision Statements Written by Districts and Schools Across the Country

Key Steps

► Overview agenda and intended goals for meeting

- To enhance the school's vision/mission statement and include use of technology to support instruction
- To analyze data on teacher and student use of technology to support high-quality instruction
- To set long- and short-term goals for integration of technology into classroom practices

► Updates from team members

► Enhance your mission statement or vision

It's easy to find teachers and administrators who agree that technology supports student learning, but it's hard to define what this actually looks like in daily instruction.

- **Purpose:** Enhance your school's mission statement to include the use of technology to support instruction and learning
- **Resource:** *Technology Implementation Practice Guide: Recommendation 2: Enhance Your Vision and Set Goals*
- View current school mission statement
 - Does it include reference to the use of technology?
 - What are the key elements?
- View example vision statements from other schools and districts
 - **Resource:** *Appendix E in the Technology Implementation Practice Guide*
 - What is the role of technology in these statements?
 - How is high-quality instruction linked to the use of technology in the classroom?
- Collaborate to enhance your own mission statement
 - **Handout 2.1** – Mission Statement

► Analyze data on the use of technology in instruction

When used well, data create a common language for analyzing and discussing complicated actions, such as instructional practice, use of technology, and student learning.

- **Purpose:** To assess current student achievement and teacher use of technology to enhance instruction
- **Resource:** *Technology Implementation Practice Guide: Recommendation 3: Gather Data to Drive Decision Making*
- Display data: student achievement data, school improvement data, results from EdTech Locator, etc. Possible ways to display data are:
 - Project numbers or graphs of data onto a screen or wall, or print handouts of the graphs and numbers.
 - Create visual and written summaries of the data.
- Discuss data with Leadership Team:
 - What trends do you see in the data?
 - What trends are most important to address?
 - What is the role of technology in addressing priorities?
 - What are the desired changes in the data as you move towards implementing the new mission/vision?

▶ **Set long- and short-term goals**

Leadership Teams that focus on concrete, short-term goals and strive for small, early successes are able to build excitement for the initiative; they enjoy greater long-term success throughout the implementation process.

- **Purpose:** To use your school data to set specific short-term and long-term goals
- **Resource:** *Technology Implementation Practice Guide: Recommendation 2: Enhance Your Vision and Set Goals*
- Collectively identify instructional goals for your school as well as how technology can be used to meet these goals
 - ▶ Use data summaries and displays discussed above, School Improvement Plan (SIP), or other district or school materials
 - ▶ Define specific and actionable long-term and short-term goals
 - ▶ Develop a timeline of activities
 - ▶ **Handout 2.2 – Long- and Short-Term Goals**
- Discuss the PD goals and identify ways to build capacity among teachers and support staff in using technology to differentiate instruction
- Determine how you will measure progress toward these goals
 - ▶ Data targets
 - ▶ Ongoing formative evaluation

▶ **Next steps**

- Team Recorder will send summary of notes from meeting
- Define tasks for subcommittees; for example—
 - ▶ Communicate mission/vision and goals with parents, teachers, and stakeholders
 - ▶ Conduct a Technology Inventory to assess what devices are in the building, what is being used and by whom and how often, etc.
- Goals for next meeting
 - ▶ Define current technologies in the school building
 - ▶ Identify new technologies needed
 - ▶ Draft multi-year budget
 - ▶ Set next meeting date/time

Module 3: Budgeting for Technology

Making the right investments in technology requires understanding the needs of your teachers and students. Plan not only for initial technology costs but also for long-term maintenance and replacement costs to facilitate sustainability.

Defining Your Technology Budget

Goals/Intended Outcomes

- ▶ Define current technologies in the school building
- ▶ Identify new technologies needed
- ▶ Draft multi-year budget

Suggested Meeting Time

- ▶ 60 minutes

Pre-Module Planning

- ▶ Read the following section of the PowerUp Technology Implementation Practice Guide
- ▶ Recommendation 4: Define Your Technology Budget
- ▶ Prepare and disseminate draft Technology Inventory
- ▶ Visit the Tech Matrix and begin searching for trusted technology resources

Leadership Team Handouts

- ▶ 3.1 Technology Inventory

Key Steps

▶ **Agenda and intended goals for meeting:**

- To define current technologies and how they are used in the school building (Technology Inventory)
- To identify new technologies needed
- To draft multi-year budget

▶ **Updates from team members**

▶ Review and update Technology Inventory

Teachers need to know what is available and how to access it.

