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## How to build and maintain a strong technology program

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## How to build and maintain a strong technology program

### **Abstract**

This paper will deal with the issues of developing and maintaining an educational technology program, and explain the creation of a technology program from its beginnings to a strong, but never final, state. This paper will also give ideas on the seldom-thought-about things all schools should know about technology and its implementation in the schools. We will attempt to answer the question: How do schools put together a good technology program, keep it strong and prepare for the future in educational technology?

# HOW TO BUILD AND MAINTAIN A STRONG TECHNOLOGY PROGRAM

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## CHAPTER 1

### Introduction

The combination of technology and schools is not a new idea. The schools have been dabbling in technology and trying to use technologies in the classroom since the beginning of education. What is new and long overdue is an approach to coordinate technology in the schools. There is an attempt to educate the teacher and get the technology into the students hands and into the curriculum. This has put the schools into uncharted territory. Many schools began buying technologies years ago, but finding a way to put it all together and get the most out of what the schools have seems to be more guess work and luck than actual coordination. Even though there is no book or “golden rules” out there to tell a school how to build a strong technology program there is hope that schools can enter the technology age with an idea of what to expect and what to do. Even though the actual coordination of technology is a new field, there are examples of schools that are well on their way to giving their students the benefits of a strong technology enhanced education. By looking at some of the success stories and errors other schools, administrators and technology coordinators have made, there is the ability to build a program with little waste of resources and a feeling of comfort, of not guessing how to begin, and maintaining a strong educational technology program.

### Purpose

This paper will deal with the issues of developing and maintaining an educational technology program, and explain the creation of a technology program from its beginnings to a strong, but never final, state. This paper will also give ideas on the seldom-thought-about things all schools should know about technology and the implementation of it into the schools.

### Research Question

This paper will attempt to answer the question: How do schools put together a good technology program, keep it strong and prepare for the future in educational technology?

## CHAPTER 2

### Review of Literature

How do schools put together a good technology program, keep it strong and prepare for the future in educational technology? This is a problem that many schools face. There are a number of issues in developing and maintaining an educational technology program. This paper was created to help schools begin moving along the educational technology path and maintain a strong technology program along the journey.

#### Building the Team

When your school decides that it is time to get serious about technology and wants to begin to build a strong program, the first thing that should be done is to build a technology team. This team will be the group that starts to build the “vision” of the school’s technology program. A technology team should consist of a full spectrum of members. The composition of the team is, of course, up to the team leaders, but some ideas of possible members might be: administrators, board members, teachers, students, other school employees and people in the community (Uebbing, 1996). A 1995 special advertising supplement indicates that the typical technology team consists of ten to twelve members and is made up of grade-level teachers, media specialists, principals, curriculum specialists, information systems specialists and members of the community. The team should plan on working

between six to twelve months to complete a variety of tasks such as: research, development, recommendations and report writing. But always remember these are just guidelines. Make sure you build a team that makes sense for your school (Special Advertising Supplement, 1995). One member that should definitely be part of this committee is your computer expert or technology coordinator. If your school does not have a person who fits this role, one of the first jobs of the team will be to put together a job description to find a person to fill this job.

There are two reasons a team is a good place to start. The first reason is three simple words that should always be in the mind of a technology team or technology coordinator: plan, plan, and plan. The other is that when educators are beginning to implement technology, one cannot expect any single person to have the expertise to create a whole working technology program at a reasonable cost. A team gives the school an opportunity to pool a broad base of experience and expertise (Uebbing, 1996). Even if the team is led by a computer expert, the vision of the program should be produced by a large representative team to help every individual in the school feel that they had a part or representation in the plan and this will, in turn, increase the number of people involved and ease the school's buying into the program when it is finished.

### Creating the plan

Once a team has been established, what is the next step? The team should keep four things in mind when working together. These items include the money the school has for the technology program, how to most effectively use that money, actual technology needs the school has and, finally, community and school support. At this time don't get hung up on hardware. Do not be concerned about the brand or type of computer to buy until the very end of the process. Many teams get bogged down on the computer they are going to buy and cut short the other important decisions. Which computer to buy should not consume the majority of the team's planning time. If the team waits until the end, the choice of computer will be easier, maybe even obvious (Uebbing, 1996). It will take a well-disciplined team to do this. If the team keeps the above mentioned four things in mind while working together, a good strong technology plan can be created.

