Proposal for an Instructional Technology and Distance Education Specialist at Marvin M. Sedway Middle School

Assignment #2

by
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EDD 8012, CRN 50723
Managing and Evaluating Technology and Distance Education

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COURSE: **EDD 8012**

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CERTIFICATION OF AUTHORSHIP: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased in standard APA format. I also certify that this paper was prepared by me specifically for this course.
STUDENT SIGNATURE: **David Haile**

Memorandum

From: David Haile

To: Principal of Marvin M. Sedway Middle School

Dear Sir,

The following document is a proposal for the addition of an Instructional Technology and Distance Education Specialist. Please note that included are a mission statement for the division, which coincides, with the schools mission statement, goals and objectives, a proposed organizational chart, a staffing change, a public relations plan and a timeline for the project. This document is presented for your perusal and possible suggestions. Any questions please do not hesitate to contact me by email or phone.

Respectfully,

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Introduction

As you are principal and main administrator, the following is a proposal for the improvement and adding a division of Instructional Technology and Distance Education at Marvin Sedway Middle School. The previous two principals at the school were very aware of technology and its impact on students and teachers. Education at the school has students and faculty more engaged with the use of technology. The past year has seen one of our teachers involve students using iPod touches and the teacher using an iPad. Additionally this teacher was part a program that was part of an International Society for Technology in Education (ITSE) project in which teachers were encouraged to use technology in a creative way. This was successful in that the school placed in the top fives schools of all schools involved with the challenge.

Technology may bring challenges in the teaching and learning environment and teachers at the school do not shy away from this challenge. Teachers are very involved in asking for more ideas in how to use the current technology and anything that could be part of the future with technology and education. Currently students are active in Social Networks Sites (SNS). Some 70 percent of students who reported using SNS visit one or more of these sites at least once a day and 32 percent visit SNS three or more times a day (College Board 2011).

This is a window of opportunity to have students and faculty using technology in a way students can relate with the use of social networking. Sites such as Facebook and Myspace are very popular. There is a company that is a SNS that is geared towards schools. The website is called Edmodo. Functions of the website can be accessed by going online to edmodo.com. Teachers can have lessons online with dialogue between

the students. Online learning can take place and will prepare students for the outlook of education from the traditional brick and mortar school building. Students are taking online courses in 82 percent of K-12 school districts in the nation. By 2019, half of high school classes will be delivered online (Barseghian 2011).

The Teaching and Learning Committee at the school can be of assistance and be asked to create and administer a survey to be given to the teachers to determine level of interest in learning new technology and find out how to incorporate Edmodo and online teaching to students. The infrastructure of this project is already in place and the current budget level will not be impacted. Additionally Edmodo is free therefore the school, faculty, and students will not have any out-of pocket cost for using Edmodo.

Edmodo has the look and feel of Facebook. Students that currently use Facebook will be able to relate and understand the functions of Edmodo, notice the Edmodo layout included here (see Appendix A). The tools on hand for teachers to conduct class are very numerous. After signing in to Edmodo messages can be posted publicly for all classes in addition to students being able to post to the main board. One teacher who was experimenting with Edmodo last year is able to monitor the main board and if any statement is incorrect or inappropriate the teacher is the main administrator of the page and can remove that particular post. Teachers do not have to go to a third party to report a finding and will have full control of the page.

The second icon next to the icon for notes is alert. The alert message is sent only to a group of people or a single person. It is not a public post. The next icon is for loading and describing assignments. The last icon is where a teacher can set-up a polling question. This is where students can have more ownership in the course. A teacher could

potentially ask students which assignment they would rather do and results can be presented on the page.

Edmodo has a calendar feature, an area for posting grades and library for posting documents such as class expectancy sheets, websites and videos for students. Teachers are not alone in Edmodo. There are links to specific subject areas were an instructor can exchange ideas with other instructors internationally of the same subject. Additionally there are blogs and webinars for instructors about Edmodo to help the instructor acquire more knowledge about Edmodo and be able to use it to its full capabilities. All webinars are archived for further research.

The current Educational Computer Strategist (ECS) has been overwhelmed with may projects and has on occasion asked other teachers from the technology committee who have a degree in computer, whether it be programming, applications or other areas of technology, to help with any overload that he may not be able to work on in an expedited manner.