- **Purpose:** To define what technology you already have and how it is being used
 - ▶ In individual classrooms (including general education classrooms, resource rooms, and computer labs)
 - ▶ As centralized school resources
 - ▶ Shared across the district
 - ▶ Shared across the local education agency
 - ▶ **Handout 3.1** – Technology Inventory
- Discuss the following questions:
 - ▶ How are teachers using various school technologies in their instruction?
 - ▶ What factors are influencing teacher use of technology?
 - ▶ Who/what is available to provide support?
 - ▶ What technology devices do we have that aren't being used? What is preventing use? How can this barrier be removed?
 - ▶ What are the procedures for accessing technology? How are these procedures communicated to teachers?

▶ **Define technology needs and plan technology investments**

Setting priorities and connecting technology purchases to your defined goals builds a foundation for successful use and implementation

- **Purpose:** To prioritize technology needs
- **Resource:** *Technology Implementation Practice Guide: Recommendation 4: Define Your Technology Budget*
- Which technologies are most essential for reaching your defined long- and short-term goals?
 - ▶ What are expectations for teachers' use of technology?
 - ▶ What new technology needs to be purchased? What are the options and costs?
 - ▶ Search the Tech Matrix to find trusted technology resources
 - ▶ What infrastructure upgrades are needed?
- Set priorities for purchase and maintenance costs
- Review your existing technology budget and other possible sources for funding (internally and externally) and then create a plan for purchases, upgrades and maintenance

▶ **Develop a multi-year budget timeline**

Define ongoing budget costs for professional learning, training, repair, and maintenance

- **Purpose:** To develop a budget to meet prioritized technology goals
- Determine costs for upgrading infrastructure and purchasing new devices
- Identify funds to meet short-term and long-term goals
- Develop a multi-year plan to support sustainability of technology costs
- Review and refine your budget as needed

▶ **Explore ways to fund your technology implementation goals**

Consider alternative funding sources, and plan not only for initial costs but also for long-term maintenance and replacement costs to facilitate sustainability.

- Build community support and identify local funding options and resources
- Clarify school budget line items for technology or include technology in other existing budget lines
- Evaluate the value of equipment donations

▶ **Next Steps**

- Team Recorder will send summary of notes from meeting
- Define tasks for subcommittees; for example—
 - ▶ Disseminate Technology Inventory and procedures for accessing technology to teachers
 - ▶ Research potential funding opportunities to apply for (e.g., grants available through foundations) and create a list of community stakeholders to reach out to and form partnerships with
 - ▶ Administer the Quick Teacher Technology Survey to assess professional learning needs of staff (<http://www.powerupwhatworks.org/page-puww/professional-development>)
- Goals for next meeting
 - ▶ Analyze results of the Quick Teacher Technology Survey to identify teacher professional learning needs
 - ▶ Plan how to introduce PowerUp to teachers in the school
 - ▶ Integrate ongoing PowerUp professional learning opportunities into year-long professional development plans
 - ▶ Set next meeting date/time

Module 4: Supporting Your Teachers

Providing ongoing professional learning opportunities to your staff and developing a support structure for accessing assistance ensures more effective use of the technology investments you make. Refer to the PD Facilitator's Guide for ideas on how to use PowerUp to plan PD events and facilitate staff professional learning.

Goals/Intended Outcomes

- ▶ Plan ways to integrate PowerUp into professional development opportunities in a variety of contexts
- ▶ Plan how to provide ongoing support to teachers
- ▶ Develop policies and procedures to support teachers, parents, and students

Suggested Meeting Time

- ▶ 90 minutes

Pre-Module Planning

- ▶ Read the following sections of the PowerUp Technology Implementation Practice Guide
 - Recommendation 5: Plan Professional Learning Opportunities
 - Recommendation 6: Provide Access to Technology and Support
- ▶ Administer the Quick Teacher Technology Survey to teachers in the school
 - Compile results and prepare data displays
- ▶ Read the PowerUp PD Facilitator's Guide