Maybe the best place for the team to begin in the planning stage is to perform a needs assessment based upon use and evidence of needs. This can be done even before the school knows exactly how much money they will put into the program and could possibly make it easier to get more money if the team can show an evidence of needs (Musco, 1995). There is nothing etched in stone that says the best way to show use or evidence of needs, but this paper will list a couple of commonly used methods of demonstrating need.

One method is to “Create a Vision”. When doing this the school is trying to establish actual technology needs and uses. The team looks for actual need. At this time the school does not give into any sales or business pressure or try to approve something because another school has it (Meltzer and Sherman, 1997).

Meltzer and Sherman give six questions the team can concentrate on to try and get to the basic needs of the school, they are:

1. What do you want teaching and learning to be like?
2. Are you hoping that technology will mostly support administrative functions?
3. Do you want teaching and learning to be more student-centered?
4. Do you envision computer labs for specific purposes?
5. Will there be computers in every room?
6. How, and for what, do you want computers to be used? (p. 25)

As the old saying goes, “look before you leap.” If these questions are used and answered and studied as truthfully as possible, the plan is on its way.

Another idea of how to get a plan started is to study the use already taking place in the schools. If this is done, the team will find areas where the school is strong and where there are deficiencies or weaknesses that can be improved with a good plan. A good idea would be just to look at your school, study what technologies are being used, employ other teachers’ help in listing what and how technology is being used in their classes. Asking the student is also a good way to find out what is being done in the school. Make sure everything and every use is listed: writing centers, keyboarding, writing centers, research, graphing

calculators, are just a few examples of common technology uses. Once the data is compiled, make a production of the findings; for example, one idea is to model the New Jersey's Northern Highlands High School's production. They made a video using the technologies the school had. The students even went as far as to show the scanner technology and desktop publishing they used to create the pamphlet for the presentation (Musco, 1995). What a great way to show use and actual need for technologies in the school.

A final idea is to look at state or federally-produced pamphlets or books that provide schools with a modern perspective or models in applying technology as a tool to enhance student learning. One example is the National Study of School Evaluation (NSSE) book that has tried to compile indicators that will lead to essential learning goals students need to achieve and to lead productive lives in today's world and work force. The book is broken up into four parts, the first being: A Vision for Student Learning in Technology (Fitzpatrick and Pershing, 1996).

The first part, a vision for student learning in technology, is considered the fourth "R" in today's schools. There are the first three--reading, writing and arithmetic, but the use of technology is the fourth--reality. This reality is that students will need to use technology on a day-to-day basis, both in their personal lives and their professions. Therefore, one of the school's goals should be to

create graduates that are prepared to meet the challenges and expectations of the information-age society. It must also be remembered that technology might not always involve the use of instruments. The example the NSSE book gives is organic farming. This is the use of technology and information without the tools generally conjured up when one says technology (Fitzpatrick and Pershing, 1996). Also, technology is not an end in itself. This is where many people get confused. It is not a magical wonder, an end-all to having to learn, but instead the very opposite--it is a tool to enrich and develop a pattern of life-long learning. Technology is not the final answer, but instead, a tool to help us get to the answers.

With this in mind Fitzpatrick and Pershing (1996) made a template of four broad goals and sample performance indicators for elementary, middle level and high school students. The goals are based on the general expectations for student-learning in technology that have been created by some of the leading authorities in informational technology. It is to be remembered that this is a template, or guide, for the schools. What the schools ultimately feel is important to their students and education is up to them. When looking to make a similar guide for your school, such things as goals, resources and needs of the local community should come into play. The guide in this book can be used by the schools, or should be used as a way to stimulate discussion that needs to occur when creating a vision.

The goals created in Part I of the NSSE book include information technology basics. The first goal is for the students to gain information management and technical skills they will use as a resource tool for learning. The second goal is the student's ability to apply and integrate technology in their learning in a meaningful way. Here students should become seekers, navigators, evaluators and effective communicators in using technologies in their learning and in daily life. The use of creativity tools, is the third goal. Stressed here is the ability of students to increase or enhance learning by using the technology skills they have by creating, expressing and designing. Here students should take knowledge and use it or give it new meaning with a technological source. The final goal is technology in life and society. Here students demonstrate personal and social responsibility as a citizen in a technological age. Learned here are also legal and ethical issues in history and modern society that have to deal with the creation and use of technology. Included with the goals are sample performance indicators of some of the examples of observables to tell if students are achieving the desired goals. These indicators progress in increasing complexity (Fitzpatrick and Pershing, 1996). Doing this stage well will help in creating a vision of where your school wants to go and how to create assessment tools for the students to find out if you are truly achieving your goals.

