

TF Standard II Reflection

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Planning and Designing Learning Environments and Experiences

“Integrating technology into classroom practice requires teachers to engage in sophisticated planning and design processes, but there is no guarantee that teachers will have the support they need to accomplish their tasks successfully” (Williamson & Redish, 2009). This statement is the very reason TF/TL Standard II was enacted which is to play a key role in the advancement of instructional technologies in K-12 education (Williamson & Redish, 2009). This standard provides a description of the support teachers should receive during critical instructional planning and design phases.

Support is not the only issue on the table with integrating technology into the classroom as mentioned above. Teachers have additional items to consider ranging from standards, goals, innovation, materials, professional learning and time. All of these are either road blocks or time consumers that create a barrier to teachers having the time and energy to implement the technology. Given the pressures of high-stakes testing and national, state, and district mandates, coupled with the charge to meet the endless list of student needs, teachers are leaving the profession in record numbers (Luekens, Lyter, Fox & Chandler, 2004). Those that remain are hungry for support as they strive to meet the endless challenges of teaching in today’s schools (Fullan, 2009).

I am often asked to conduct professional development trainings for teachers and administrators. I have in the past concentrated solely on the topic by providing instruction and practice sets. During the last several months it has become apparent to me that staff development needs to be well rounded. I need to provide a model for teachers and a process for designing. Teachers need a descriptive framework and I can assist in this area with the knowledge I have gained. Recently I conducted training for several districts in the area of grade book utilization. This was a great experience for the teachers as they exchanged contact information and shared tips with each other. After the great results I plan to conduct more training with multiple districts. I shared this new concept with a few colleagues and they were very interested in the outcome. I have promised to pass along to them the information and material used during the trainings.

As I studied this standard I had to rely on other sources to gain knowledge in the curriculum area. I am not a teacher and it was difficult for me to apply this new knowledge. I had assumed the only classes with technology in the classroom would be those teaching computer classes. This standard taught me about utilizing technology in every classroom and the intricate role it plays in creating success for student education. Another area was realizing how to connect the social and classroom technology interaction of the students. The discussion forum and web conferences were especially helpful during this time to assist in discovering more about the classroom environment. The knowledge gained during this study will be vital to connecting my role as a technology leader to that of the teachers and facilitators. I can pull from the resources of this class to affect the future of my professional development training sessions. I feel I can collaborate the information and knowledge to make a difference and be a positive role model.

Administrators can make a difference by providing a positive role model for the teachers and supporting the technology leaders. A balance is necessary to allow each group to feel successful. "Leadership under these conditions is more difficult and more necessary than ever before (Solomon & Schrum, 2007). As technology is implemented in the classroom and technology leaders provide the support we will see success. I sincerely hope to be a part of the success we will see in the future. I feel as each school year ends and another starts we will be one step closer to seeing teachers engage in planning and design processes that will effectively integrate technology into the classroom.

References

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