

Technology Leadership Technology Committee

September 2004-Present

Experience Description

When I started teaching at High I saw a wide divide of who was using technology. Some teachers had rooms that would rival the most technology-advanced room on the planet while other teachers were terrified of their computers. I found an established teacher and inquired how some teachers seem to have all the "toys." The response, "They are members of the technology committee." Oh, I see and how does one join the technology committee. "Good question," the more experienced teacher responded. Not being one who takes "I don't know for an answer", I set out to find the technology committee. I immediately went to the room with the most toys. BINGO! I asked Mr. Lewis, a Biology teacher with 30 laptops he doesn't have to share, an audio cabinet that has too many pieces to count, and numerous other gadgets, about how one joins the technology committee. Oh, it's easy...you just show up at the meetings. What? You just show up? Yes, it was that easy.

Over the last few years we have discussed many technology concepts, attended the Ohio SchoolNet Conference, planned our own technology event and instructed others about how to effectively use technology in their classrooms. We tried new programs, such as Log Me In, before we shared this information with the staff as a whole. Basically, we were guinea pigs for what the Technology department wanted to try. However, I was not designed to be a guinea pig. I often said, "Can we buy this," (Dreamweaver) or "I don't think this is a great idea" (30 laptops on a cart to share between 10 teachers.) They, the technology people who don't have a classroom, eventually decided that the laptop idea would work. They scrapped the idea December 1. Hmm...they should have listened!

Reflection

Over the last few years, I have to come to appreciate the Technology Committee as more than the purveyor of toys I originally felt it was. While it is true that we do get to try things out first, we also have the responsibility to share what we learn. That is the key. Take the knowledge and disseminate it to those who could use it. Our job is to find a way for everyone to use it. We have had presentations from various vendors wanting us to buy their products. These presentations are usually pretty entertaining, but when we sit down behind closed doors the discussions can become animated. A few, a very few, have extreme tunnel vision and want technology that they will use; only they will use. They fail to see that we have limited funds, although the technology budget is growing, and we need to use the committee's resources to do the most for the most of people. How will

surround sound permanently mounted in your room help everyone? If they can answer that question, we will go with it. Sometimes I feel like we are the granters of wishes. We ask pretty simple questions: What do you need/want? How will this impact learning? Show us an example. How much does it cost? If we can do it, we will.

High School is lucky in that our district understands the need for technology; some schools see it as an extra, we see it as a necessity. When I started there we had a “computer repairman” on staff—that’s about all he did. Repair computers. We went to our principal and explained to him our need for a technology specialist, someone who could help us integrate technology into the curriculum, someone to look for opportunities that due to time constraints we would miss. Someone whose sole mission was to stay up to date with the ever-changing field of technology. While I seriously considered applying for this position, I love teaching English too much to leave it now.

We were fortunate enough to hire Keith . His room was right next to mine so I was able to converse with him daily. However, while he started out doing a great job; he has been pulled elsewhere. He is now teaching a few classes (WebPage Design and Broadcast Journalism) along with the responsibilities of the same job he started with. These added demands are taking him away from us. He still does his best, at finding us opportunities we would likely overlook. For instance, I was able to use a distance learning experience with my students to join in an interview with Chris Gardner, the man behind the movie The Pursuit of Happyness. Keith found this opportunity and I ran with it. However, you can only spend an hour once. I’m afraid we will lose his technology specialist role to that of a classroom teacher before too long.

Many of the teachers located near me are fearful of technology. They are afraid that they won’t figure something out so they don’t use it. “The Elmo has too many cords.” They can’t get the Infocus to show their computer screen on the wall and the monitor simultaneously, so why bother using it. I try to alleviate their fears the best I can. They know I am willing to help, even if it is in an emergency situation. My students quickly realize that I may have to run across the hall for a quick tutorial on hooking up the VCR to the Infocus. That’s a luxury of having older students.

Supporting Documentation

- ❖ Technology Committee Vision
- ❖ Teacher Technology Survey and Results
- ❖ Committee Meeting Notes
- ❖ Email reminder Technology Department
- ❖ Technology Benchmarks

Teacher Technology Committee

The vision of the teacher technology committee is that 100% of our staff will be using up to date technology, seamlessly in our classrooms, to make students lifelong learners. We will strive to stay ahead of technological advances and be a leader in the county for technology uses and strategies through classes, workshops and conferences.

The mission of the teacher technology committee is to facilitate ongoing learning and support of teachers using technology in the classroom.

