The Role of Leadership and Technology Coordinators in Developing and Implementing A Programmatic Approach to A Technology Integrated Curriculum

Presented at the 2008 MACUL Conference

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There are One-Story intellects
Two-Story intellects, and
Three-Story intellects with Skylights.

Oliver Wendell Holmes

All fact collectors, who have no aim beyond their facts, are **one-story minds**

Oliver Wendell Holmes

Two-Story minds

Compare, reason, generalize, using the Labors of the fact collectors as well as Their own

Oliver Wendell Holmes

Three-Story minds
Idealize, imagine, predict----their best Illumination comes from above,
Through the SKYLIGHT

Oliver Wendell Holmes

Activity 1

- Turn to a partner and discuss the following questions:
  - What is your reaction to the quotation from Oliver Wendell Holmes?
  - What implications does this have on your perception of leadership?

Technology Standards for School Administrators

ISTE Publications

http://www.iste.org

Within the Standards there are performance Indicators For

- Campus leaders or Principals
- District Leaders
- The Superintendent and Cabinet.

Standard I. Leadership and Vision

Educational Leaders inspire a shared vision for comprehensive integration of technology and frost an environment and culture conducive to the realization of that vision.

Vision

We envision an innovative, successful school where diversity is respected and celebrated, where all students use higher order thinking skills to meet high standards developed collaboratively by a motivated, compassionate, and highly skilled staff, working in partnership with parents and the community.

Visionary Leaders

- Leaders can use vision to build trust rather than break it if they are willing to let their rhetoric give way to reality and allow their vision to become a blueprint rather than public relations baloney.

- Reeves, Douglas (2006). The learning Leader.

- Effective visions help individuals understand that they are part of a larger world and also reassure them of their individual importance to the organization.

- Reeves, Douglas (2006). The learning Leader.

Salina Intermediate Mission

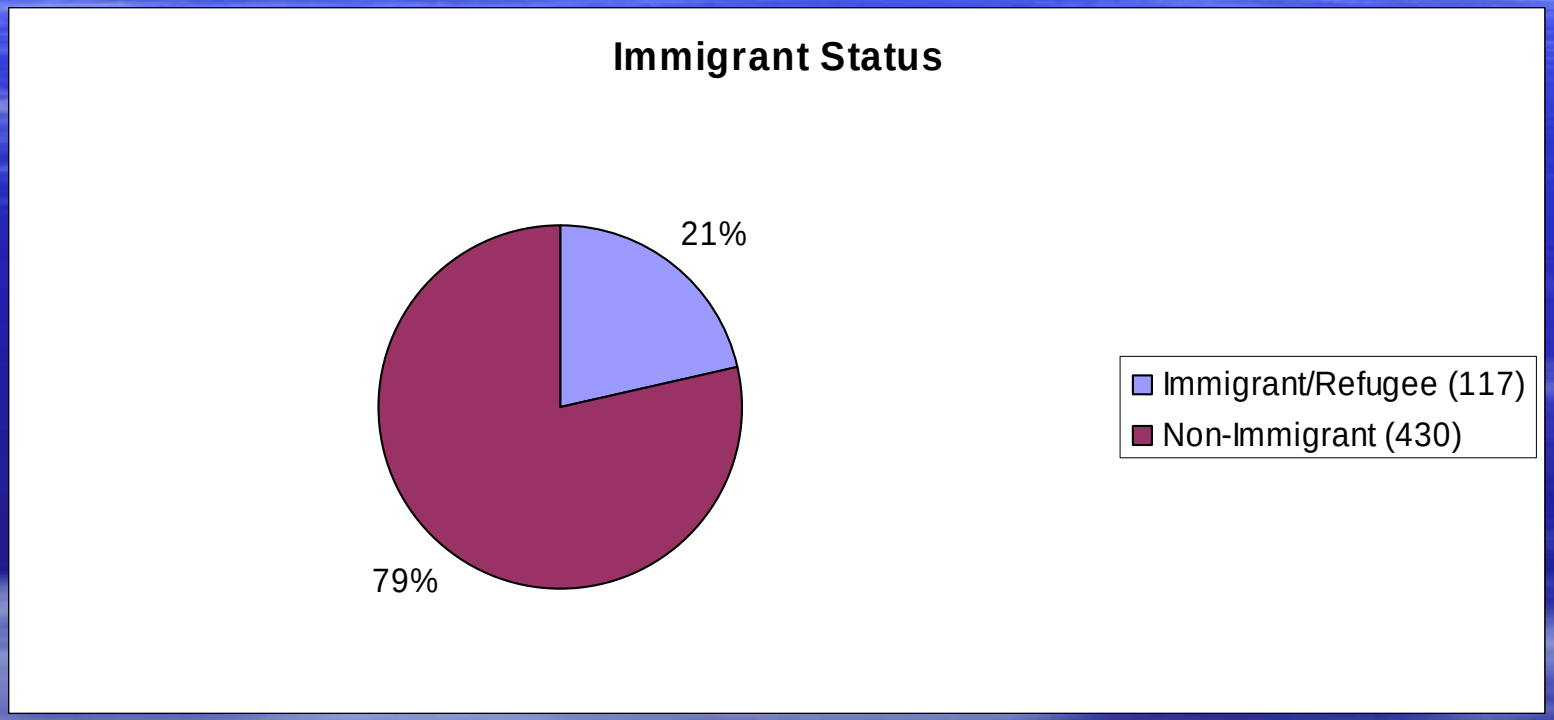
- The mission of Salina Intermediate School is to increase academic achievement by implementing and evaluating a technology integrated comprehensive curriculum which enables students to become literate problem-solving critical thinkers. We have high expectations for all students, and provide a safe and nurturing environment collaboratively with parents and community to ensure that all students become responsible, productive citizens.

