

Advocacy

I really appreciated these .pdf documents. I almost made myself dizzy going back and forth between starry eyed newbie and tired old dog (more on that in a minute). What I found most interesting was how I found myself cherry picking points, what would help me sell this to my last principal and what would ruin it for me.

I started with Making the Case for Educational Technology to Teachers- I think the grouping of the teachers would be a huge help to a teacher new to the building or an outsider. In every school you have the "popular" ones, the teacher leaders; the "starry-eyed newbies" and the "bitter old dogs" but it is really easy to become starry-eyed yourself when trying to get someone to buy into what you are into. Knowing how to approach these groups will really help the cause.

Each of the statements in the short pitch section would be more likely to convince one group than another, for example: Technology tools help teachers enrich their lessons with multimedia to address auditory, kinesthetic, and visual modes of learning.

This can be used with a bitter old dog, they "have to" integrate technology and they "have to" differentiate instruction, here you go. Two birds with one stone.

I love, love, love that they mentioned Marco Polo, netTrekker, Atomic Learning and Edutopia! Great stuff. Students should engage somehow from those resources every day- I relied on them heavily as a librarian.

I next read the one for Building Administrators. There is no doubt that the principal sets the tone for the school and what they want is the most important priority. There isn't much you can do with a person who just doesn't get it, other than use what they do understand, pie charts and other colorful uses of data for my last principal, to try and help them get it. This point would be good to use in that kind of situation: Continued funding is critical. Recent investments in educational technology are bearing fruit and the future is promising. **Reductions in funding at this stage will undercut substantial investments in hardware, software, connectivity, and professional development.**

I noticed that some of the points I was picking were the same or similar across the documents, so out of curiosity I opened the School Board document. I was talking with a teacher from Clayton over the weekend and we had a sad chuckle at our similar school boards. So, similar to knowing the cliques of teachers, knowing how to approach board members individually and as a group would be really helpful!

I think that the strategy for approaching the school board was the most helpful, even though it wasn't one that you wanted us to review.

Use the opening statement to frame the issue. Begin emphasizing the importance of educational technology from the start. For someone who isn't used to formal proposals, this is vital information!

This statement, also found in the School Board document, can be used with tired old dogs, principals and parents: High-quality public education is crucial to

ensuring the social and economic health of local communities and the country as a whole. A technology-literate workforce is also fundamental to ensuring that economic health. Technology literacy must start in our K–12 schools.

When I read this statement: Today's students want to use all kinds of technology to help them learn **collaboratively**, in their **own time and at their own pace**, and through structured activities that allow for **creativity and self-expression**, **the note I made was, I think, the best part of this assignment:** Open with this, and turn it around- **luckily, what they want is exactly what they need! How often does that happen with kids?**