It is the belief of the teacher technology committee that:

- No teacher left behind....all can learn
- Technology supports learning
- Students are technologically ready for the real world
- Think of technology as being beyond just using computers
- Involves all stakeholders

Technology Survey 2004

| Mark Yes/No for topics of interest. | | | | | |
|---|-----|----|---|-----|----|
| Name | YES | NO | | YES | NO |
| My interest in learning more about technology in general is: | | | Using Powerpoint to create a lesson or lecture: | | |
| Create a document on a word processor: | | | Use an electronic gradebook: | | |
| Print a word processor document: | | | Use a computer-based portfolio assessment system: | | |
| Search a database for specific information: | | | Access and/or send e-mail: | | |
| Print selected information from a database: | | | Attach application files to e-mail: | | |
| Create a database: | | | Browse the World Wide Web: | | |
| Use a formula in a database: | | | Find specific information on the WWW: | | |
| Merge a form letter with a database: | | | Create a page on the WWW: | | |
| Create a spreadsheet: | | | Upload and/or download files from the Internet: | | |
| Write a formula in a spreadsheet: | | | | | |
| Create a newsletter with desktop publishing: | | | I need to see a model of technology integration: | | |
| Use graphics software to create pictures: | | | I am comfortable in asking a colleague for technological help or instruction: | | |
| text: | | | technology: | | |
| Import clipart into text or desktop publishing: | | | I am comfortable using technology in the classroom: | | |
| Format a floppy: | | | I create lesson plans that integrate technology | | |
| Copy a file:Delete files: | | | I can create an Advanced Powerpoint for class | | |
| Install a program on a fixed (hard) disk: | | | → I can use DSL (data for student learning) for gathering | | |
| Access information on a CD-ROM: | | | I would like to attend a conference about classroom technology | | |
| Run software from a CD-ROM: | | | I could benefit from a day workshop of Tech.Int. skills | | |
| Identify quality instructional software: | | | I would like to learn more about websites that use Tech. Int. | | |
| Manually tape a TV program off air/cable: | | | | | |
| Videotape off air/cable using timer : | | | | | |
| Use a camcorder to tape an event: | | | | | |
| Edit video: | | | | | |
| Learn more about video conferencing. | | | | | |
| Use video conferencing in the classroom: | | | I would like to attend a workshop on : (please list suggestions) | | |
| Use images from camcorder or digital camera in computer applications: | | | | | |

Technology Survey 2004

| Name | YES | YES |
|---|-----|--|
| My interest in learning more about technology in general is: | 1 | |
| Create a document on a word processor: | 5 | Using Powerpoint to create a lesson or lecture: 12 |
| Print a word processor document: | 4 | Use an electronic gradebook: 3 |
| Search a database for specific information: | 5 | Use a computer-based portfolio assessment system: 17 |
| Print selected information from a database: | 4 | Access and/or send e-mail: 2 |
| Create a database: | 12 | Attach application files to e-mail: 4 |
| Use a formula in a database: | 15 | Browse the World Wide Web: 2 |
| Merge a form letter with a database: | 15 | Find specific information on the WWW: 3 |
| Create a spreadsheet: | 11 | Create a page on the WWW: 17 |
| Write a formula in a spreadsheet: | 10 | Upload and/or download files from the Internet: 9 |
| Create a newsletter with desktop publishing: | 16 | I need to see a model technology integration: 5 |
| Use graphics software to create pictures: | 20 | I am comfortable in asking a colleague for technological help or instruction: 28 |
| text: | 4 | technology: 11 |
| Import clipart into text or desktop publishing: | 10 | I am comfortable using technology in the classroom: 26 |
| Format a floppy: | 5 | I create lesson plans that integrate technology 25 |
| Copy a file>Delete files: | 6 | I can create an Advanced Powerpoint for class 9 |
| Install a program on a fixed (hard) disk: | 4 | I can use DSL (data for student learning) for gathering 5 |
| Access information on a CD-ROM: | 5 | I would like to attend a conference about classroom technology 16 |
| Run software from a CD-ROM: | 6 | I could benefit from a day workshop of Tech.Int. skills 22 |
| Identify quality instructional software: | 11 | I would like to learn more about websites that use Tech. 19 |
| Manually tape a TV program off air/cable: | 4 | |
| Videotape off air/cable using timer : | 6 | |
| Use a camcorder to tape an event: | 4 | |
| Edit video: | 12 | |
| Learn more about video conferencing. | 10 | |
| Use video conferencing in the classroom: | 10 | I would like to attend a workshop on : (please list sugge 9 |
| Use images from camcorder or digital camera in computer applications: | 21 | |

Teacher Technology Committee Agenda

October 28, 2004

Greetings

Review of Mission, Vision, Beliefs

“Ask Marty”

Updates:

County TI Meeting – video

Tech. Survey

Filemaker Lesson Plans

Internet Explorer: 10.44.40.96 password: phs3lp5 (no username)

Creating Digital Portfolios using Powerpoint

Discussion of Digital Portfolios

- What goes in
- What's best for the student to have
- How is it a webpage
- Something to collect work from high school
- Use in the classroom
- Effects on teaching

Open Sharing

Adjourn

Certificate of Completion

is awarded to

for completing the workshop

Emerson Lead Teachers 2006-07

on

9/14/06 - 5/10/07

at the

Stark County ESC

WORKSHOP OBJECTIVES:

- To network with other teachers of English/Language Arts for the purpose of sharing techniques, strategies, resources, etc., for the improvement of student achievement.
- To learn from area experts about techniques, strategies, and resources for the improvement of student achievement.
- To learn through and with technology for increased student achievement in English/Language Arts.



Mr. Larry Morgan
Superintendent

Ms. Carmela Lioi
Assistant Superintendent

Participants are awarded 4 contact hours for this workshop