Activity 2

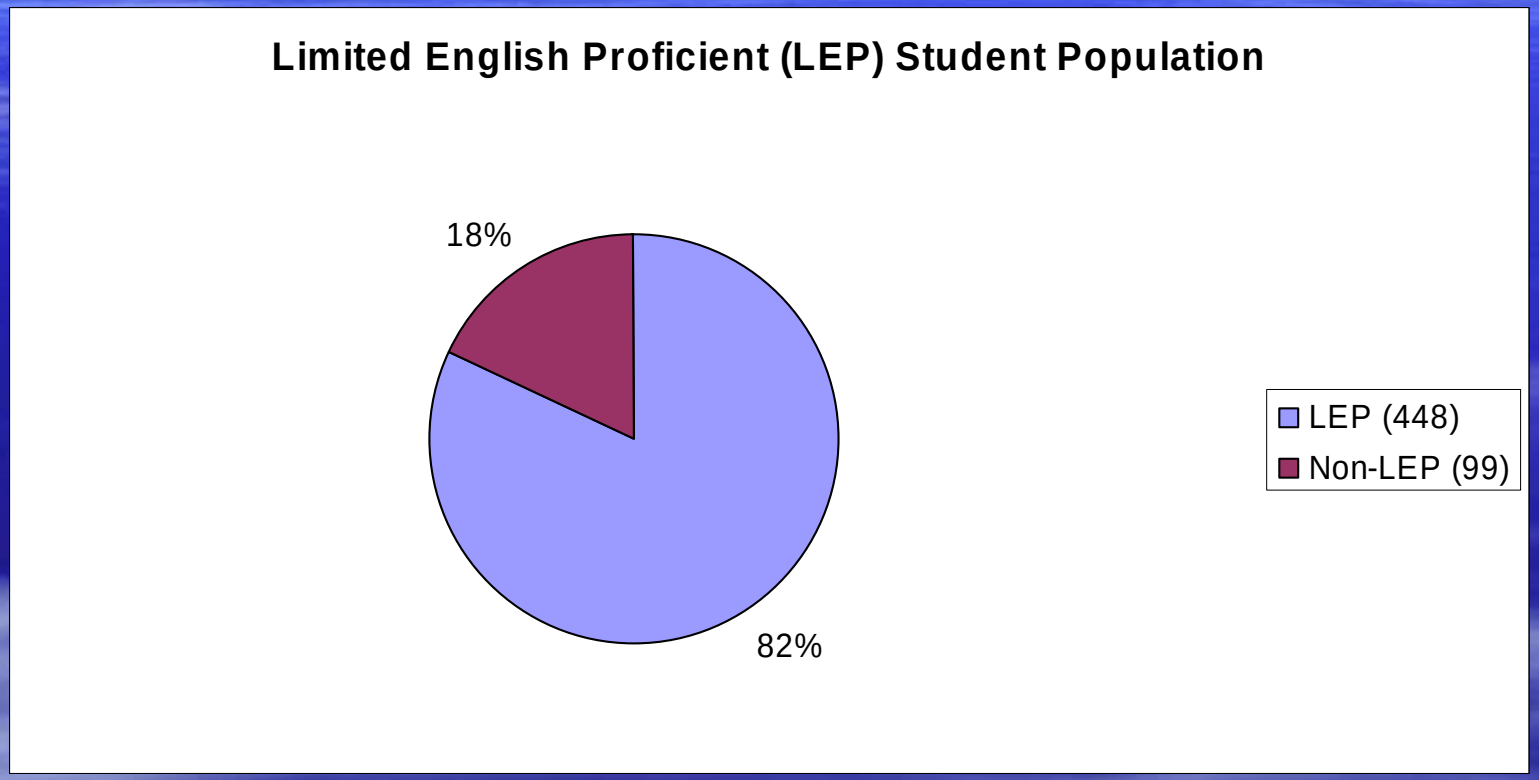
- Discuss with a partner the following question:
  - Why is it essential to have clear mission and vision statements?
  - What does a mission or vision statement tell us about an organization?

Turning Points Audio Responsive Card System

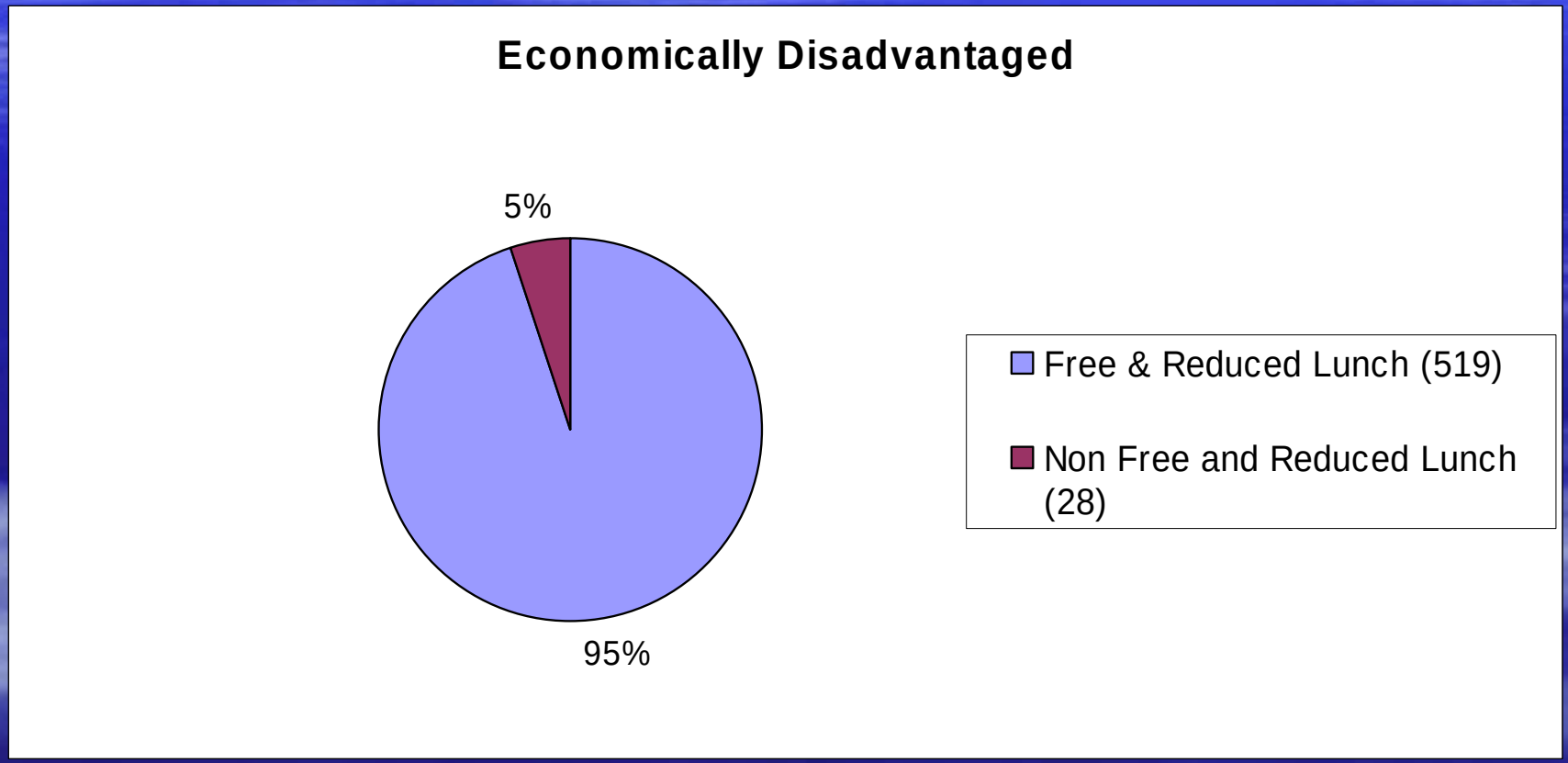
Salina Immigration Status 2006-07 School Year



Salina Intermediate Limited English Proficient Population



Economically Disadvantaged Students at Salina Intermediate 2006-07



Schools Do Make a Difference

- Effective School Research of Ron Edmunds, Larry Lezotte, Wilbur Bookover, Michael Rutter, and other concluded:
- **All children can learn; and the school controls the factors to assure student mastery of the core curriculum**

Schools Do Make a Difference

- An analysis of research conducted over a thirty-five year period demonstrates that schools that are highly effective produce results that almost entirely overcome the effects of student backgrounds.

