

Life 101 Technology Plan

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April 25, 2006

## **Introduction**

Ashley High School is a public school in New Hanover County, Wilmington, North Carolina. The school has a population of 1527 students. The special education population of the school is 156. The vision of Ashley High School's Special Needs Department is to integrate technology into the classroom so that students will be exposed to multiple forms of differentiated instruction based on their IEP goals. The teachers will utilize appropriate and up to date hardware and software to supplement the curriculum and provide the students with real-life situations and experiences through technology and field experiences. The school and special needs department hopes that through the use of technology, students in the special needs programs will become independent productive members of society.

The mission of Ashley High School's Special Education programs is to integrate technology in all realms of the curriculum to prepare students to both reach their individual goals and function independently in society by providing opportunities for the students to become proficient in a variety of programs and software.

The Life Skills 2 Severe/Profound rooms are broken into an Autistic severe/profound and severe/profound room. These rooms serve 13 severe/profound special needs students. The students slated for this new class are functioning mentally between Kindergarten and 2<sup>nd</sup> grade. Most of the software in the school system focuses on elementary and middle school students' interest levels and needs while the students at Ashley High School need software that is age appropriate to high school and adult learners, in order to increase motivation and life skills acquisition. Also, technology is not being utilized effectively in the classes for instruction. Through observations of students and interviews with teachers and parents, teachers and administrators feel that using a technology based curriculum would more effectively serve the Trainable Mentally Handicapped students and provide appropriate modeling and generalization to the community for a homogenous group of students.

## **Implementation Plan**

The implementation plan is divided into three phases that occur over the course of three semesters. In each phase, students will be expected to improve their use of technology in a safe and appropriate manner, demonstrate improvement in appropriate living skills, and use technology for a given period of time utilizing simulation software. Throughout each phase more technology resources will be acquired, with full capacity achieved by the end of phase three. Finally, the teachers will be expected to incorporate technology into their instruction at progressive intervals throughout each phase.

<b>Goals Phase I</b>	<b>Indicators</b>	<b>Benchmarks</b>	<b>Measures</b>
Students in the Life Skill 2 TMH program will use the technology in a safe and appropriate manner 100% of the time during classroom instruction	<ul style="list-style-type: none"> <li>• Computer History Log</li> <li>• Central Server Records</li> <li>• Condition of equipment</li> </ul>	By December 2006, students will use computer appropriately 50% of the time.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Teacher Checklists</li> <li>• Student Survey</li> <li>• History Log</li> </ul>
Students in the Life Skill 2 TMH program will demonstrate appropriate living skills 80% of the time in the community and classroom.	<ul style="list-style-type: none"> <li>• Improved Hygiene</li> <li>• Improved Social Behaviors</li> </ul>	By December 2006, students will demonstrate appropriate living skills 40% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Teacher Checklist</li> <li>• Parent Survey</li> </ul>
Students in the Life Skill 2 TMH program will use computer technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of time using technology in classroom</li> <li>• % of time teacher plans for technology instruction</li> </ul>	By December 2006, students will use technology for instruction in the classroom 40% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Computer Log Sheets</li> </ul>
Age-appropriate software will be installed on all classroom computers	<ul style="list-style-type: none"> <li>• Software is installed</li> </ul>	By August 2006, software will be properly installed on 50% of classroom computers.	<ul style="list-style-type: none"> <li>• Completed Work Orders</li> <li>• Inventory</li> </ul>
Teachers in the Life Skill 2 TMH program will use technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of allotted time teachers plan to use technology for instruction</li> <li>• % of time teachers provide technology based instruction</li> </ul>	By December 2006, teachers will be using technology for classroom instruction 45% of the time.	<ul style="list-style-type: none"> <li>• Observations of teachers</li> <li>• Lesson Plans</li> </ul>