Fitzpatrick and Pershing (1996) state that it would be a good idea to study each part in two phases, or sections. The first section of study, section A, is a review of each of the goals giving the performance indicators for the group that member is working with (elementary, middle or high school) and determine the extent to which students in the school are currently demonstrating their achievement of the goals and performance objective. Some members of the staff may do surveys for all three groups, others just the one school they work with.

The NSSE book gives a sample five-point scale that could be used:

- 4 Students demonstrate an exemplary level of achievement
- 3 Students demonstrate a fully competent level of achievement
- 2 Evidence of progress exists, but students are not yet satisfying the expectations for fully competent performance
- 1 Initial stages of development are evident; students demonstrate low levels of achievement
- 0 No evidence of achievement exists at this time (Fitzpatrick and Pershing, 1996, p. 10).

An example of the questions on the elementary-level performance survey is:

Students correctly perform the following basic skills in word processing and spread sheet programs:

highlight, cut and paste, delete, exit, search and replace,  
 enter data, open two programs simultaneously and move  
 back and forth between them..... 4 3 2 1 0  
 (Fitzpatrick and Pershing, 1996, p. 11)

These numbers can be compiled and averaged to see where the mean is, and how the educators feel about what they are doing in general. This would be great on a comparison basis of the individual and the school as a whole.

The second step is to reflect on the responses of the school personnel and to adjust, add, or increase emphasis on any of the goals. This will also be used to guide and develop the assessment on skills. In general these are a series of questions asking

for individual input. Two examples from Fitzpatrick and Pershing (1996) are:

Are there any goals or expectations for student learning in technology, in addition to those listed in Section A, that serve as the goals for your school's technology program? If so, list the goals and performance indicators that your school has established as essential for student learning. (p. 32)

Based upon your review and analysis of the assessment data available at this time in your school pertaining to students' understanding and application of information technology, and taking into account your responses to the goals and performance indicators listed in Section A, what areas of student achievement in technology appear to be the strongest? (p. 35)

These are just three ideas of how to get through the planning stage--one might be right for a particular school or a combination of two or three might be the answer. Just remember that there are a number of ways to get to the final goal of having a plan; whatever works for the school is the right decision. Remember, however, that for a good technology plan to bloom there must be a good plan set into place. With the plan the school can move forward knowing what decisions

were made and why. Without a plan one can be assured of headaches and added costs down the road.

### Cost of the program

Thanks to good leadership with the technology committee and a sturdy plan that will get the school down the proper technology path, the school is ready for the next step. The next step is two-fold in that it involves getting the technology and paying for it. The first step in purchasing the technology that is often overlooked until it is too late is an overview of the physical plant. Some school budgets have money to make improvements to fit the technology plan, others do not. A common problem with the physical plant may be the age of the building. Many schools are twenty-five years old or older and the technology age was not considered when building the school. Common plant problems include: getting phone lines to all the rooms for networking, having enough outlets or the wiring of the building itself (Hoffman, 1996). What this means is different for each school. Some schools are blessed with a newer physical plant that is ready for whatever the technology team has envisioned. Unfortunately, many are not, which means an added cost, or the money to change things may be a limitation to contend with. If the physical plant is out of date, a strong technology plan can still be adapted with some creative thinking and adjustments. Just understanding that there may need to be some adaptations, wiring or changes is important.

There are other hidden costs that many school personnel don't consider at the start of their program that should be pointed out. At a recent workshop concerning planning and financing technology the following four cost snags were discussed (Rand Report, 1995). First, getting Internet service to a school is affordable, but bringing it to each classroom or each student desk is another story. Second, again with expansion there are other costs. An example would be that moving from one computer in the classrooms to four or five is a hefty bill in itself. But don't forget the other costs besides the computers. There are cables, more servers, more software, possibly more printers and if the CPU didn't come with them, monitors. Third, there may be a cost due to the need for increased power to run all of these new technologies. Depending on what is intended, or what may be planned for the future, there may be a noticeable sum of money that may be required to power the vision. Finally, remember to include the cost for technical assistance, training and maintenance (Rand Report, 1995). The moral of the story is when looking at costs make sure to consider the whole picture and possibly how costs may develop in the future depending on the direction to which the technology plan is moving the school. If the plan is for doubling computers in the next year, don't forget about all of the added costs mentioned above that will also increase.

