

Running Head: TECHNOLOGY GOALS

Technology Goals Action Plan for Self Improvement

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Course material (Laureate, 2004) reminds us that “goal planning is a flexible, ever-changing process...particularly true when the subject is technology (Week 7, Overview).”

Before setting goals for personal growth, educators are reminded (Laureate, 2004) to determine whether goals have relevance in terms of student achievement (*Tips*, Week 6), and be reasonably accomplished within one’s own control. Focus areas for technology integration outline purpose, resources, and potential roadblocks associated with goals we might set for ourselves. And, finally, consideration is given to prioritization and organization, as well as degree of collaboration (Week 7).

Of the eight goals selected in week 6 of the EDUC 6665, *Technology, Leadership, and a Vision for the Future* course:

- Increase familiarity with *MovieMaker*, *Photo-Editing*, *Interactive PowerPoint* and *SmartBoard* applications;
- Assist 6th Grade Math Teachers with TIPPA planning; encourage use of my WebQuest created during EDUC 6663;
- Become more familiar with SmartBoard and Write-on PowerPoint applications;
- Develop list of on-line assessment tools teachers can use to gauge grade level ability of new students and those for whom ability growth needs to be targeted;
- Get better organized with file and folder systems;
- Review District Acceptable Use Policy; but more importantly, appropriately cite downloaded material and pictures in accordance with copyright law;

- Consider on-going involvement in Collaborative Action Research projects to improve access to online teaching tools and enhance student learning opportunities, particularly in terms of using technology and related literacies;
- Become involved in a new NISD Technology initiative – Talking Books;

two goals I have selected for immediate implementation are:

- Assist 6th Grade Math Teachers with TIPPA planning; encourage use of my WebQuest created during EDUC 6663; and
- Become involved in a new NISD Technology initiative – Talking Books.

Both of these have immediate relevance to student learning as well as practical support potential to middle school teachers of Math and Language Arts. Each of these core content curriculum areas are priority concerns for Texas Assessment of Knowledge and Skills (TAKS) accountability. Other goals will be on-going and general in scope, whereas these two are specific and doable now.

Assisting 6th Grade Math Teachers with their Technology Integration Planning Program and Assessment (TIPPA) project will occur whether they choose to use my WebQuest or not. As an Inclusion teacher, I will assist with what ever project they select for completing their twice a year requirement. I observe that year after year, students have problems tying the loose ends together attempting to associate fractions, ratios, decimals, and percents in equivalent terms. I believe that an exercise that requires some degree of engaging data collection is more meaningful than copying data from a handout. In either instance, Excel spreadsheets outline the information and can be used to generate a pie chart to depict data outcomes. In the average exercise only the Excel program is used and generally scripted step by step with each student reaching the same results. Little room is allowed for creativity or individual expression. Using WebQuests provide

practice in a variety of technology applications (Excel, PowerPoint, Word, Desktop Calculator, and Internet search).

The three math teachers with whom I work on a daily basis are at three diverse levels of technology expertise and comfort. One is quite computer savvy and willing to implement the WebQuest now without changes. One is open to using the WebQuest for the second TIPPA project, if I can include degrees of central tendency into its framework. The third teacher, however, is comfortable with doing her Excel-routine that has passed muster satisfactorily in past years: It is simple to teach and easy to do. She will require considerable convincing to change to a more involved technology project. The others will be fun to work with; even with making modifications to the current design. Including degrees of central tendency will further enhance the WebQuest's versatility and depth of potential learning reinforcement. To satisfy this item as an accomplished goal I will have to successfully sell the WebQuest concept to all three teachers. This goal, therefore, will not be accomplished in this school year. I will continue to encourage this third teacher in accepting the challenge of increased technology involvement in her curriculum planning and work with her to ease her current phobic attitude towards a more complex assignment. Getting her colleagues to share the outcomes of their experience with the lesson may help speed the process.

Involvement with the Northside ISD technology *Talking Books* initiative came about by accident. One of the district technologists and I were discussing ways to mix and mingle various programs to enhance tired and over used PowerPoint presentations. The notion of language arts personal sharing creative works for narrated stories led to ideas for poetry and short stories. I was asked to submit a story I had written a few years ago for consideration. Within a couple of days, it was already being launched on the pavenet.org/users web site. There are many possibilities for

teacher use of this concept expanding currently available programs to a new dimension. I hope to have other work I have done included in this program and to encourage others to participate – as writers or readers. The best way to evaluate this goal is two-fold: First, have a work accepted for the program; and secondly, wait for feedback from colleagues – and more importantly, students.

In either goal, the resources are currently available. One employs Web-based assets, the other written work saved to Microsoft Word documents. The WebQuest is usable as is, but will be modified to include an option for degrees of central tendency. The *Talking Books* program is a work in progress with unclear applications at this time. The plan by district designers is to provide this idea as an additional resource for teachers to employ in developing student interest in written expression and critical reading skills. The logical extension to this is staff development possibilities I may want to explore to further my self development in technology.

References

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