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Vision Statement

CEP 815 : Technology & Leadership

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My vision of education and the role of technology is a system that provides a platform of equity and accessibility for everyone to succeed. Students will have access to an education that they deserve within a system that acknowledges the differences of their diverse needs. I envision multiple technologies as the tools to provide students with the opportunity to develop digital literacy across all disciplines. The variety of technology in the classroom will support student success by further developing students' multiple intelligences. Gardner argues that "students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a number of ways and learning could be assessed through a variety of means." (Gardner, 2010) Education tends to adhere to a 'one size fits all' model, leaving very little room for differentiation and modification. The role of technology in education can be used as a tool to not only support differentiation and modification but to also encourage exploration. This, in turn, will support the non-static characteristics of the profiles of the intelligences that Gardner addresses.

Rushton Hurley mentions in an interview by David Nagel, that "if something educationally meaningful is going to happen with technology, it happens in the teacher's heart first, and this is a function of seeing various possibilities, choosing those to pursue and having time to explore with colleagues" (Nagel, 2011, pg.1). Therefore in this vision, the teachers are the gatekeepers. If technology is to foster equity in the classroom, then teachers need to be aware of the multiple intelligences and the ways that certain technologies can support the diverse needs of our students. Ultimately, teachers will need training with technologies that serve this purpose. Furthermore, teachers are equipped with their own experiences and bring their own 'social capital' to which Pierre Bourdieu defines as - 'the aggregate of the actual or potential resources which are linked to possession'. (Bourdieu, 1986, pg. 20) In addition, according to Brown (et al 1986) in regards to the culture of learning, "many of the activities students undertake are simply not the activities of practitioners and would not make sense or be endorsed by the cultures to which they are attributed" (Brown et al 1986, pg. 34). In my vision, teachers will be knowledgeable about the nature of technology in their field by using their social capital, and how it can be used to authenticate

activities (parallel professional practices in the field). Teachers will then leverage their social capital to cross-cultural interactions of school-based activities and activities practiced in the fields.

Student cognition in the classroom is very individualized thus, teachers will center learning around social interactions with the help of technology. The TPACK framework - which focuses on the intersections of the teacher's technological and pedagogical content knowledge, paired with leadership support that focuses on 'perspective and empathy' (Johnson, 2013) will further facilitate this endeavor. To strengthen this social approach, teachers will have the opportunity to share experiences and inform their peers of successes. This re-centers technological practices around social interactions rather than the technology itself and further supports shared goals for the vision, ultimately providing a platform for critical review.

If technology is to support equity in education, teachers must address the importance of 'digital wellness' for their students. This implies students and teachers awareness of the dichotomies of the limitations and affordances that technology offers. If technology is introduced, teachers must find a balance that supports student cognition and their readiness to appreciate the affordance the technology may bring to a former task. Teachers will decipher when a tool is needed to supplement or complement student cognition. Both are rooted in understanding students' diverse learning needs, however, without proper observation, supplementation of student cognition could hinder student success. If teachers introduce technology that parallels authentic activities, they must ensure that students stray away from the 'black-box syndrome' since today's technologies are "highly effective allowing novices to perform advanced tasks. These technologies are the black boxes since they are "opaque" (in that their inner workings are often hidden and thus poorly understood by their users) and they are bland in appearance (making it difficult for users to feel a sense of personal connection with scientific activity)." (Resnik et. al., 1999, pg. 2). Teachers are to demystify these technologies and encourage best practices of tech usage. Modeling the use of non tech tools, will help preserve digital wellness and promote critical reviews of technology overuse in students' lives. Students will soon develop awareness of the cross-cultural interactions that technology provides in various platforms in education, and how these same affordances outside of school context are being used to collect data for consumer usage. "The [former] digital divide was about access to technology, and now that everyone has access, the digital divide is limiting access to technology" (Bowles, 2018, para. 10). Consequently, students will critically review their usage in my vision in and outside of the classroom, eventually developing a user-end model for digital wellness and digital citizenship.

Citations
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Implications for key stakeholders (administrators, educators/employees, parents/clients, etc) to achieve strategic goals moving forward.

	Vision	Skills	Incentives	Resources	Action Plan
District Level Stakeholders	Technology as a system that provides a platform of equity and accessibility for everyone to succeed. This involves teachers recognition of students' multiple intelligences and the technology that can be used to support them.	To be able to review aggregate data and identify the problems with equity within our current school population.	Academic gaps in diverse student populations will be greatly reduced if the vision succeeds Positive climate and culture of the school - (Students success = positive student behaviors) Positive outcomes = higher enrollment and matriculation rate	MAP testing results, teacher feedback from special Populations, Education plans for individual students, Funding for technologies, outreach to the community for professional field support (access)	After reviewing the data, district level stakeholders will collaborate with the educational technology directors, teachers, and principals, parents and professionals in the field to solidify shared goals in this vision.
Teachers	Teachers will center tech usage around the social and cultural affordances.	Teachers will be trained with the TPACK methodologies on the integration of technology in the classroom. Teachers will use social	Teachers develop their curriculum using technology that they deem best fit in their classrooms.	TPACK framework / Collaboration with professions in the field/ Access to multiple technologies	Professional development centered around teachers experiences and successes with technology.

	Teachers will help develop student digital wellness.	capital to authenticate tech activities in the classroom		Teachers will have access to a platform of support and sharing out of success.	Opportunities for cross-collaboration with professionals in the field.
Students		Students will need to be able to reflect on their current acquisition model and modes of learning to determine if it is successful in strengthening their multiple intelligences. (Students will need to buy into the vision)	Students will benefit learning with the many affordances that technology provides, further authenticating their experiences, eventually preparing them for direct transfer to professions in the real world.	Multiple technologies for a diverse range of activities across all disciplines will need to be provided.	Student exposure and feedback (in the form of direct observation and quantitative form) with the various technologies presented to them throughout the curriculum.
Parents		Parents will need to constantly observe and support the 'digital wellness' of their child. Parents will also need to skilled with the knowledge of what technologies their child has access to, in and outside of school.	Their child will become a digital citizen that uses technology as a tool, not as a crutch, and critically monitors their usage or overuse of technology in and outside of the classroom.	The digital wellness plan, developed and provided by the school.	Teachers, Stakeholders, after reviewing student exposure, student feedback and review of shared goals, will create a digital wellness guide for students and parents to follow. It will be readdressed each year since new technologies are introduced on a regular basis.