- Robert Marzano, What works in schools, 2003.

FAILURE IS NOT AN OPTION

at Salina Intermediate

There must Be a Cultural Shift in how we do business on a day to day basis.

Cultural Shifts Becoming a Professional Learning Community

- "To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed your well-intentioned efforts will be defeated"

Seymour Sarason: Taken From Robert Eaker PLC presentation.

Professional Learning Community (PLC) Defined

- Educators committed to working collaboratively in ongoing processes or collective inquiry and action research in order to achieve better results for the students they serve. **PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.**
- Dufour, Dufour, Eaker, Many, 2006.

A Traditional School Focuses on **Teaching** and a Professional Learning Community Focuses on **Student Learning.**

Learning Community is Characterized by

- 1. Shared, Mission, Vision, and Values.
- 2. Collaborative Teams
- 3. Collective Inquiry
- 4. Action Orientation/experimentation.
- 5. Commitment to Continuous school improvement
- 6. Results Oriented.
- 7. SMART goals.

Cultural Shift

Traditional School	Professional Learning Community
Teacher Isolation	Collaboration
Generic Mission	Mission Clarifies what students will learn
When students don't learn not systematic response	Systematic response as to how the school responds when students don't learn.
	Collaboratively Developed Assessment
Infrequent Celebration	Frequent Celebration as individuals and groups

Cultural Shift Continued

Traditional School	PLC
Decisions about improvement are opinion based.	Decisions are researched based with collaborative teams seeking out best practices.
Emphasis is given on how teachers liked approaches.	Effects on student learning as the primary basis for assessing various improvement strategies.
Administrators are viewed a leaders and teachers as followers.	Administrators are leaders of leaders teachers are transformational leaders.

Activity 3

- Reflecting on the differences between a Professional Learning Community and a Traditional School, what dynamic differences can you help to implement in your school?

Team Collaboration

We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of high performing teams.

Dufour & Eaker

Advantages of collaborative teams

- provide support for new teachers
- promote confidence among staff members
- allow teachers to work together to find quality solutions
- provide opportunities for sharing ideas, materials, and methods for better teaching
- enhance student achievement

Effective collaborative teams share knowledge, define learning standards, agree on pacing, build knowledge of best practice, and focus on issues that MOST impact student achievement.

Intended VS. Implemented Curriculum

- **Intended Curriculum-** the essential concepts that you *plan* to teach
- **Implemented Curriculum-** your executed lesson plans, what you actually teach

- By comparing the two on a regular basis over time, teams will have a more clear & concise response to: **What must students know?**

- The most effective collaborative teams focus on learning rather than teaching. If teams do not focus on issues and questions that most impact student achievement, they become “coblaboration” teams.

Team Meetings components

- Three important components keep the team focus and help to subdue the resistors
  - 1. The development of Team Norms
  - 2. The development of Team Goals
  - 3. Sustaining Good team leadership (This could be one or two individuals.

Weekly 6th Grade Team Meeting Topic Schedule:

Norm's norms for 6th Grade:

6th Grade Team roles:

Grade level Representative: Bob Attee
Curriculum Coordinater: Reem Rababeh
Notetaker: Linda Hallick
Grade Level Contact: Glenda Darin
Time Keeper: Sharkas Ahmed
Bilingual Liason: Jaleelah Ahmed

The 6th grade team will meet in room 306 for team time.

The 6th Grade Team Norms:

1. Be on time and prepared for meetings.
2. Stick to the agenda for meetings except during required assessment timelines.
3. Engage in open, honest communication.
4. Practice active listenting and be courteous and attentive to the ideas of others.
5. Be an active participant and stay open minded.
6. Support other members by showing a commitment toward implementing ideas and suggestions.

Note:
Glenda and Sharkas will meet on Wednesdays with Inaya about the Literacy Model.
Jaleelah will meet with us on alternate Tuesdays due to a SST meeting.
Linda meets monthly with administration

Monday:

Differentiated Instruction / Coteaching Planning and Coordination

How can we meet the diverse needs of our students?

What activities (using the multiple intelligences) would best make the content meaningful for students?

Do we need professional development on related topics in this area?

Visitation of classroom for department sharing.

Tuesday:

Technology Integration

What skills should student be able to do that relate to our content areas? (Ex. Graphing, PowerPoint, etc.)

Do we need professional development on related topics in this area?

Wednesday:

Student Concerns Based On Data From Common Assessments/ Parent contact for students of concern

Did the students understand the content?

What can we do to help those who did not understand the content?

What can we do to challenge those who understood the content well?

Do we need professional development on related topics in this area?

Work with students in the homework assistance program.

Contact parents of students that are not meeting expectations.

Thursday:

Improving Student Writing Abilities

How are students performing on writing samples?

What are some common areas of concern consistent with writing samples?

Do we need professional development on related topics in this area?

Friday:

Teaching Across The Curriculum Integration Strategies / Coteaching Planning and Coordination

What do we want students to know?

How will we know if they understand the content?

How can we connect what students are learning to the content we are covering?

Do we need professional development on related topics in this area?

Activity 4

- During the Team Norms Video, identify the positive and negative elements took place during the team meetings using a tally sheet.

- View the Team Norms Video

Standard II: Learning and Teaching

- Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Team Collaboration and the 3 Essential Questions

- Question One
- 1. What is it that we want children to Learn?
- At Salina we are implementing a writing across the curriculum program that promotes higher level thinking skills on Bloom's taxonomy.