Leadership Team Handouts

- ▶ 4.1 Current Status
- ▶ 4.2 Integrating PowerUp Into PD
- ▶ 4.3 Policies for Accessing and Using Technology

Additional Resources

- ▶ Practice Guide: Appendix F—Policy Documents to Facilitate the Processes for Working With Teachers, Parents, and Students
- ▶ PD support materials
- ▶ Quick Teacher Technology Survey
- ▶ My PowerUp Action Steps

Key Steps

▶ Overview agenda and intended goals for meeting

- Plan ways to integrate PowerUp into professional development opportunities in a variety of contexts
- Plan how to provide ongoing support to teachers
- Develop policies and procedures to support teachers, parents, and students

▶ Updates from team members

▶ Review results from the Quick Teacher Technology Survey

- **Purpose:** Assess teacher use of technology to support instruction and prioritize professional learning needs
- **Resource:** *Quick Teacher Technology Survey* (<http://powerupwhatworks.org/sites/default/files/PowerUpTeacherSurvey.pdf>)
- How are teachers using the school's technology resources in their instruction?
- What factors are influencing teacher use of technology?
- What professional learning needs have teachers expressed?
- **Handout 4.1 – Current Status**

▶ Define professional learning goals and integrate professional learning needs regarding how to use technology to support other school-wide initiatives

Professional learning is critical to building the collective capacity of staff to use technology and transform teaching and learning.

- **Purpose:** Set professional learning goals for staff on how to integrate technology into the use of into instruction
- **Resource:** *Technology Implementation Practice Guide: Recommendation 5: Plan Professional Learning Opportunities*
- Long-term goals
 - ▶ Define and enhance long-term goals for teaching professional learning to include a focus on how to use technology to support instructional practices
 - ▶ What PD opportunities are planned to support this goal?
- Short-term goals
 - ▶ Define discrete short-term goals for teachers as a whole as well as for sub-groups of teachers (e.g. all 3rd through 5th grade teachers; reading teachers and reading specialists; etc.)
 - ▶ Identify contexts and methods for delivering a range of PD
 - ▶ Examples: workshops, team meetings, one-on-one mentoring and coaching, collaborative peer learning, online learning

▶ Determine how you will use PowerUp materials to support defined PD opportunities

Professional learning is most effective when it is ongoing and provided in a variety of contexts.

- **Purpose:** Plan PD opportunities for teachers using PowerUp materials and content
- **Resource:** *Professional Development area of PowerUp WHAT WORKS website* (<http://www.powerupwhatworks.org/page-puww/professional-development>)

- Discuss the range of PD support materials and content on the PowerUp website
 - ▶ Instructional Strategy Guides in ELA and Math
 - ▶ Overview slideshow and Discussion Questions
 - ▶ Teach with Tech and the Differentiate the Strategy Worksheet
 - ▶ Lessons in Action and the Web Hunt Activity
 - ▶ Tech Matters Blog Posts
 - ▶ Technology Research Briefs and Quick View Videos
 - ▶ Database of Trusted Resources
- Plan how you will integrate PowerUp content and PD support materials in a range of ongoing PD activities to connects:
 - ▶ Evidence-based practices
 - ▶ Technology Tools
 - ▶ Principles of University Design for Learning and differentiated instruction

▪ **Handout 4.2** – Integrating PowerUp Into PD

▶ **Develop procedures and policies for teachers and students**

Teachers, parents, and students benefit from clearly stated policies and procedures for accessing technology and methods for seeking technology support when needed.

- **Purpose:** Draft policies and procedures to be used by students, parents, and teachers in accessing technology and requesting support when needed
- **Resource:** *Technology Implementation Practice Guide: Appendix F—Policy Documents to Facilitate the Processes for Working With Teachers, Parents, and Students*
- Review some of the policies and procedural documents from Appendix F of the Practice Guide
 - ▶ Which documents are appropriate for the technology used in your context?
 - ▶ Brainstorm and discuss what policies and procedures are needed
- Review and enhance or develop policies and procedures for teachers on how to access technology in the school
- Review and enhance or develop policies and procedures for parents and students related to technology use and available support
- Discuss additional resources needed by teachers, parents, and students
- **Handout 4.3** – Policies for Accessing and Using Technology

Leadership Team Handouts

The following handouts are provided to help the Leadership Team create a comprehensive technology implementation plan. You can use these handouts during team meetings to record your thoughts, brainstorm ideas, and plan. Build from these handouts, expand them, and create your own to suit your context and planning process. We recommend saving all planning handouts to a shared, collaborative workspace, such as Google Docs, so that Leadership Team members can continue to collaborate as the documents are updated and revised.

