

Children of the Digital Age

The shift from broadcast to interactive is the cornerstone of the N-Generation. They want to be users, not just viewers or listeners...What we now find is that kids don't want optimized, pre-digested information. They want to learn by doing-where they synthesize their own understanding-usually based on trying things out.

Growing Up Digital: The Rise of the Net Generation. Don Tapscott

Critical Factors for Successfully Integrating SMART Boards into Your Classroom, School or District

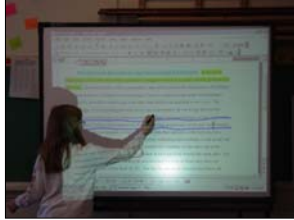


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Critical Factors

- Vision
- Planning
- Leadership and Administrative Support
- Professional Development
- Networking and Collegial Sharing
- Time, Personal Commitment and Risk-Taking
- Technical Support



To serve as technology advocates, school leaders must first understand and be able to articulate a vision of how technology fits into the broader framework of school improvement and the district mission and goals. Planning for the infusion of technology requires both good planning strategies and a knowledge of teaching and learning.

Johnston, Michelle and Nancy Cooley. (2001). *Supporting New Models of Teaching and Learning Through Technology*. Arlington: Educational Research Service.

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The degree of success that a school has in implementing technology will depend, in part, on the quality and maturity of its technology plan.

Factors That Affect the Effective Use of Technology for Teaching and Learning. (2001). South East Initiatives Regional Technology in Education Consortium.

A school must have a clear vision of its integration strategies and this vision must be appropriately communicated to all members of the school community. Administrators themselves must have a clear vision of technology integration for their school and then effectively communicate that vision to their teachers.

Mize, Charles D. & Amy Gibbons. (2000). *More Than Inventory: Effective Integration of Instructional Technology to Support Student Learning in K-12 Schools.*

Administrators must be cheerleaders and visionaries who see beyond the daily routine to a vision of what is possible through the use of technology.

North Central Regional Educational Laboratory. (2000). *Critical Issue: Providing Professional Development for Effective Technology Use.*

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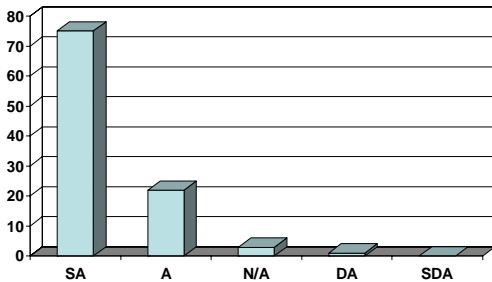
It is especially important at the school level for the principal to have a vision of what is possible through the use of technology and be able to work with others to achieve the vision. Without this vision, and the translation of the vision into action, lasting school improvement is almost impossible.

Factors That Affect the Effective Use of Technology for Teaching and Learning.
(2001). South East Initiatives Regional Technology in Education Consortium.

Supportive school principals highlight the efforts of teachers who attempt to use technology to improve teaching and learning.

Factors That Affect the Effective Use of Technology for Teaching and Learning.
(2001). South East Initiatives Regional Technology in Education Consortium.

The administration supports the use of interactive whiteboards in the classroom.



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Most districts have not been organized to accompany system-wide initiatives in curriculum, instruction or technology with the staff development to ensure a healthy implementation. Often this doesn't occur because the staff development component has not been extensive enough.

Bruce Joyce and Beverly Showers. (1995). *Student Achievement Through Staff Development: Fundamentals of School Renewal*.

To achieve the integration of the technology, teachers must be exposed and trained in a variety of methods for integrating the technology into their classrooms.

Mize, Charles D. & Amy Gibbons. (2000). *More Than Inventory: Effective Integration of Instructional Technology to Support Student Learning in K-12 Schools*.

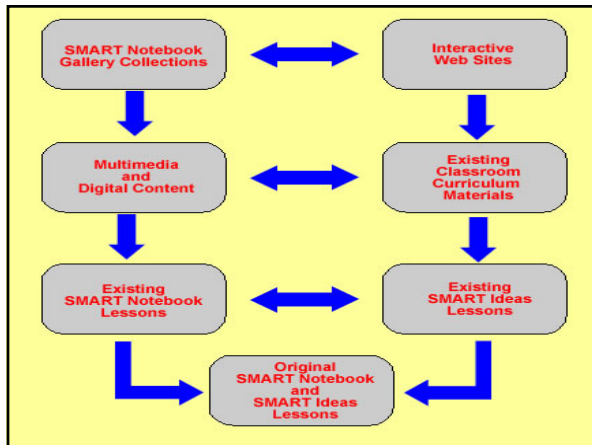
Effective professional development requires careful planning, job-embedded and hands-on activities directly linked to the curriculum, plenty of follow-up, built-in evaluation, adequate time, sustained funding and the willingness of educators to take on new and expanded roles.

Critical Issue: Providing Professional Development for Effective Technology Use. (2000). North Central Regional Educational Laboratory.

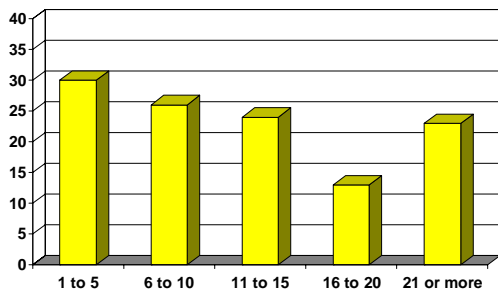
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Job-embedded learning means that learning is part of, or embedded into, the routine of the school day and school week. Job-embedded learning is viewed as learning that is essential for schools to function at high levels. Job-embedded learning requires that participants plan and reflect upon their professional activities and practices.

Expanding Your Vision of Professional Development. National Staff Development Council, September 2005.



Hours of SMART Board Professional Development



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Researchers found a strong complementary relationship between the adoption of technology and the creation of collaborative learning environments for teachers.

Johnston, Michelle and Nancy Cooley. (2001). *Supporting New Models of Teaching and Learning Through Technology*. Arlington: Educational Research Service.

Programs that build into training and follow-up of training opportunities for collegial work on the mastery and use of innovative practices and content contribute not only to the individual competence of teachers participating in them, but also build their sense of membership in the profession.

Bruce Joyce and Beverly Showers. (1995). *Student Achievement Through Staff Development: Fundamentals of School Renewal*.

In addition to working in pairs or teams, teachers need access to follow-up discussion and collegial activities. They also need time to discuss technology use with other teachers... School districts should find creative ways to build teacher networks so that teachers have additional opportunities to discuss the new instructional methods that technology promotes.

Critical Issue: Providing Professional Development for Effective Technology Use. (2000). North Central Regional Educational Laboratory.

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Acquiring technology skills and becoming proficient at new ways of teaching in which technology is appropriately integrated requires additional time. An effective professional development program provides sufficient time and follow-up support for teachers to master new content and strategies and to integrate them into their practice. Teachers need time to plan, practice skills, try out new ideas, collaborate and reflect on ideas.

North Central Regional Educational Laboratory. (2000). *Critical Issue: Providing Professional Development for Effective Technology Use.*

An important component of effective professional development for technology is access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place. When teachers are trying to use technology in their classrooms and they encounter difficulties, they need immediate help and support.

North Central Regional Educational Laboratory. (2000). *Critical Issue: Providing Professional Development for Effective Technology Use.*