Advanced Administration and Supervision of Technology in Educational Settings

This course made us step back to see the big picture of implementing technology in a school district. It was quite valuable to look at all of the aspects of selecting and implementing effective technology programs, especially for me because I have no experience in K-12 education.

The first assignment for this course involved creating a planned growth strategy for a district that is experiencing significant increases in student population resulting in the construction of three new schools. Patrick Holness, Alexander Kuziola, Kerry Magro, Leah Shull and I worked together to look at the existing technology plan for the Jersey City Public Schools district. We looked at the laws in New Jersey regarding educational technology and curriculum standards, and at the district's mission statement. We then formulated a comprehensive plan for technology both in the school and in the community, which would make the new schools the new standard for technology in the district.

The second assignment built on the first, asking us to develop job descriptions for the Technology Coordinators in the new schools, based on the existing research about the many roles of the Technology Coordinator. Susan Marie Terra, Yalitza Vega-Bajana and I collaborated on this project. We created job descriptions that were appropriate at the elementary, middle and high school levels, and supported our decisions with research.

Yalitza Vega-Bajana, Michael Bermudez and I worked together on the third assignment, creating a model for evaluation of teachers in a flipped, blended rotational learning environment in middle and high schools. Our recommendations were rooted in the Danielson framework, which focuses on four domains, Preparation and Planning, Classroom Environment, Instruction and Professional Responsibilities. As someone with no K-12 experience, it was enlightening to look at education through the Danielson lens, and I gained a new appreciation for the "behind-the scenes" responsibilities of teachers at this level.

Our final project for this course was to propose a method of increasing student achievement in mathematics using technology. Alexander Kuziola, Kerry Magro, Krista Welz and I worked together to build a research-based approach to professional support for teachers learning to incorporate technology into their classrooms. The analysis was based on the TPACK framework, and was designed to be hands-on and interactive, instead of passively watching a presentation. This project brought the need for effective professional development into focus, and linked the performance of the technology to the improvement in student outcomes.