WE LEARN

10% OF WHAT WE READ 

20% OF WHAT WE HEAR 

30% OF WHAT WE SEE 

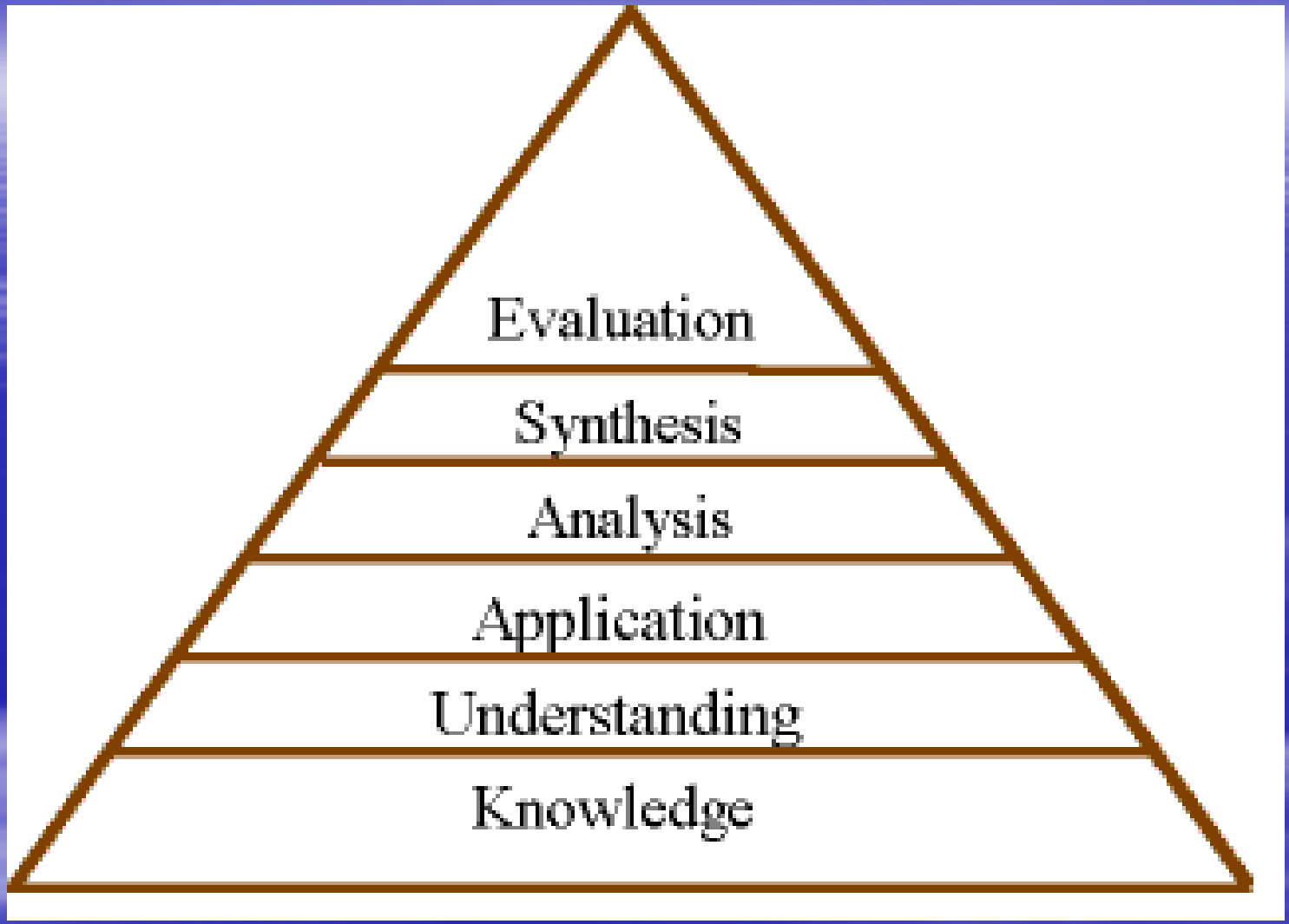
50% OF WHAT WE HEAR AND SEE 

70% OF WHAT IS DISCUSSED WITH OTHERS 

80% OF WHAT WE EXPERIENCE PERSONALLY 

95% OF WHAT WE TEACH SOMEONE ELSE 

W. M. Glasser


Evaluation
Synthesis
Analysis
Application
Understanding
Knowledge

Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.

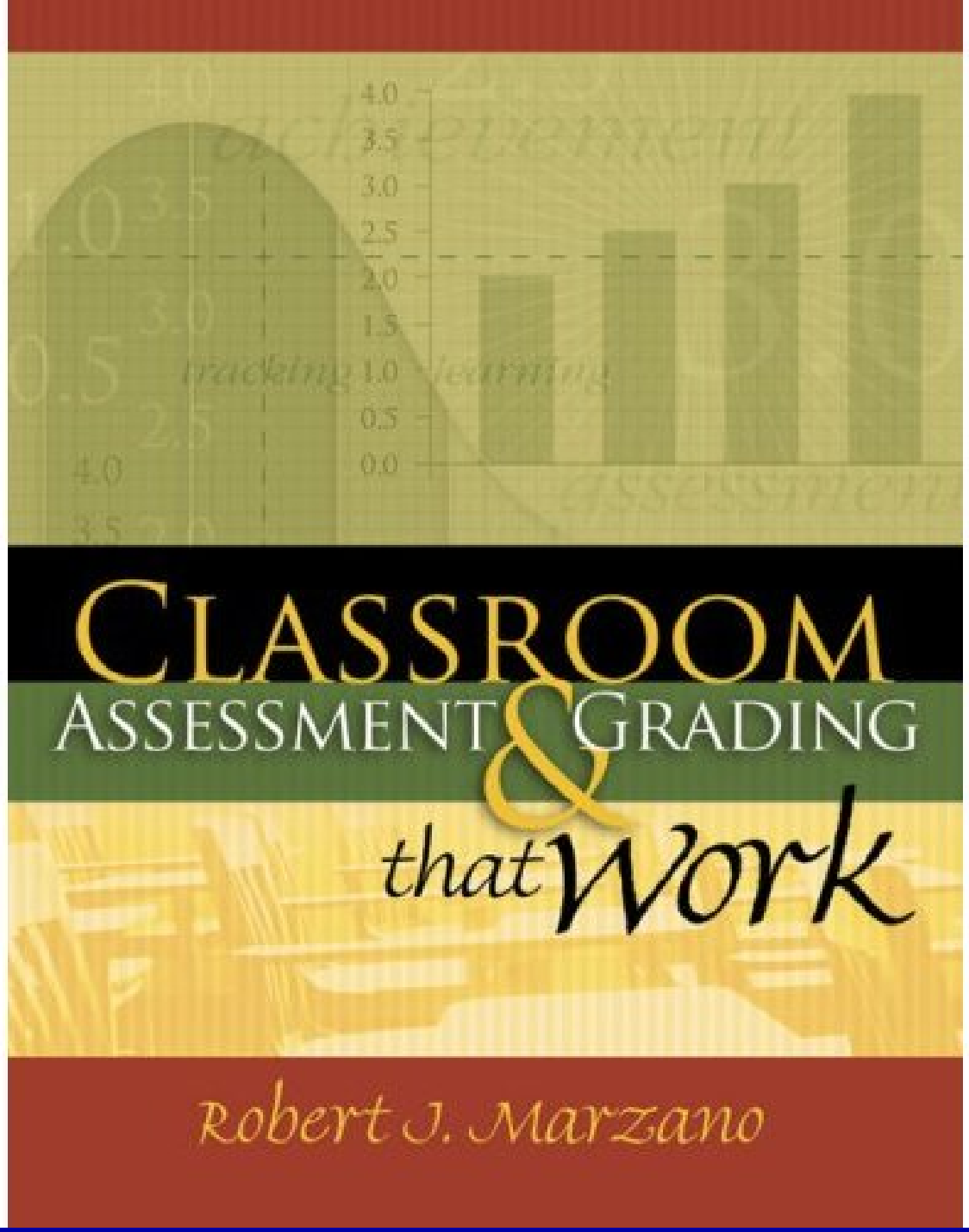
The Salina Intermediate Writing Across the Curriculum Program is an Example of how we are implementing this. Technology Integration and using the Scientific Method along with the Inquiry method is another example.

