Bringing all the pieces together using the integration of technology and project based learning to build student achievement. Provide students with the resources and training to be prepared for a world that is evolving around technology. This is the direction I would love to see the mission and vision of Russell Elementary go. Russell Elementary currently does not include technology in the school’s vision or mission statement. In the next three to five years I would like to see technology included in the schools vision and/or mission statement.

There are many ways technology should be used to support teaching and learning. Technology can support teaching and learning in and out of the classroom. Technology supports learning for students, teachers, administrators and all other staff member.

Technology is used various ways with students. Students use technology to conduct research. Students begin using technology to conduct research in elementary grades and continue to build on the skill through out the rest of their schooling. It is common for students to practice their different content areas using Web 2.0 tools and resources. Students at Russell elementary school use tools such as RAZ kids, MobyMax, Read 180 and more. Students who have the opportunity to experience project based learning have the opportunity to use technology to help them problem solve with real word situations. The article Why Teach With Project Based Learning?: Providing Students With A Well-Rounded Classroom Experience states that project based learning projects will typically require students to use computers, the Internet, interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment.

Teachers are constantly using technology to effectively do their job. Teachers use technology to research and find resources to help them improve their work and find additional activities to use during instruction with students. Sites like Teachers Pay Teachers and Pinterest. Teachers use technology, such as Promethean boards, to present information during instructional time. Teachers use technology to collect data such as RTI (Response To Intervention), CTLS (Cobb Teaching and Learning System) and TKES (Teacher Keys Effectiveness) evaluation information.

Administration uses technology to keep up with data in the school building, to distribute information to staff members, and to research new things being implemented into the school.

With the mission and vision stated in the beginning, the stakeholders are both the staff members in the school, those conducting any training or professional developments, and the students. The purpose of the staff members is to be trained in different types of technology and to be trained and become effective in using technology in a variety of ways. The stakeholders who give the trainings or professional development sessions have the role of researching and distributing information to teachers. This stakeholder works closely with the faculty and staff of the school to help train them to meet their needs and wants with technology. The students are the stakeholders who are affected based off of the other two stakeholders. Everything that is done with preparing to use technology effectively is to promote student achievement.

When creating the mission and vision statement , the results from a survey that was given to five-second grade team members at Russell Elementary School. When asking the team members how they would rate their technology abilities on a scale of one to five, one-team members rated themself a two, three team members rated themselves a three and one team member rated themselves a four. When asked, one team member rated herself a three with assisting others with technology while the other four teammates gave themselves a two with being comfortable to assist others with technology. My teammates were each asked how often they use technology in their everyday instruction. Each of my teammates responded with everyday. When asked how comfortable they are at using technology in everyday instruction, four teachers put three out of five while one teacher put four out of five. Russell’s second grade were asked if they feel technology in everyday instruction effects student achievement, and every teacher responded with a three out of five. When asked how often technology is used in everyday instruction all teachers put in mostly every lesson/activity. When the second grade where asked about what kinds of technology they are interested in learning more about. Overall the second grade want to learn about more Web 2.0 tools for students to use as a practice resource. The teachers stated that they wanted to see Russell improve in the how technology is used and would like to see more training on how to effectively use technology to help with student achievement. The teachers on the second grade team at Russell want to see professional developments on how to effectively use different Web 2.0 tools with students that will help enrich and meet students individual needs. The second grade team essentially wants to be trained on how to be effective users of technology. Based off of the responses of this survey, it is clear that there is a want to be more effective users of technology. The key is to train and professionally develop teachers to learn how to use technology in an effective way that will help increase student achievement.

Technology is effective in helping with student achievement when used to its full capability. In order to be used to benefit student achievement, the proper training has to take place so that the technology is being used in a way that works towards student achievement. In the article, What the Research Says about 1:1, Bebell and O’Dwyer (2010) found that there are more positive outcomes when schools focus on more training and immersion rather than just implementation with one to one initiatives with technology. The one training, the teacher, the student, the technology and the training on the technology are all pieces that bring the puzzle of student achievement together. There are teachers who have a want to integrate technology into instruction but they need assistance in figuring out how to do so.

Resources:

Bebell, D. & O’Dwyer, L.M. (2010). Educational outcomes and research from 1:1 computing settings. Journal of Technology, Learning, and Assessment, 9(1). 5-13.

Edutopia - Comments for Why Teach with Project-Based ... (n.d.). Retrieved March 13, 2017, from https://www.bing.com/cr?IG=C9309B38AE1A4027AA03BEF4519E6A81&CID=0FFB776D5D2F6F4D0E117D285C1E6EEE&rd=1&h=IWy0NsvUvrYgZv45RHq4Y1KPe6XDtkk0d6l8Ir8HKfc&v=1&r=https%3a%2f%2fwww.edutopia.org%2fcrss%2fnode%2f439713&p=DevEx,5071.1

What the Research Says about 1:1. (n.d.). Retrieved March 13, 2017, from https://www.edutopia.org/discussion/what-research-says-about-11