

syteshirt: Very cool iPad integrated shirt.
Scott McLeod leading the discussion.

Uninformed technology purchasing.

TPAC session: having discussions with principals to accurately implement tech.
We have a lot of technology instruction that we're pulling in principals into
teacher instruction and we actually need tech instruction for just the principals.

Answer:

1. Empower a select group of teachers to implement the tech.
2. Create a rich, deep technology vision at principal/supt. level.
3. Principals get a "principal" version of the technology instruction.
4. District level evaluation of the technology after purchase.
5. 3-5 year plans lead to rigid thinking.
- 6.

Can the average administrator understand what they're seeing when they are
looking at tech being used in the classroom? (one hand of 50)

So . . . what do you do about that?

1. Training them on the walkthroughs to ask more reflective questions on
their walkthroughs. Standardized questions.
Teacher presentation vs. Student usage.
2. Need to hire principals that understand all curr. subjs.
3. Need a principal level conversation on tech usage in building and district.
4. "Focus Walk" teachers and principals fill out the check sheet and answer
whether the students/teacher are using/consuming technology.
i.e. What is engagement?
5. Interesting point: really have to go to the students' homes and also see
what they are doing there, because the engagement goes on beyond four walls.
6. Hit administrators in a key specific way
7. Provide specific support in forms and rubric to assist but allow flexibility
to allow the admin. the opportunity to expound.
8. Create ownership as instructional leaders.
9. Provide them contrasting examples.
10. Give them time with peers.
11. Make the administrators play with the tools.

Why aren't we doing this already for our "leaders"? Now?

1. Embarrassed if it doesn't come up to expectations.

2. Administrators run PD and so they can't participate in it themselves.
3. There isn't research yet to support the purchase. Yet.
Innovation precedes Research.
4. Leaders control all the power by controlling resources.
If you don't feed their technology needs, they won't spend the \$\$ on it.
5. You have to understand what their incentives are. They also want to survive a disaster for example.
6. Superintendents don't want to be seen as unknowing in front of their teachers.
They get bribed to go to ISDs to learn.
7. Find out where the administrators are and then take them from there.
Require them to use the tech first, then the teachers. (i.e. Google Docs/Moodle)

Do School Boards have a role in this?

The critical people are school boards, superintendents, and people with money in the district.

Superintendent took pictures of what was going on in the district and then created a VoiceThread and commented on the pictures as a way for feedback and evaluation.

CASTLE model

Increase discomfort level with status quo in order to make change.

Replace it with a different kind of vision.

Come in the back end with support and resources and vision.

Where is the student voice in this? (Peggy Sheehey)

Summary: By and large these are good people who want to do good by the kids. We have to educate up as well as down. We need to resource the principals when they do go to do a change. Instead of coming to admin. with "we need this to be better" come to them with "here's the problem here's how we make us and you better."