Student Projects and Inquiry Learning

Team Collaboration and the 3 Essential Questions

- Question Two
- 2. How will we know when they have learned it?

The Standard Based Assessment System


4.0
3.5
3.0
2.5
2.0
1.5
1.0
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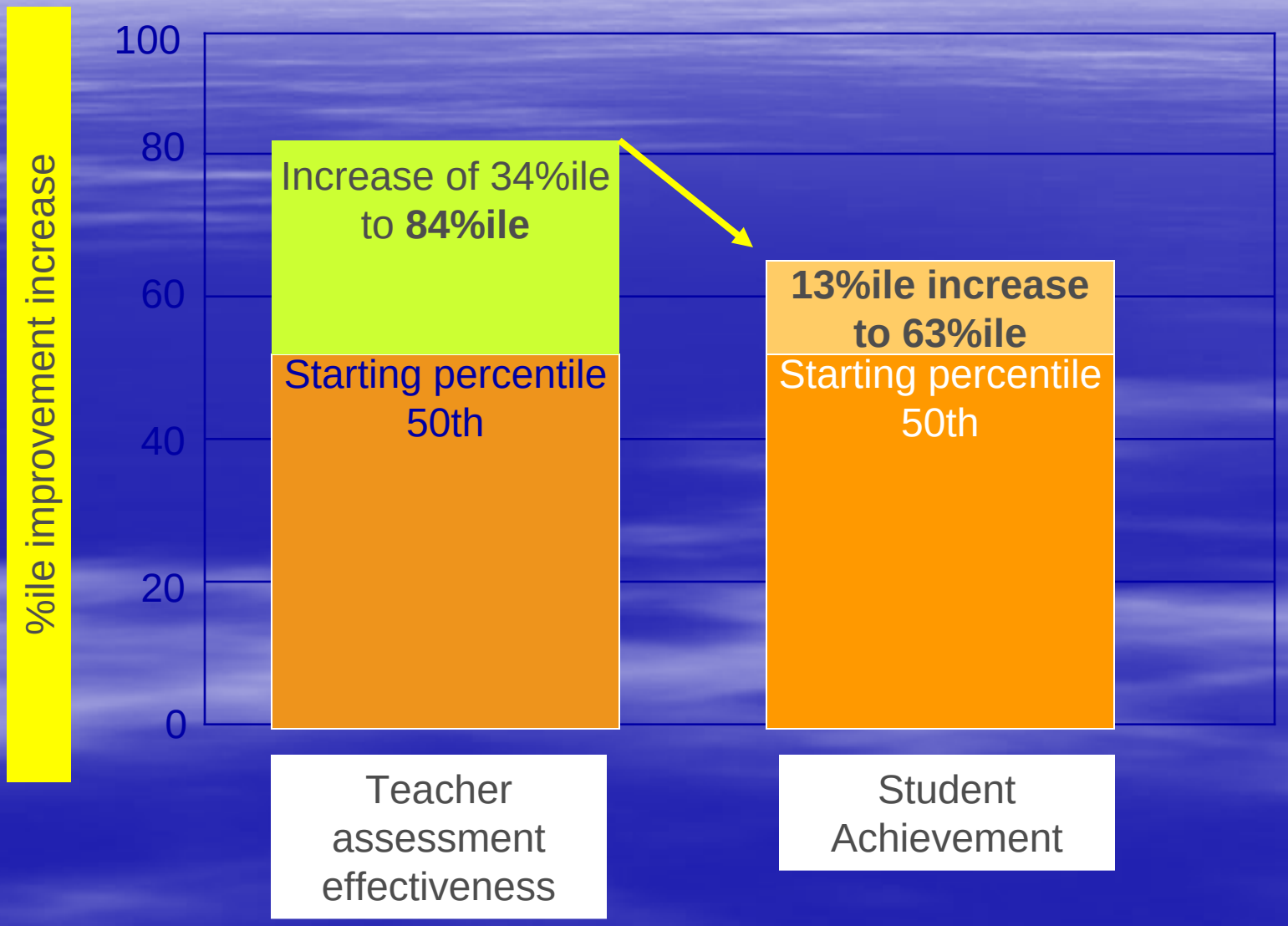
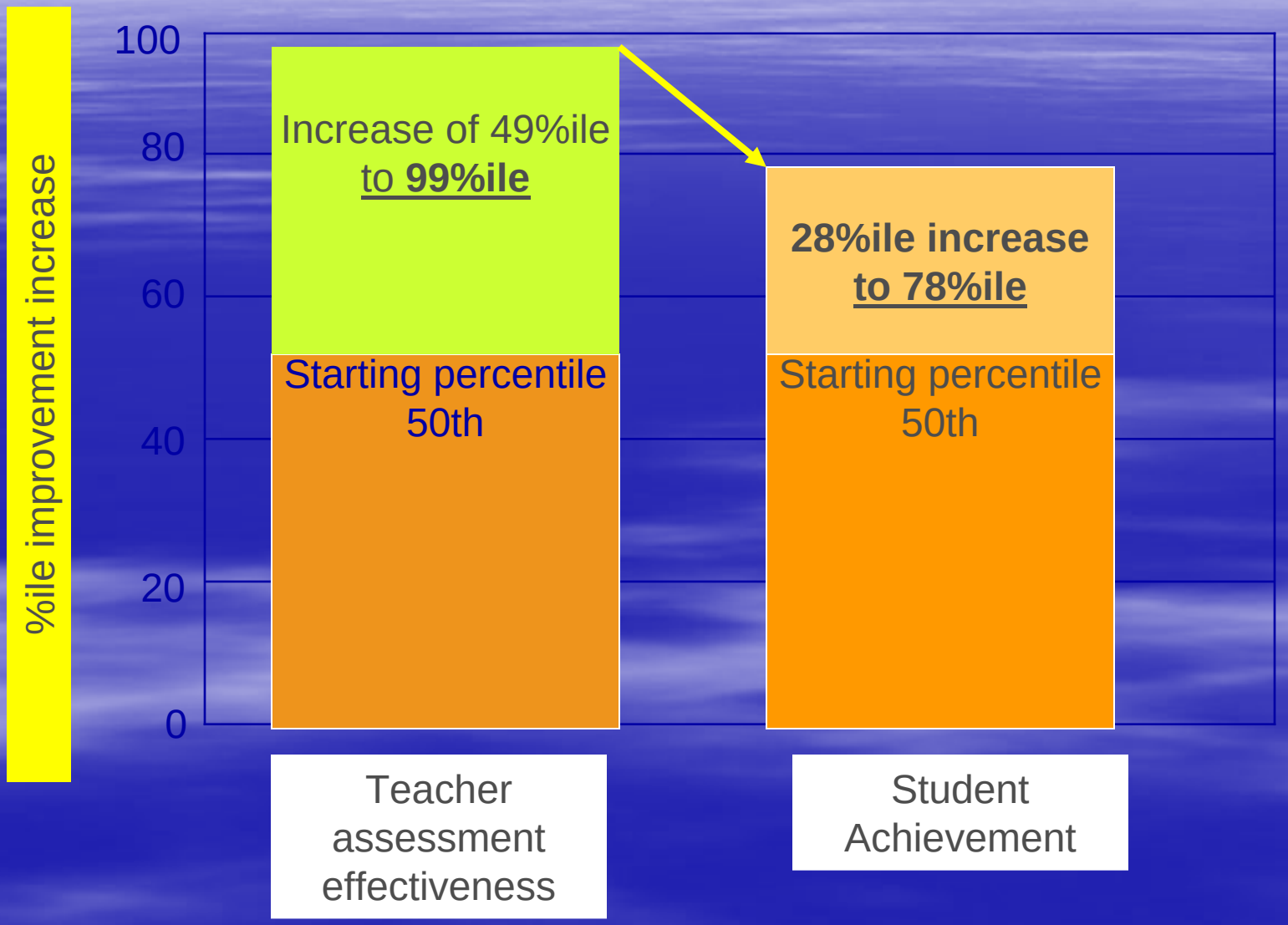
0.0
CLASSROOM
ASSESSMENT & GRADING
that Work
Robert J. Marzano