<b>Goals Phase 2</b>	<b>Indicators</b>	<b>Benchmarks</b>	<b>Measures</b>
Students in the Life Skill 2 program will use the technology in a safe and appropriate manner 100% of the time during classroom instruction	<ul style="list-style-type: none"> <li>• Computer History Log</li> <li>• Central Server Records</li> <li>• Condition of equipment</li> </ul>	By June 2007, students will use computer appropriately 80% of the time.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Teacher Checklists</li> <li>• Student Survey</li> <li>• History Log</li> </ul>
Students in the Life Skill 2 program will demonstrate appropriate living skills 80% of the time in the community and classroom.	<ul style="list-style-type: none"> <li>• Improved Hygiene</li> <li>• Improved Social Behaviors</li> </ul>	By June 2007, students will demonstrate appropriate living skills 60% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Teacher Checklist</li> <li>• Parent Survey</li> </ul>
Students in the Life Skill 2 program will use computer technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of time using technology in classroom</li> <li>• % of time teacher plans for technology instruction</li> </ul>	By June 2007, students will use technology for instruction in the classroom 50% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Computer Log Sheets</li> </ul>
Age-appropriate software will be installed on all classroom computers	<ul style="list-style-type: none"> <li>• Software is installed</li> </ul>	By December 2006, software will be available on 100% of classroom computers.	<ul style="list-style-type: none"> <li>• Completed Work Orders</li> <li>• Inventory</li> </ul>
Teachers in the Life Skill 2 program will use technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of allotted time teachers plan to use technology for instruction</li> <li>• % of time teachers provide technology based instruction</li> </ul>	By June 2007, teachers will be using technology for classroom instruction 50% of the time.	<ul style="list-style-type: none"> <li>• Observations of teachers</li> <li>• Lesson Plans</li> </ul>

<b>Goals Phase 3</b>	<b>Indicators</b>	<b>Benchmarks</b>	<b>Measures</b>
Students in the Life Skill 2 program will use the technology in a safe and appropriate manner 100% of the time during classroom instruction	<ul style="list-style-type: none"> <li>• Computer History Log</li> <li>• Central Server Records</li> <li>• Condition of equipment</li> </ul>	By December 2007, students will use computer appropriately 90% of the time.	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Teacher Checklists</li> <li>• Student Survey</li> <li>• History Log</li> </ul>
Students in the Life Skill 2 program will demonstrate appropriate living skills 80% of the time in the community and classroom.	<ul style="list-style-type: none"> <li>• Improved Hygiene</li> <li>• Improved Social Behaviors</li> </ul>	By December 2007, students will demonstrate appropriate living skills 75% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Teacher Checklist</li> <li>• Parent Survey</li> </ul>
Students in the Life Skill 2 program will use computer technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of time using technology in classroom</li> <li>• % of time teacher plans for technology instruction</li> </ul>	By December 2007 , students will use technology for instruction in the classroom 55% of the time.	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Computer Log Sheets</li> </ul>
Age-appropriate software will be installed on all classroom computers	<ul style="list-style-type: none"> <li>• Software is installed</li> </ul>	By December 2007, software will be updated based on new releases from company on 50% of the computers.	<ul style="list-style-type: none"> <li>• Completed Work Orders</li> <li>• Inventory</li> </ul>
Teachers in the Life Skill 2 program will use technology 60% of the time during classroom instruction for modeling appropriate behaviors at school, in the community, and with peers and adults.	<ul style="list-style-type: none"> <li>• % of allotted time teachers plan to use technology for instruction</li> <li>• % of time teachers provide technology based instruction</li> </ul>	By December 2007, teachers will be using technology for classroom instruction 60% of the time.	<ul style="list-style-type: none"> <li>• Observations of teachers</li> <li>• Lesson Plans</li> </ul>

## **Communication Plan**

### **Change Management Team**

- Administrators
  - Make sure school policies are adhered to
- Assistive Technology Coordinator
  - Install software and train staff
- Department Chair
  - Liaison between school and outside members
- Central Office Liaison
  - Provide direct instruction, modeling, and one-on-one instruction and help them generalize the information into their existing schema.
- Transition Coordinator
  - Assures that the change will comply with the federal transition legislation in IDEIA
- Teachers
  - Communicate interests, and needs of students along with meeting IEP needs and goals

Currently there is a lack of collaboration as a team amongst the special education department and the technology department. Technology assistance is addressed on an as needed basis rather than a constant teaming effort to effectively integrate technology into the special education classroom. It is the school's hope that implementing an effective communication plan within this change project will facilitate greater collaboration between the two teams.