The purpose of this proposal is to a system set- up where teachers, if they desire, can have mini online lessons designed by an instructional technologist for students. Teachers will have training sessions included to learn Edmodo and has no effect on if they will actually teach online or just use Edmodo for announcements or for questions to be asked outside of face-to-face time with students. When mentioning the role of a teacher Feldstein (2001) stated, "…the use of computers and other technologies will enhance their ability to teach more effectively " (p. 28). "It provides its users with an ability to manipulate this productive power and make it work effectively for their own ends" as stated by Morgan (1997 p. 184). In viewing the article, "Assessing the Impact of

Instructional Technology on Student Achievement", Billing, Jesse, Sherry, and Watson-Acosta, are observing if technology will have a positive effect on student achievement. Billing et al. (2001) stated, "A clear assessment strategy that goes beyond standardized tests enables school leaders, policymakers, and the community to understand the impact of technology on teaching and learning." (p.42).

Mission Statement

Being apart of the original committee to form the mission statement at Marvin M. Sedway Middle School and on the committee who revisited the mission statement there will not be a change in the mission statement but rather a mission statement for the Instructional Technology and Distance Education division. This statement will coincide with the mission statement of the school. Sedway Middle School's mission is to secure in all students; strength in diversity, excellence in academics, desire to achieve all goals, wisdom in judgment, appreciation for the arts and yearning for lifelong learning.

The mission statement for the Instructional Technology and Distance Education division is as follows. The Instructional Technology and Distance Education division of Marvin M. Sedway Middle School mission is to strive to bring understanding of current and future technology and to achieve excellence within a positive learning environment for all subject areas. It is noted that there is a similar theme that coincides in the Instructional Technology and Distance Education division and Marvin M. Sedway's mission statement.

Goals and Objectives

The goal in developing this project is to increase the use of technology at a distance. The objective can be measured after the implementation of the project by a

likert scale survey given to the teachers. The Teaching and Learning committee will form and administer the survey. The Teaching and Learning committee also has the opportunity to form the survey to better reflect the objective. Results would be posted and determined if the project was a success and to see if the project should continue.

Proposed Organization for the Project

The proposed organization for the project will have a slight change from the current organizational chart in regards to technology. The current organizational chart has the teachers report to the technology committee or the Educational Computer Strategist who in turn reports to the principal. The organizational chart would change with the teachers reporting to the technology committee who report to the Educational Computer Strategist or the Instructional Designer. The Educational Computer Strategist and the Instructional Designer report to the principal and back to the teachers (see Appendix B). Notice that the position of Instructional Designer has been added to the chart. The Educational Computer Strategist and Instructional Designer report to back to the teacher in addition to the principal. This opens lines of communication and brings a better understanding to the whole process.

Staffing needs for the Project

The staffing needs are able to work within the current faculty and staff at the school. There is one title added to what the school currently has to manage the project. The principal ultimately decides approval of the project and any changes that occur during the project. The Educational Computer Strategist is in charge of the following: a) inventory of computers, peripherals and software licenses b) assist teachers with the integration of technology into curricular areas c) imaging computers and placing software

on computers, d) staff development on the integration of technology e) facilitate creation of a yearly technology plan f) ensure students have the opportunity to learn. The Educational Computer Strategist has six areas with which he is concerned. Under the new alignment he will relinquish the duty of assisting teachers with the integration of technology into curricular areas.

The Instructional Designer will control the assisting of teachers with the integration of technology into curricular areas. Both the Instructional Designer and Educational Computer Strategist will share the duty of staff development on the integration of technology. The technology committee reviews the yearly and five-year technology plan. Additionally the committee assists the Educational Computer Strategist with assisting teachers with the integration of technology into curricular areas.

Proposed Budget

The proposed budget is slightly different from what is currently in place. The positions involved stay at the currently level and only adds a new position. The new position monies can be shifted from the preparatory period buy-out. The school is given five preparatory periods yearly. The Instructional Designer is the new position and would be the only additional money needed for the project and would use the five yearly preparatory buy-out money. The preparatory period is based on the rate of pay a teacher receives at the education and experience level.

Public Relations Plan

Notice to all stakeholders will be given on what will be involved with the online teaching. All announcements will be given to faculty, staff, students and parents. The announcement will be distributed by automated telephone to households, letters to

households, memorandums to faculty and staff and will be posted on the school website. The released plan will include the organizational flowchart, the addition of the Instructional Designer and the duties of the Instructional Designer. Information will also be given on how to sign- up on Edmodo with permission slips for students.