%ile improvement increase
100
80
60
40
20
0
Increase of 34%ile to **84%ile**
Starting percentile 50th
13%ile increase to 63%ile
Starting percentile 50th
Teacher assessment effectiveness
Student Achievement


%ile improvement increase
100
80
60
40
20
0
Increase of 49%ile to 99%ile
Starting percentile 50th
28%ile increase to 78%ile
Starting percentile 50th
Teacher assessment effectiveness
Student Achievement

Like most things in education, classroom assessment enhances student achievement under certain conditions only.

- Feedback from classroom assessments should provide students with a clear picture of

  their progress on learning goals and

  how they might improve

- Feedback from classroom assessment should encourage students to improve.

- Classroom assessment should be formative in nature.

- Formative classroom assessments should be quite frequent.

- Feedback from classroom assessments should provide students with a clear picture of
  their progress on learning goals and
  how they might improve

Bangert-Drowns, Kulik, Kulik, & Morgan, 1991

# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
6	Right/wrong	-3
39	Provide correct answers	8.5
30	Criteria understood by student vs. not understood	16
9	Explain	20
4	Student reassessed until correct	20

- **Feedback** from classroom assessments should provide students with a clear picture of

  their progress on learning goals and

  how they might improve

Fuchs & Fuchs 1988

49	Evaluation by rule [uniform way of interpreting results of classroom assessments using a tight logic)	32

Activity 5

- How can leaders promote systemic change in the assessment strategies teachers implement?

Team Collaboration and the 3 Essential Questions

- Question Three
- 3. How will we respond when they don't learn?

Salina Intermediate PLC Pyramid of Interventions
IF STUDENTS **DO NOT MEET** EXPECTATIONS . . .

04-02-07

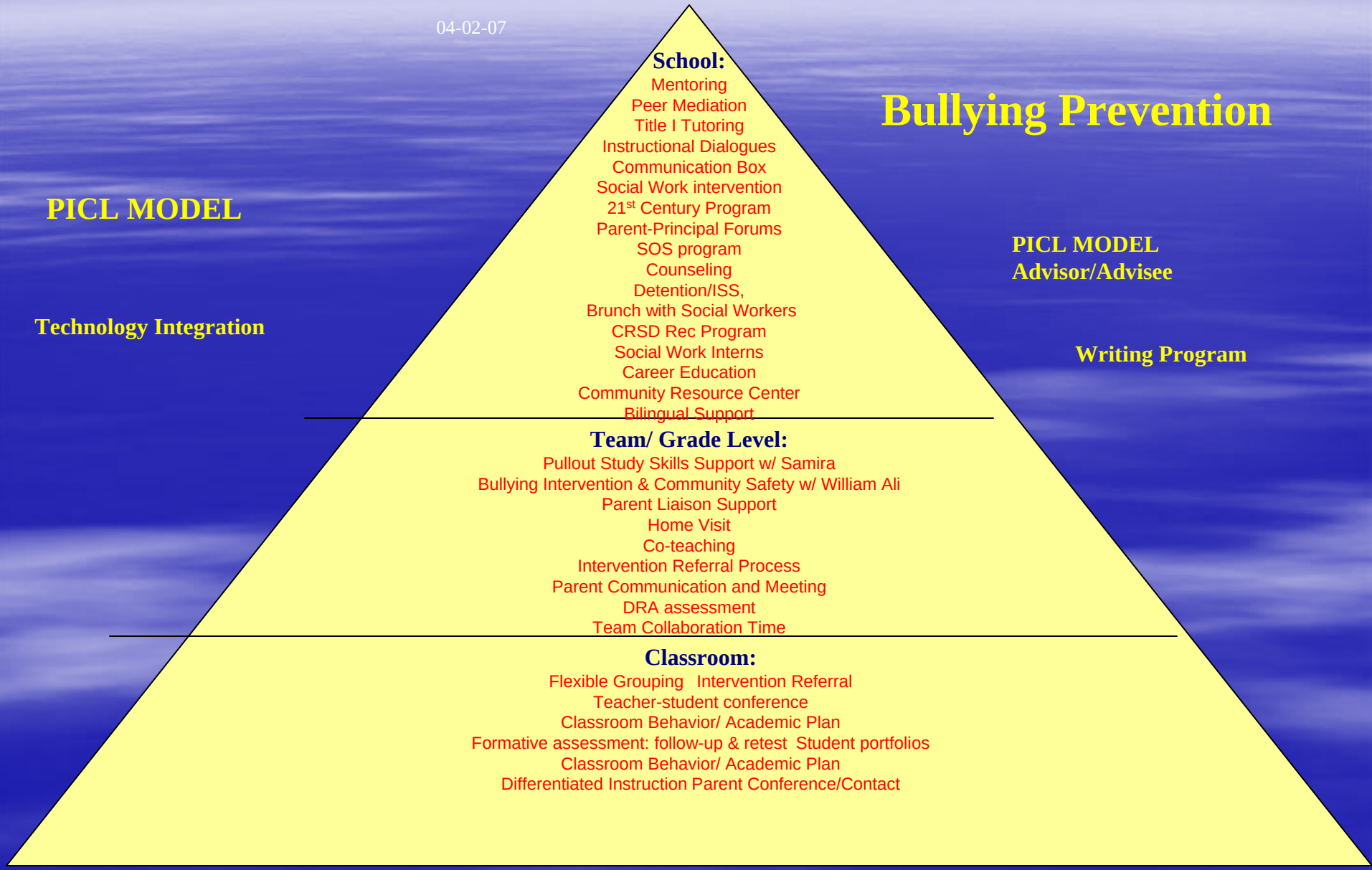
Bullying Prevention

PICL MODEL

PICL MODEL
Advisor/Advisee

Technology Integration

Writing Program



Team Collaboration and the 3 Essential Questions

- A new, fourth question is: How will we respond when they have learned?

