

INTEGRATING CAMPUS PLANNING: THE TECHNOLOGY COMPONENT

This was prepared to assist Site-Based Decision Making teams in planning for the acquisition and use of technology for the delivery and management of instruction.

WHY PLAN FOR TECHNOLOGY USE IN SCHOOLS?

Technology's potential to affect K-12 instruction and educational management has been demonstrated repeatedly. Whether that effect is significant and lasting is largely determined by the forethought given to its implementation in the school setting.

Recognizing this, several Texas state initiatives directly address the use of technology in education:

The Long-Range Plan for Technology of the Texas State Board of Education, 1988-2000, published in 1988 articulated a vision in which technology facilitates the State Board's long-range goals for education in Texas. The plan focuses on classroom instruction, instructional management, distance learning, and communications and outlines the specific responsibilities of the state, regional education service centers, and local districts. A copy of this plan or summaries of particularly relevant parts may be obtained from Educational Technology Services.

Following the adoption of the Long-Range Plan for Technology, the 69th, 71st, and 72nd Texas Legislatures directly addressed the use of technology in Texas public schools, including issues relating to: equal access for students to information resources and enrichment opportunities provided through current and emerging technologies; equal access for educators and administrators to high quality teaching tools and efficient management systems; improved student productivity; provision of technology training within required staff development training; and an assertion that public schools must utilize, in a comprehensive manner, appropriate technology in all aspects of instruction, administration, and communication. For details regarding these legislative initiatives, contact Educational Technology Services.

A key provision of the legislation provides for the distribution of the Technology Allotment Fund to districts provided that each district improvement plan shows that at least 75% of the funds will be used to provide classroom instructional services and programs. In order to receive these funds for the 1992-1993 school year (which amounted to about

\$27 per ADA), each district in Region 20 developed and submitted to TEA a five-year Educational Technology Plan. Members of the team that developed this plan should be able to assist campuses in developing the technology components of their campus improvement plans.

WHAT SHOULD TECHNOLOGY PLANNING LOOK LIKE?

Ideally, technology will be viewed as a powerful ally in the school's effort to accomplish Campus Improvement Plan objectives and goals. Technology planning should flow naturally from the established district educational goals and objectives and should align with and support the goals and strategies of the Campus Improvement Plan. Any planning model currently used with success in other areas may be applied to planning for technology use in the classroom. Some things to consider: team members must agree upon terminology; team members must develop a vision for technology use in the school based upon a number of experiences and exposures to current and emerging educational technologies and practices in applying those technologies; the plan should consider technology use across the school environment, i.e., all grade levels, all subject areas, all populations, the library, and administration; technology planning should include provisions for staff development.

HOW SHOULD TECHNOLOGY PLANNING PROCEED?

As with any planning effort, the process is important. The technology portions of the Campus Improvement Plan should reflect the team's best thinking about how technology can be used to assist in the implementation of instructional strategies and activities as well as to ensure that administrative tasks can be accomplished more efficiently. Technology planning should not be done in isolation; it is most effective when it supports instructional and management goals. In this process, it might be helpful to:

Analyze the Environment

- * identify the key players and resources
- * identify district/community/state/national trends
- * identify areas where technology use would be appropriate

Create a Common Vision

- * examine the district/campus educational objectives/goals and the Campus Improvement Plan
- * know the potential of technology to impact instruction and learning (ESC-20's Educational Technology Services can help)
- * determine where technology has the potential to assist in achieving district and campus improvement goals

Develop Goals

- * describe general goals for the use of technology in instruction and management
- * set goals for technology acquisition
- * set goals for staff development

Write and Present the Plan

- * if possible, integrate technology planning with the Campus Improvement Plan; otherwise, develop the technology plan using the same format used for other elements of the Campus Improvement Plan
- * describe strategies and establish timelines and staff responsibilities relating to: meeting goals for using technology

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instruction and management, technology acquisition, and staff development

- * specify budget utilization
- * develop formative evaluation strategies related to the timelines and activities specified
- * plan for summative evaluation to determine how well technology-related goals were met
- * submit for several reviews
- * present to the school board and community

If you would like additional information about planning for technology use in schools, contact:

Diann Andy <dandy> (210) 270-9202

Educational Technology Services
Education Service Center, Region 20
1314 Hines Ave.
San Antonio, TX 78208