### Tips to buy what the school really needs

While the actual purchasing of equipment and computers is taking place, there are things that school personnel want to consider. These things will help stop the team from buying a “lemon” of technology equipment and will make things easier down the road. Remember, not all people are for a mad rush into technology; some things can be learned from these people. Noble (1996) raises his concerns in a recent article about rushing into technology when he says “getting schools to leap into the Information Highway is just the latest in a series of corporate forays marked by ignorance, self-interest and marketing madness” (p. 18). Noble takes this mad rush very seriously and maybe a bit far, but he does merit some admiration for stopping schools from moving too quickly.

Marketing can cause many schools to make poor decisions if they do not stick to their plan and buy wisely. As the old saying goes, “Buyer Beware!” Vendors do want to sell their goods, and marketing schemes are the part of every aspect of our commercial society. The best thing a school can do to combat this is to be informed and shop around. Most of all be informed about what is needed now and will be the plan for the future. Don’t buy what vendors want to sell, instead buy what is needed. Finally, look at a variety of vendors and see which has the most to offer that fits your plan at the best cost.

Actually, most technology vendors do not want to sell any school a “lemon.” Most vendors work with the schools and have a long-lasting relationship of help and support with the schools. A great example comes from IBM who gave eleven tips for making a schools technology program work. These tips were:

1. Build a team that makes sense for your site.
2. Consult with technology planning experts.
3. Start with instructional objectives, not hardware and/or software.
4. Get the facts.
5. Develop a realistic implementation timeline.
6. Determine approximate costs and potential funding sources.
7. Build teacher training into the plan.
8. Create staff “buy in”.
9. Garner support from parents and the community.
10. Build in flexibility.
11. Review and upgrade the plan periodically.

(Special Advertising Supplement, 1995, p. IBM 4-5)

The first tip has already been covered extensively in this paper, make a team. The second tip is a good one, consult with experts, but along with that do not be afraid to consult with other schools and see what they have done and what they would have done differently. It is possible to learn from others experiences and mistakes. Third, start with instructional objectives, not hardware and/or software. This is the plan. Do not put the cart before the horse and buy equipment without knowing if it is even useful to the school and will fulfill the educational functions of the schools courses. The fourth tip is self-explanatory: get the facts. Do not make a buying error because of a lack of information in all of

the facts about the equipment. The fifth step should already be in the plan: develop a realistic implementation timeline. Do not try to do everything at once, most schools use a five year technology plan that will be implemented in the schools. This timeline will also help you plan for the future. In the future if the plan is to buy a lot more software for the server being bought this year plan ahead, and buy one that has space and can run this software. Sixth, determine approximate costs and potential funding sources. Once again this is self explanatory, but some schools are getting very creative in increasing their funds for technology programs while gaining a positive relationship with local businesses and vendors. The final five steps will be covered later in this paper.

#### Working with vendors and the community

Some even find that vendors and schools can have a positive working relationship. Huber (1996) writes: “Too often, when our schools ask businesses to become involved, we are really looking for a handout without consideration of what benefit the businesses can receive and what ongoing role they can play” (p. 10). At his school, Huber found that by sharing resources the school can gain much more equipment due to the increased funds brought in by local businesses and vendors. Huber found that for three months during the summer, school equipment was just sitting on the shelves collecting dust. A method of leasing out equipment gave the schools more money and local businesses technologies they

didn't want to buy themselves because they only needed to use them one or two weeks out of the year. This leasing method increased the schools technology budget and gave the local community something they needed. This partnership has, in turn, gotten the businesses more interested in the schools and what they are doing. Out of this grew a desire of the businesses to help educate students and make students more technologically capable. Before long, experts in the community were coming to the school as guest speakers and businesses were asking for student or whole class help on actual projects they needed done (Huber, 1996). This close relationship did not sprout overnight. Nor is this type of relationship for every school and community. But this shows that there are opportunities out there and vendors and business will have an interest in what the schools are doing.