Module 1

- ▶ 1.1 Invitation Email Template
- ▶ 1.2 Team Roles and Responsibilities
- ▶ 1.3 Communication Plan

Module 2

- ▶ 2.1 Mission Statement
- ▶ 2.2 Long- and Short-Term Goals

Module 3

- ▶ 3.1 Technology Inventory

Module 4

- ▶ 4.1 Current Status
- ▶ 4.2 Integrating PowerUp Into PD
- ▶ 4.3 Policies for Accessing and Using Technology

Handout 1.1 – Invitation Email Template

Dear INSERT NAME,

As a key member of our staff, you are invited to serve as a member of a Leadership Team that will focus on enhancing technology use to differentiate instruction throughout the school building.

To assist our planning and implementation process, we will be using content and resources from PowerUp WHAT WORKS (powerup@air.org). I encourage you to visit the site and check out some of the great resources, including:

- ▶ The Technology Implementation Practice Guide
- ▶ ELA and Math Instructional Strategy Guides and PD support materials
- ▶ The PD Facilitator Guide
- ▶ Tech Matters blog posts
- ▶ Technology Research Briefs

See below for specific information regarding our first Technology Leadership team meeting.

Meeting Date: INSERT DATE

Meeting Time: INSERT TIME

Prior to our first meeting, please complete the EdTech Locator (www.edtechlocator.org). During our meeting, we will discuss the results of this assessment.

Handout 1.2 Team Roles and Responsibilities

Establishing a clearly defined structural leadership framework will ensure that each component of the technology implementation plan is carefully designed and communicated. It also signals the mutual investment of all team members toward the common goal of improved instruction and learning.

Team Leader:

Team Recorder:

Task Leaders/Subcommittees: Define who will be responsible for various components of the work that the Leadership Team will be conducting over the current planning period.

Communicating (with parents, teachers, external stakeholders):

PD planning:

Data collection and evaluating progress:

Budget planning:

Other:

Handout 1.3 – Communication Plan

Use the table shell below to develop your plans for communicating your efforts to enhance technology implementation with key stakeholders. We recommend saving this document to a shared workspace such as Google Docs or Dropbox so that all team members are able to view, revise, and update the table as needed.

What do we need to communicate?	To whom?	How?	Status
Mission statement	Parents and students	<ul style="list-style-type: none"> ▶ School newsletter ▶ School website ▶ PTO/PTA meeting 	
	Teachers	<ul style="list-style-type: none"> ▶ All-staff meeting ▶ Email 	
Long- and short-term goals	Teachers		
	District leaders (e.g., PD Coordinator; Curriculum Coordinator)		
Technology Inventory & procedures for accessing technology and support	Teachers and students		
Professional development plan	Teachers, administrators, staff		
Technology products acquisition and budget plan	Teachers, administrators, potential external stakeholders/providers		

Handout 2.1 – Mission/Vision Statement

A strong and clear mission/vision statement provides the starting point and guiding principles for a successful technology implementation plan that provides real and lasting results.

School's current mission/vision statement:

Brainstorming: What's included and what's missing?

Review the mission/vision statements located in Appendix E of the Technology Implementation Practice Guide. Using the table below, define the key elements that are in your current mission/vision statement and those elements that are currently not included in your statement but will be integrated into the revised statement. We have included a few ideas to get you started—please revise and add your own to fit your context.

Reference to:	In statement	Need to add
High academic standards for <i>all</i> students		
Use of technology to maximize student learning		
Use of evidence-based strategies		

Revised school mission/vision statement

Use the space below to draft a new mission/vision statement for your school that includes the key elements defined in the table above. Once developed, the Leadership Team will need to update the communication plan to ensure that the mission/vision is clearly communicated to all key stakeholders (teachers, parents, students, etc.).