The Change Management team would include the ATC, Special Education Department Chair, Transition Program for Young Adults (TPYA) Coordinator, Life Skills 2 teachers, and Administration. This implementation team would provide assistance and follow up training for all persons involved. The AT Coordinator will be responsible for training the Special Education Department Chair and Life Skills 2 teacher. These two will be available on site for troubleshooting and software problems. The Life Skills 2 teacher will be responsible for teaching the students to utilize the programs through direct instruction, modeling, and one-on-one instruction and help them generalize the information into their existing schema. The TPYA coordinator would collaborate with the Life Skills 2 teacher to ensure that the software is appropriate for the student's IEP needs and make adjustments to its use as necessary. The administrator will ensure that all school policies are adhered to. (Appendix A)

### **Staff Development**

Based on the teacher surveys, 60% of the teachers do not use technology for instructional use in the classroom. The increased collaboration between the special education and the technology departments will encourage teachers' interest in technology integration. However, because the teachers have little experience with any level of technology as an instructional tool, staff development is necessary for

effective instructional integration of technology into the classroom. In addition, due to the integration of new software, the teachers will need instruction on implementing the software along with support for integrating it into the curriculum to enhance the student learning. (Appendix B)

Given the needs and time available of the staff at Ashley High School, the change management team feels that the job embedded staff development model is the most appropriate for this change. Within this model learning/training occurs as educators engage in the daily work activities. The teachers that will require training do not have regular planning periods and have very irregular classroom schedules. Therefore, they must have the opportunity to complete their training in a more application based setting. This model will allow teachers immediate practice using their new skills and the software. The training will be both formal and informal. In phase one, staff development activities will include formal training via computer based instruction and stand up workshop. Informal activities during phase one will include discussion and mentoring. In phase two, some stand up and computer based training will be provided as needed. Informal training will transition from mentoring to a peer coaching approach. Finally, in phase three, a majority of training will be informal with much of the staff development being conducted through discussion groups and coaching sessions. Formal instruction will only be provided if necessary. Utilizing the following steps, the teachers will successfully implement the technology:

- Application – workshops will be offered to introduce teachers to the technology change
- Experimentation – teachers will be able to experiment with the technology
- Reflection – teachers will self assess their strengths and weaknesses prior to follow up training
- Adaptation – teachers will use on-site resources such as peer coaches to improve their weak areas

This model is the most effective choice for this environment due to time/budget constraints. Additionally, staff development research has shown that adults learn best when they are self-directed, have the opportunity to integrate new information into prior schema, and are presented with information in problem based situations.

To help facilitate the formal and informal training the Computer Resource Teacher (CRT) will be able to assist with software and hardware support at Ashley High School as well as the county Assistive Technology Coordinator. The CRT will provide the following support:

1. Provide continuing technology integration opportunities for all staff members in topics relating to computer software and technology
2. Maintain and establish all network user accounts
3. Oversee the maintenance and repair of the network and all of its components
4. Repair or facilitate the repair of all computers and peripheral equipment
5. Provide a "help desk" service for questions dealing with the operation of computers and other equipment
6. Assist with the purchase of hardware and software for all curricular areas
7. Lead a "Tech Team" committee made up of advanced computer users from the different curricular areas that provide assistance to their fellow teachers

8. Maintain a Web page providing information about Ashley High School to the World
9. Other duties as directed by the Principal