### The Acceptable Usage Policy

Now that the program is well on its way and doing fine, there is an important step the school needs to take before they can allow full-blown use. This step is setting up an acceptable usage policy, often called the A.U.P., for the school. This becomes increasingly important if the school is going to allow Internet access and use. Acceptable usage policies are the guidelines to protection and safe exploration of the Internet. We must also keep in mind that, like in the real world, there are also things on the Internet that will damage, hamper, or are

inappropriate in an educational atmosphere. Acceptable usage policies are there to guide the student to the beneficial information and steer them away from the inappropriate. As Sirico (1996) put it: “The ideas of acceptable use policies are not only beneficial in schools but can and should also be used in business. Stopping inappropriate use of internet access in schools and businesses can be done with acceptable usage policies.” (p. 48)

A good policy will spell out what is appropriate use, what the rules of the building are, and finally the punishments that will be given for a breaking of the acceptable usage policy. The Palgi article in particular stated the basics of a good acceptable usage policy in four simple steps. The first part would be a definition and a purpose. This is the mission statement of the Internet and reasons and rationale of how it will be used in school or business. In the schools it is quite easy to determine what the web will be used for. It would be to help increase academic performance and get the numerous resource for studies that the web has to offer. The Web would be used to further education and give all members of the school, the students, staff and administration opportunities to gain resources and information of a world-wide range that no other medium can give them (Palgi, 1996). Basically the Internet is there to enrich education.

The next part of a good A.U.P. would be to list rights, responsibilities and risks of Internet use. Start by stating that Internet use is a privilege, not a right.

Knowing this, those using the access at the school or business must obey the specified standards set up by the establishment. Any breaking of these standards can lead to an end in the privilege of use. In schools it is necessary to stress that teachers will, to their best abilities, enforce the standards but there is a chance of inappropriate use. Finally, give parents the opportunity to deny Internet access to their child (Palgi, 1996). By including this part in your A.U.P. the children and teachers are protected from any misunderstanding and wrong doing. This also seems to open up lines of communication with the parents on what the Internet is and what exactly is out there. Do not stress or overemphasize the negative, but give fair warning and educate the parents, many of whom have never been on the Internet, about what the Internet actually is. The things to limit are inappropriate language, racial or sexual slurs and harassment, and define the images and information that may not be downloaded from the school or businesses sites (Palgi, 1996).

The third part of the A.U.P. should be penalties for inappropriate use of the Internet access. These rules should be strict and followed with no exceptions. The most common punishment would be to cut off access to the guilty party for a defined time period--the more severe the offense, the more severe punishment. Punishments should not be handed out at random, but instead there should be a documented policy for all users to see. In this way the violator knows the risks

that are being taken when bending the rules. There should also be some identification of actions that are considered illegal by state and federal agencies. If there is an infraction of state or federal regulations the proper authorities should be notified (Palgi, 1996). Regulation or censorship is not needed because laws are already in place to protect others and deal with unlawful acts. Any violation of these laws should be dealt with by the authorities. Since these laws are already in place, censorship is unneeded.

The final item needed for a good A.U.P. in the schools would be parental consent. This covers any liability for any student actions and legal infractions. It is best to have both students and parents sign a release form freeing the school of any responsibilities for wrong doing. It also passes responsibility on to the student. Once again you need to stay away from being too negative. When creating a school A.U.P. it is best to get involvement from many sources. Not only should the teachers and administrators be involved, but also parents, students, business people and other community members (Palgi, 1996). Basically the A.U.P. should be an extension of school and community standards.

### Teacher support

The next step in the process is not any less important than any of the previous, but is often the one that is overlooked: implementing all of this technology into the curriculum and the classroom. This step is much more difficult

than it sounds. It must be remembered that some teachers feel very comfortable with technologies while others are afraid to touch the equipment for fear of blowing it up. Also, a support structure of help and advise needs to be in place. Finally, the technologies need to move on from being an electronic grade book and word processor to being used by the students. Green (cited in Dvorak, 1996) sums this up best with the following quote:

Academic pundits frequently comment that the pace of innovation in higher education can be measured by the 40 years it took to get the overhead projector out of the bowling alley and into the classroom. The (few) pundits who know something about both bowling and technology often add that faculty are now far more likely to find computerized projection systems in bowling alleys than in college classrooms. ( p. 85)

The dilemma truly is how do we get the technology that is commonly seen in such everyday places as a bowling alley into the classrooms. First of all you need to start with the teacher.