Handout 2.2 - Long- and Short-Term Goals

After gathering and reviewing your data, it is time to lay the foundation for your plan. Use the space below to write down short-term and long-term goals to advance (1) technology implementation within your school and (2) technology use to support instruction in the classroom. You may consider including goals related to conducting a series of professional development opportunities with teachers and staff, purchasing new technologies, identifying funds, developing policies and procedures for accessing technology, etc.

Short-term goals (e.g., monthly or quarterly goals)

Long-term goals (e.g., one-year or three-year goals)



Handout 3.1 – Technology Inventory

Use the example chart below, filling in or adding text where appropriate, to determine what existing technology infrastructure you are working with. This will give you a better picture of what is working, what's not, and where you need to invest to achieve your technology goals.

Technology in our school	How many/what kind?	Who is using?	How to access?
Smartboards	XX	Names of teachers with smartboards	Contact [name of person] to get access
Computers in computer lab	XX	All classrooms	
Software—edition, availability, types (e.g., browsers, games, word processing, voice recognition, data programs, anti-virus)	XX	All devices	
Software licenses/ expiration dates	XX	All devices	
ISP speed & cost	XX	Average traffic	
Network security (mgmt. services, setup, software)	XX	Permissions/restrictions	
Student devices and use/ restrictions	XX		
Teacher devices and use/ restrictions	XX		
Obsolete/malfunctioning devices	XX		
External service contracts (e.g. ISP, network security, maintenance, warranty)	XX		

Handout 4.1 – Current Status

Using the results from the PowerUp Quick Teacher Technology Survey, your Technology Inventory, and the notes from your discussions during team meetings, respond to the questions below to explicitly define your school's current status in implementing and using technology.

- ▶ Current status (current model of technology use in the school)

- ▶ How are teachers using the technology available?

- ▶ Is there technology in the school that is not being used? Why?

- ▶ What barriers are there and/or what concerns do teachers have about using technology?

- ▶ What are your technology needs (e.g., new devices, maintenance/replacement of existing devices, upgrades to infrastructure)?

Handout 4.2 - Integrating PowerUp Into PD

To ensure that all of the pieces are in place for technology to be used effectively within your school(s) there must be a defined, regular, and ongoing professional development initiative in place for all teachers, administrators, and staff. Using the data obtained from the Quick Teacher Technology Survey in conjunction with your technology implementation plan and goals, review the following questions to evaluate the PD opportunities you are taking advantage of and determine which opportunities to make new investments in.

- ▶ Identify the technology goals you have set that will require additional technology training to be successful (new devices, software, etc.).

- ▶ Do you already have a clearly articulated PD plan? If so, what is it, and how can it be aligned with your goals for technology implementation?

- ▶ Which modes of PD delivery are currently being used (e.g. online, conferences, internal/external PD facilitators, co-planning, teacher collaboration, coaching/mentoring, faculty departmental training, summer workshops)?

- ▶ What additional delivery methods would you like to add?

- ▶ Identify leaders in technology using the results from the Quick Teacher Technology Survey and determine what collaborative efforts they are/could be involved in. How can you develop PD as a collaborative effort among your teachers/staff?

Handout 4.3 – Policies for Accessing and Using Technology

Developing a set of norms and expectations (i.e., a culture) around technology and its use inside as well as outside of the classroom is the glue that will hold together any technology implementation plan, as well as ensure its growth and integration into the learning process.

List and review the current policies and procedures at your school:

Brainstorming: What’s included and what’s missing?

Review the policy statements located in Appendix F of the Technology Implementation Practice Guide. Using the table below, define the key elements of your current policies and those elements that will be integrated into the revised documents. We have included several ideas to get you started—please revise and add your own to fit your context.

Reference to:	In statement	Need to add
Access to digital media outside of the classroom		
Technical support for teachers and students		
Educational use of students’ mobile devices		
Restricted web access for teachers and/or students		
Parent inclusion and support		
Device take-home policy for teachers and students		
Disadvantaged students’ access to technology		
Maintenance/service plans		
Access to shared devices		
Established cloud systems, policies, procedures		
Data storage		
Appropriate/inappropriate use of technology		
Key technology support team contacts		

Revised policies and procedures for your school

Now, begin to update your policies and procedures documents to include the elements defined in the table above. Once developed, the Leadership Team will need to update your communication plan to ensure that the new policies and procedures are clearly communicated to all key stakeholders (teachers, parents, students, etc.)



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