***Vision Statement***

 The overall mission of Lee County High School 9th Grade Campus is to “provide and promote academic excellence and lifelong learning opportunities that will assist students on their journey to becoming productive citizens in a rapidly changing world.” The technology vision of Lee County High School 9th Grade Campus not only supports this mission but comes alongside and integrates seamlessly within the overall mission. The technology vision of the campus is provide exceptional learning experiences in which students acquire the knowledge and skills necessary for experiences beyond the walls of the classroom, whether it be in post-secondary education or in their careers.

***Rationale***

Research shows that the infusion of technology into our world has changed it: changed the way we live, work, and even learn (Lemke, 2009). Due to this, students now need an expanded set of digital skills in order to succeed in the current and future work environment (Lemke, 2009). In order for students to master the skills necessary for them to compete in the global workforce, they must participate in authentic, engaging, constructivist learning environments (Creighton, 2003). They must take control of their own learning rather than allowing an instructor to feed information to them. In order to achieve this, teachers, administrators, students, parents, and even community members must come together as a team to accomplish this goal.

 Our district currently employs a Bring-Your-Own-Technology (BYOT) policy, an implementation that only began this year. The goal of our district using this type of policy is to overcome obstacles including limited funds and a very rural geographic location. It has been shown that the use of mobile devices in the classroom environment can not only create a individualized learning experience, but it also can help bridge the gap to communities that are more remote (Lemke 2009). Since these devices are less expensive and many students already have them, it would allow limited funds available for technology to purchase devices for students to use that do not have them, which helps to decrease the digital divide (Creighton, 2003).

***Teachers***

 Teachers will research and be kept informed of the need for technology-infused, project-based learning in the classroom and see its necessity. Teachers will consistently try new types of technology and software to be used in their classroom and practice using it (ISTE, 2007). Teachers will be planning technology-infused lessons on a regular basis and will make strides in creating authentic and engaging learning experiences for their students (ISTE, 2007). Teachers will also strive to use technology for communication and collaborative purposes, both in lessons and outside of the classroom. Rather than dismissing technology when students are using it improperly, teachers will teach and encourage digital citizenship and proper uses of technology. Teachers will further encourage and employ the Bring Your Own Technology (BYOT) policy of the district by generating authentic learning experiences which makes use of this technology. Teachers will also make a clear effort to allow for equitable access to technology for all students if it is in their power to do so, thereby decreasing the digital divide based on outside factors (Creighton, 2003). Teachers will also communicate with administrators, parents and community members regarding technology uses and policies in their classroom by allowing as much transparence as possible about the things going on in their classroom.

***Administrators***

 Administrators will be kept informed of research-based practices and the need for students to develop technology skills in addition to other skills and inform the teaching staff of best practices (ISTE, 2007). Administrators will evaluate the needs of their staff and select appropriate professional development (ISTE, 2007). Administrators will provide support to the teaching staff and check in with them regularly to assist and ensure that best practices are being utilized in classrooms. Administrators will evaluate the needs of students and help to ensure equitable access to all students (Creighton, 2003). Administrators will assist in educating the community about what is going on in the classroom.

***Students***

 Students will learn the value of technology outside of social media for personal uses. Students will participate in authentic learning experiences using mobile devices or technology provided by the school. Students will participate in collaborative and constructivist learning environments using technology and see the value in doing so (Creighton, 2003). Students will learn how to locate information needed for classroom learning initiatives, how to verify whether that information is accurate and reliable, and how to apply that information in new situations (ISTE, 2007). In addition, students will use technology to promote critical thinking and to work collaboratively (ISTE, 2007).

***Parents***

 Parents will first educate themselves and their children on the district’s technology policies and be kept informed of any changes. They will encourage family discussions about digital citizenship and proper uses of technology. Parents will communicate with teachers and administrators via technology and will also closely follow what activities their child is participating in the classroom. Parents will encourage the use of technology in the classroom by allowing their child to bring devices for participation in classroom activities.

***Community***

 Community members will be given a window into the classroom via technology by teachers and administrators and will take the opportunity to learn more about how technology is used in the classroom to engage students. In addition, community members will support the technology initiative, both intellectually and financially. The community and district will work together to promote technologies that will create productive 21st century citizens out of our community’s students.

**Resources**

Creighton, T. (2003). *The Principal as a Technology Leader*. Thousand Oaks, CA: Corwin Press.

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International Society for Technology in Education. *NETS for Administrators.* Retrieved Feb 19, 2014 from <http://www.iste.org/standards/standards-for-administrators>.

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Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says: An Update. Culver City, CA: Commissioned by Cisco.