### **Budget and Timeline**

The funding for this technology change will provide Ashley High School with the cost of the software and staff development. The funding for this program will come through the New Hanover County technology division. The cost of the software will be written into the budget for the 2006-2007 school year. The cost of the staff development will be provided through the New Hanover County Special Education Department's budget which is federally funded. (Appendix C)



## Appendix A

<b>Stage and objective of the communication</b>	<b>Stakeholder Group</b>	<b>Format</b>	<b>Vehicle</b>	<b>Who</b>
<b>Vision</b>  To communicate a vision	-Change management team  -Parents  -Central Office	- Verbal  - Online  - Online, Written	- Presentation  - E-mail, Website  - Report	- Department Chair
<b>Goal Setting</b>  To communicate the goals of the project	- Change Management Team  - Parents	- Verbal, Written  - Online, Written	- Presentation, Report  - E-mail, reports	- Department Chair  - Teacher
<b>Data Gathering</b>  To communicate results of the current situation	- Implementation Team  - Parents	- Verbal, Online, Written  - Written	- Meeting, E-mail, Reports  - Report	- Teacher
<b>Planning</b>  To communicate the plans for the program; restate goals and provide objectives, strategies, and a timeline	- Change Management Team  - Parents	- Verbal, Online, Written  - Online	- Presentation, Reports, E-mail  - E-mail	- Department Chair (presentation) Teacher (Report/e-mail)  - Teacher
<b>Implementation</b>  To communicate what is happening during the implementation process	- Implementation Team - Administrators  - Parents	- Verbal, Online, Written  - Verbal, Written	- Presentation, Reports, E-mail  - Meeting, Reports	- Department Chair  - Teacher
<b>Evaluation</b>  To communicate results of measure being evaluated	- Implementation team - Central Office Personnel - Administrators  - Parents - Students	- Verbal, Written, Online  - Verbal, Written	- Meeting, e-mail, Reports  - Meeting, Reports	- Teacher

## Appendix B

Goals & Benchmarks Staff development goals	Description of Strategies/Activities to Achieve Goals & Benchmarks	Timeline (Projected date for Achievement)	Projected Cost
<p>All teachers will have a basic understanding of the simulation technology curriculum and how to effectively integrate it into the classroom.</p> <ul style="list-style-type: none"> <li>Life Skills 2 TMH teachers will participate in staff development activities (August 2006)</li> </ul>	<ul style="list-style-type: none"> <li>Training workshops for teachers on integrating technology into the classroom</li> <li>Training workshops on using simulation software in curriculum</li> <li>Follow up training to integration and simulation software</li> </ul>	<ul style="list-style-type: none"> <li>August 2006</li> <li>August 2006</li> <li>December 2006</li> </ul>	<ul style="list-style-type: none"> <li>\$0.00</li> <li>\$0.00</li> <li>\$225.00</li> </ul>

## Appendix C

<b>Direct Cost</b>	<b>Description</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>Total</b>
Software	Toward Independence	\$599.00			
	Five Social Skills on the Job Set CD	\$629.00			\$1327.00
	Storytown CD	\$99.00	\$139.00		
	Five Shopping List Generator CDs		\$149.00		\$288.00
	Spending Money			\$350.00	\$350.00
	New Software				
<b>Staff Development</b>					
<b>Implementation Activity</b>	<b>Timeline</b>	<b>Budget</b>	<b>Assessment Activity</b>		
Life Skills 2 TMH teachers will participate in staff development activities	Aug 2006	\$0.00	<ul style="list-style-type: none"> <li>Observations of teachers (informal and formal)</li> <li>Lesson Plans</li> </ul>		
	Dec 2006	\$225.00			\$225.00
	June 2007	\$0.00			
	Aug 2007	\$0.00			
	Dec 2007	\$225.00			\$225.00
	June 2008	\$0.00			
	Aug 2008	\$0.00			
	Dec 2008	\$225.00			\$225.00
	June 2009	\$0.00			
<b>Project Total</b>					<b>\$2640.00</b>