#### Helping teachers feel comfortable with the technology

The first dilemma is to get teachers to feel comfortable with technology. When the technology program begins to unfold, the school will find that there is a variety of experience and comfort with the computers. The first type of teacher we are going to worry about is the one who is afraid of the technology. Many teachers at first will not feel comfortable using a computer, much less teaching with one. Also, many students will actually know more about the technology than the teacher, again leading to a feeling of unease. Computers also break down, it

seems, at the most inopportune times. It makes it difficult for some teachers to trust something that is not 100% reliable like their chalk board, especially when they do not know how to personally fix it. Finally, many teachers have been doing their job for many years, and doing it well, without a computer. Adding technology is viewed by many as a change of what they have done in the past instead of an enhancement.

So what is a school to do? To this question Hoffman (1996) gives eight ideas to help in getting teachers to use technology in their classrooms effectively.

They are:

1. Administrative support
2. Staff development and technical support
3. Availability of technology
4. Technology use plan
5. Technology coordinator
6. Facilities and maintenance
7. Assessment
8. Broad participation (p. 91)

These things should help break through the barriers and move a school down the right path. Administrative support involves the participation by the principal, school board and superintendent. Incentives, patience and willingness to let teachers innovate are all important. Staff development is the best way to get teachers comfortable and curious with this new “stuff.” Remember, all people learn differently and this includes teachers. There is no one right way to get them

on track, so a variety of inservices, support and training is good. Never forget to give the teachers hands-on time. Availability of technology seems obvious but is often overlooked. Ask the teachers what they want. Check and see what supporting materials they need and find it for them. Never forget that the technology is not just there for the teachers but more importantly for the students; make sure they can get to the technologies.

#### The technology coordinator

Another way to help teachers and the use of computers in the classroom is to provide a technology coordinator (Meltzer and Sherman, 1997). A person that knows education, computers and the application of both is an immeasurable resource. If teachers need support they have someone to turn to and depend upon. When searching for a school vision you have an expert in the field. To keep the school on that vision, that person is there. Most of all the school has ongoing, dependable teacher training and support. It will increase effective use of technology and, if done properly, will diminish waste in time, material, money and resources. With no coordinator there is no one to turn to, no constant support.

#### Flexibility and review

Finally, now that the technology program is off and running in the school there is one last thing to remember--review and be flexible. This is especially true when it comes to the original plan or vision that was created for the school. Goals,

prices, objectives, teachers, knowledge and the technologies themselves are always changing, and changing at a very rapid rate. Goals need to also be rechecked and changed when and where needed. As the Uebbing (1996) article puts it: evaluate, evaluate, evaluate. You need to measure, ask, observe, and weigh your data . A good time to do this is at the end of the school year. Make sure the vision is being met or determine whether the vision needs adjusting.

## CHAPTER 3

### Conclusion

This paper has been designed to help school leaders deal with all of the issues and problems of creating and implementing a technology program. It included ideas to help technology teams understand that there are many problems and questions they might not have imagined or discussed. Hopefully this paper has pointed out possible problems and can be a guide to show schools how to put together a good technology program, keep it strong and prepare for the future in educational technology. The steps to a strong program have been outlined in major areas. A strong technology team, creating a plan, looking at cost, buying what the school really needs, working with vendors and the community, creating an acceptable usage policy, teacher support, technology coordination and a review with the concept of a flexible vision are important steps or issues a school/community must look at to build the strong program they are hoping for. There is nothing etched in stone that tells a school how to begin, run and maintain a good technology program. All that most schools begin with is the knowledge or desire to better their programs and the quality of education within their walls. To do this, schools are beginning to understand that technology is the key that will lead education into the next millennium. But far too often schools jump in without really thinking things through and planning for the present and the future. Often

times schools do not look at the big picture, the program as a whole, and they do not even consider some vital information, costs or tasks that need to be completed or at least discussed. Once again this paper is not an outline that will be strictly followed, but instead is a guide from which schools can borrow ideas, discuss issues, prepare for costs and understand what needs to be done to make the technology program strong after the computers are bought. Most of, all like technology, what works for one school may not be the best path for another. It does not matter how a school gets to the goal of being a strong, technologically-based school, it's that the goal is reached with the lowest possible cost and the highest possible output. This guide should help schools begin walking the path that is right for them.

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