Salina Intermediate PLC Pyramid of Interventions

04-02-07

IF STUDENTS **EXCEED** EXCPECTATIONS . . .

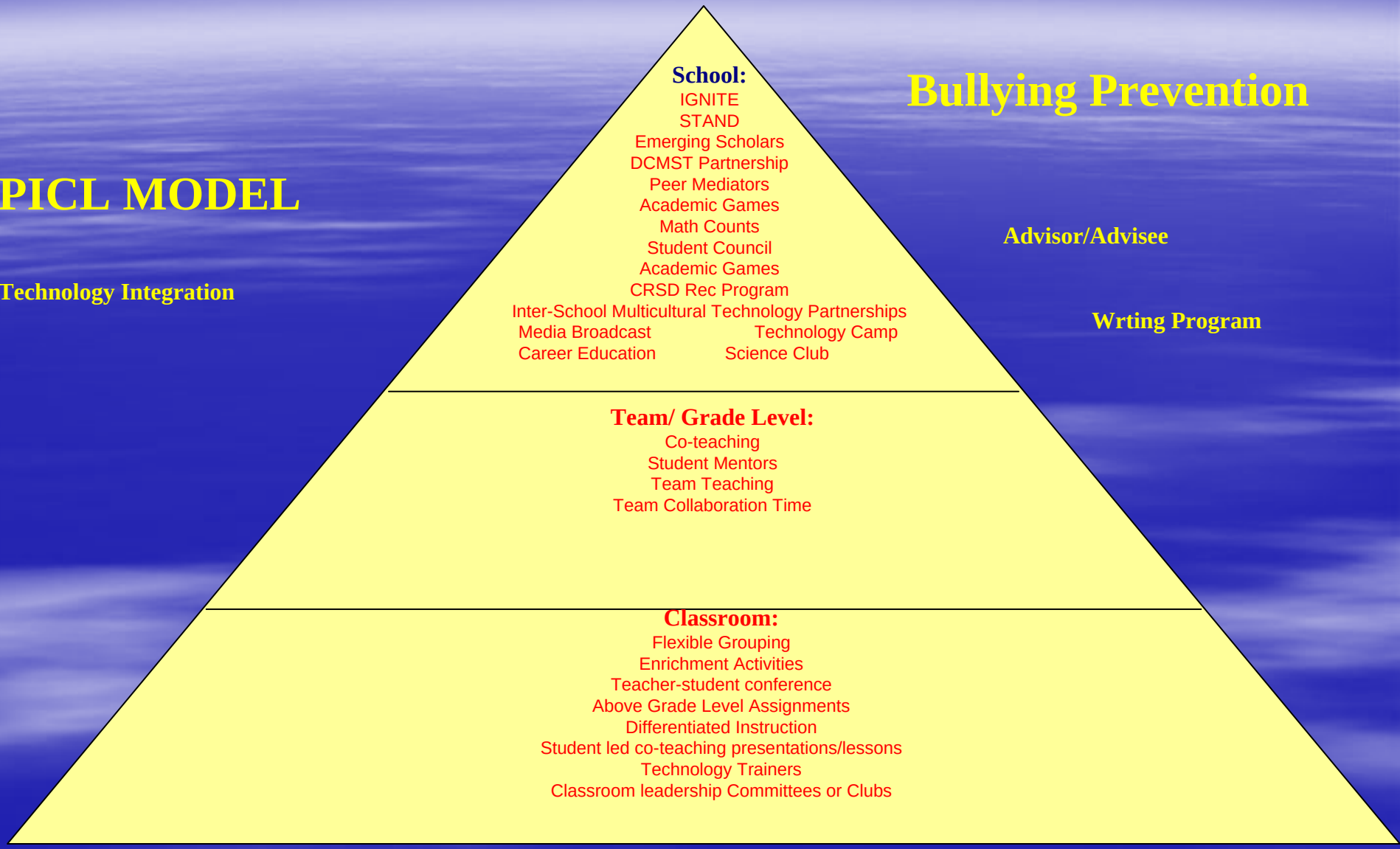
PICL MODEL

Technology Integration

Bullying Prevention

Advisor/Advisee

Wrting Program



Break out Discussion with Standards

- Break into groups of 2 or 3
- Each group will choose two standards to discuss how they can better implement those standards in their building and/or district.

Alan November

Read page 88 from the Standards Book.

Page 88 Admin standards book

- Alan November (1998) suggests that technology has not been fully integrated into the education environment because its use is viewed as an additional layer over what is already done rather than as an information and communication tool that can that can change the structure of the organization.

- Because there is great potential for organizational change through the use of technology tools, administrators need to be active players in technology integration. November also differentiated between automating, what happens when technology is layered on the existing system, and infomating what occurs when systemic change is achieved using information and communication. As mentioned above

November suggests that doing the same old thing faster should not be your goal, but rather it should be making better use of information and how you use it, which may, in turn, lead to some time being saved or better used.

Education leaders foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

Performance Indicator I.C

Steven Covey the 8th Habit

From Effectiveness

to Greatness

Taken From the 8th Habit By Steven Covey. 2004

Leadership and Choice One Person Can Make a Difference!

People like this just don't get sucked into or pulled down for long by all the negative, demoralizing, insulting forces in the organization. And interestingly, their organizations are no better than most organizations. To some degree, they're all a mess.

These People just realize that they can’t wait for their boss or the organization to change. They become an island of excellence in a sea of mediocrity. And it’s contagious.

All of us can consciously decide to leave behind a life of mediocrity and to live a life of greatness---at home, at work and in the community. No matter what our circumstances may be, such a decision can be made by everyone of us.

Whether that greatness is manifest by choosing to have a magnificent spirit in facing an incurable disease, by simply making a difference in the life of a child, given that child a sense of worth and potential, by becoming a change-catalyst inside an organization, or by becoming an initiator of a great cause in society.

We all have the power to decide to live a great life, or even simpler, to have not only a good day but a great day. No matter how long we've walked life's pathway to mediocrity, we can always choose to switch paths. Always. It's never too late. We can find our voice.

Pg. 29.

The history of a free man is never written by chance but by choice– their choice.

Dwight D. Eisenhower

The Need to Stop Doing

- Most of us have an every-expanding “to do list, trying to build momentum by doing, doing, doing- and going more. And it rarely works. Those who built “good-to-great” organizations, however, made as much use of “stop doing” lists as “to do” lists. They had the discipline to stop doing all the extraneous junk.
- Jim Collins.

To Do

- We must clarify what each student must learn by course, grade level, and unit of instruction by engaging all staff in an ongoing process to build shared knowledge of essential learning.