Timeline

The timeline for this project covers a fiscal school year (see Appendix C). The budget is submitted for clearance to place monies towards the Instructional Designer position. Approval is made before the school year begins with students. The Teaching and Learning Committee will approve survey and distribute to faculty and reviewed. Faculty will have a staff development day to sign-up and to trained on how to use Edmodo before the first day of school with students. During the time before the first day with students, announcement of the Edmodo sign-up will be sent to households and on the automated announcement by telephone. Training and staff development occur throughout the year. The Technology Committee will design a post assessment survey to be taken by the faculty before the end of the school year. The survey will be administered at the end of the school year to assess and determine if the faculty would plan on using Edmodo the coming school year.

References

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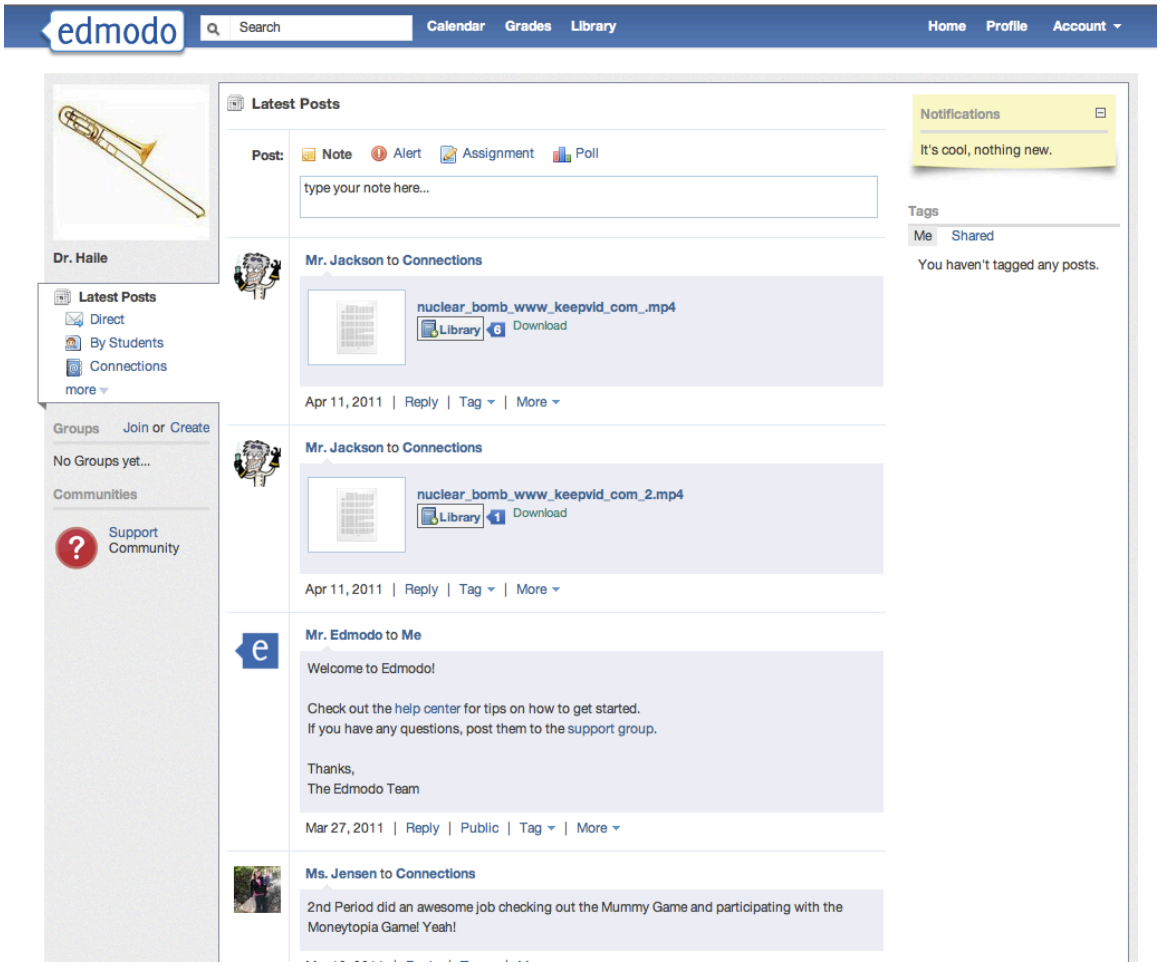
Appendixes