Stop Doing

- Stop Teaching much of what we are teaching
- Stop pretending that the work of individual teachers is directed by state standards and/or district curriculum guides. Recognize that the "**intended**" curriculum and the "**implemented curriculum"** are likely to be very different.

To Do

- Create Systems to Monitor each student's attainment of the essential learning on a timely, ongoing basis.

Stop Doing

- Stop focusing on educational "inputs"(curriculum guides, textbooks, schedules, etc) and focus instead on student outcomes-evidence of student achievement
- Stop giving priority to the **intended curriculum** and begin to make the **attained curriculum** the priority.

To Do

- Focus on the learning of EACH individual student.

Stop Doing

- Stop focusing on averages.

To Do

- Create systems and procedures to develop the collective capacity of staff to work together interdependently as members of collaborative teams

Stop Doing

- Stop allowing teachers to work in isolation
- Stop settling for “collaboration lite”.

How to Create Culture of Change That Supports Technology

- No Easy Answer all buildings and leadership styles are different.
- Take Risks--Let those trailblazers pilot their ideas.
- Teacher Leadership
- Administrators Help the Fence Sitters through Expectations and Support.

Administrator Observations Formal and Informal

1. Require Technology Integration

   Not just in the computer lab.

2. Technology Integration sign-up sheet Plan

Building Consensus and Responding to Resistors

Resistance

- Resistance to PLC concepts may arise due to the belief that:
  - It is the teachers' job to teach and the students' job to learn
  - Learning is only a function of the student's aptitude
  - Professionalism is defined by the autonomy to do as one pleases
- Strategies for addressing the problem:
  - Set a clear definition for consensus
  - Deal with confrontation

Defining Consensus

- Resistance arises in part because a clear, operational definition of consensus has not been agreed upon
- A group has arrived at consensus when:
  - All points of view have been heard.
  - The will of the group is evident even to those who most oppose it.

Building Consensus

- Create a comprehensive list of pros and cons regarding idea under consideration:
  - All points of view will be heard
  - No personal opinions will be evident
- Determine the will of the group
  - “fist to five” strategy of voting

Fist to Five Strategy

- **5 Fingers**: I love this proposal. I will champion it.
- **4 Fingers**: I strongly agree with the proposal.
- **3 Fingers**: The proposal is okay with me. I am willing to go along.
- **2 Fingers**: I have reservations and am not yet ready to support this proposal.
- **1 Finger**: I am opposed to this proposal.
- **Fist**: I veto this proposal.

Confrontation

- The real strength of a newly implemented idea is determined by the response to the disagreements and violations of commitments that are inevitable
- Conflict is to be expected, especially when an organization is engaged in significant change
- The absence of conflict suggests only superficial changes
- Leaders must address violations of what the organization contends is vital

Engaging in Dialogue

Strategies offered in *Crucial Conversations*:

- Clarify what you do and don't want to result from the conversation
- Find mutual purpose
- Create a safe environment for dialogue
- Use facts
- Share your thought process
- Encourage recipients to share facts and thought process

Continuing to Address Confrontation

Even after an open dialogue, resistors may persist. Leaders must act as promoters and protectors of decisions and:

- Continue working with the resistor
- Make no exemption from the collaborative process
- Clarify the specific **behaviors** required
- Clarify specific consequences
- Monitor **behavior** rather than **attitude**
- Apply the specified consequences, if necessary

Howard Gardner's Factors to Change People's Thinking

1. **Reason:** Appealing to rational thinking and decision-making
2. **Research:** Building shared knowledge of the research base supporting a decision
3. **Resonance:** Connecting to a person's intuition
4. **Representational Re-descriptions:** Changing the way the information is presented
5. **Resources and Reward:** Providing people with incentives
6. **Real-World Events:** Providing examples where the idea has been applied successfully
7. **Confrontation**

Final Thoughts

- Addressing resistance will communicate priorities throughout an organization
- Unwillingness to follow through when difficulties arise sends mixed messages about what is important or valued
- Hopefully, it will never come to this…

Standard III: Productivity and Professional Practice

- Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Standard IV: Support, Management and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration

Standard V: Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Standard VI: Social, Legal and Ethical Issues

- Educational leaders understand the social, legal and ethical issues related to technology and model responsible decision-making related to these issues.

Administrator Expectations and Support for Teachers!

Both are critical.

The thing that does not make a Difference

- Technology is not a magic pill for school reform. The mere presence of technology will make no difference in student performance, particularly if it is unused or misused
- The Technology Bond without training is not going to provide for an enhanced curriculum.

Making A Difference

- What does make a difference is a school administrator at any level who is a thoughtful instructional leader.
- In order to Be successful there must be a technology plan of action.
- Example: The Strategic Plan.

Plan of Action Examples

- Salina Program---Theme school proposal
- Next Day Governor's Grant
- Mission Statement
- Strategic Plan both district and Salina Plan
- Setting Specific Technology Goals
- Curriculum Alignment

Next Day Governor's Grant 1999 and Four Major Goals

1. Professional Development-Trainer or Trainer's
2. Technology Team
3. Multimedia lab
4. Website.

DPS Strategic Plan Vision

- We see a continually changing teaching and learning environment **that uses technology and research based best practices** a s a basis for developing and implementing sound educational programs and instructional practices.

DPS STRATEGIC PLAN
STRATEGY 4

We will use appropriate technology to enhance effective teaching and learning and improve the effective operation of the district.

Customizing Technology Based On Building Needs

- D. Identify technology needed.
- 1. Identify software needs.
- 2. Identify hardware needs.
- E. Make sure that the technology of interest makes the maximum use of the current technology.

Customizing Technology Based On Building Needs

- F. Training must accompany the acquisition of a new technology item.
- G. Take on new initiatives at a pilot level especially when it is a risk.
- Decide what should be implemented systematically

Research & Data

- There is an enormous amount of data supporting technology integration in the classroom.
- International Society of Technology Education (ISTE) Standards
- National Education Association NEA
- Michigan Association for Computer Users in Learning (MACUL)

Educational Leaders Advocate for research-based effective practices in use of technology

Performance Indicator I.E.

Too often the Technology itself Becomes More important than the Curriculum & Instruction

- Sound Curriculum & Instruction Decisions should be made and then the appropriate technology should follow.
- We should Review Site Plans
- Identify Existing Decision making Committees or other decision making groups.

Educational leaders facilitate and support collaborative technology enriched learning Environments conducive for innovation for improved learning.

Performance Indicator II.B.

Final Word

- One person agrees to be the starting person
- Starting person “A” identifies and reads a portion of the text (not more than a few sentences) and does not comment.
- In round robin order the group members comment on the item just read with NO CROSS TALK. Be succinct
- Passing is OK.
- The Original person has the FINAL WORD.
- Repeat steps with each team member in turn.

Technology Advisory Committee TAC

- The District Level Committee for Decision Making. Please see the handout for the model.
- The Computer Curriculum Committee is another example.