Appendix A

Edmodo website

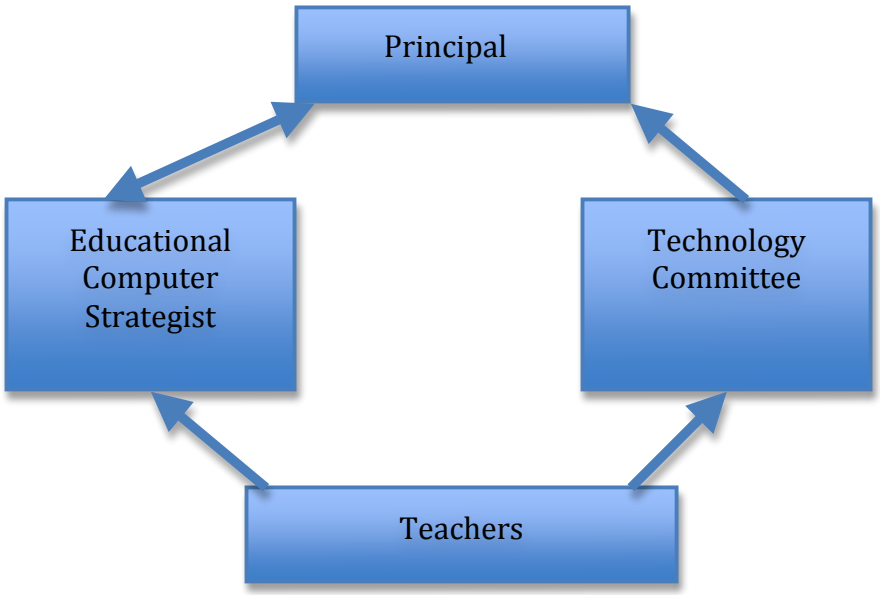


Edmodo Website

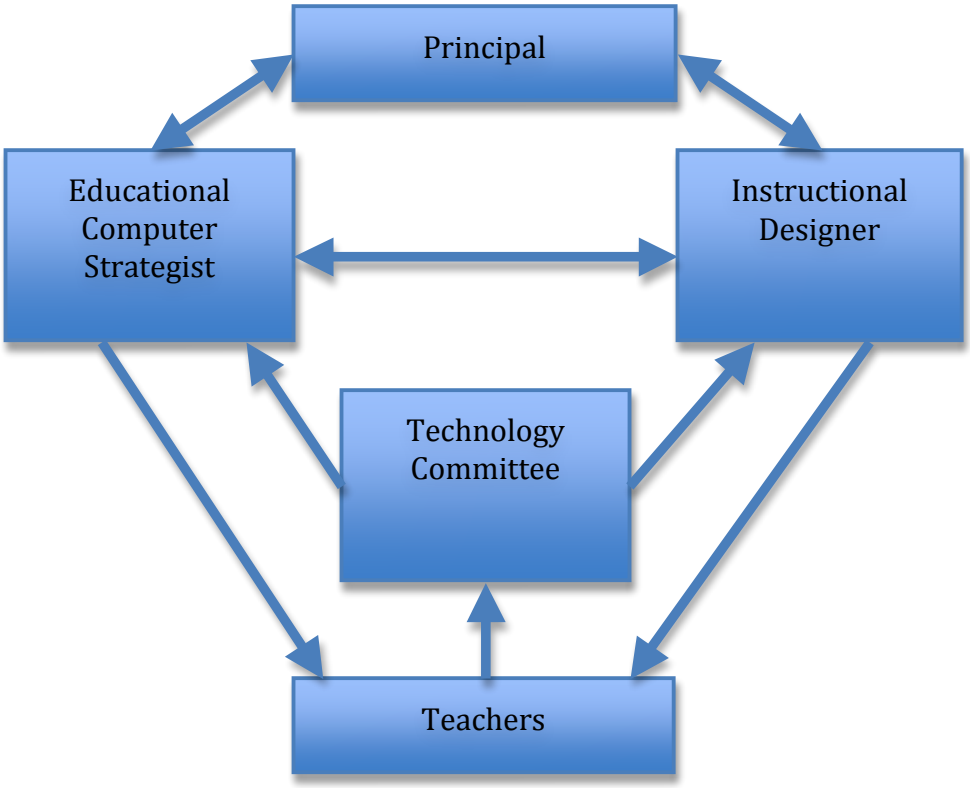
http://www.edmodo.com

Appendix B

Organizational Flow Chart



Previous Flow Chart



New Flow Chart

Appendix C

Timeline

Timeline for implementation of the

Instructional Technology and Distance Education Specialist

July 1- Budget proposal for Instructional Designer due

July 22 – Anticipated approval of budget at school board meeting

August week 3- Design of survey by Technology Committee and distributed to faculty

August week 4 Staff development training for Edmodo

August week 4 Announcement of Edmodo sign-up sent to parents, automated telephone message and placed on school website

September through May – Training and staff development throughout the school year

June week 1 – Post-assessment survey design by Technology Committee and distributed to faculty