DEFINE PHASE TEMPLATE
Project Overview/Charter

Project Name: Assisting Middle School Teachers to become more proficient in using Educational Technology

Project / Section Manager: Billy J. Atkinson

Team Members: Patrick McKinnon, Tony Ruiz

After the input, recommendations and the requested modifications by the client, the team decide to make the following adjustments:
1. Added a critical project objective to the current project objectives. This will allow the project manager to have a view and status of the entire project to ensure it remains on schedule, within budget, and within specifications.
2. The team decided to change our third project object to include "for each PD session", this will ensure that the instructional materials are created for each PD session. Eliminates confusion from the staff.
3. Updated success criteria and assumptions and risk, prior submission was lengthy.

Problem/Opportunity (critical need or performance problem that must be resolved)

Middle School teachers are not able to effectively and efficiently use the variety of educational technologies in their classrooms to support their teaching and their student learning. This behavior is affecting the ability for teachers to use the available technology to improve and support student learning. According to the analysis, there seems to be a lack of knowledge and skills issues. Actions should be taken to ensure all middle school teachers have the knowledge and skills to successfully incorporate the available educational technology within their classrooms to support teaching and student learning.

Project Goals (Statement of final outcome, an event whose completion can be measured; provides point of reference for project start and end, keeps project focused and on task)

Develop and execute a professional development strategy for middle school teachers over the next two years, beginning in the summer of 2020 that allows teachers to successfully use educational technologies in the classroom to best benefit students. The first year will focus on design and development, and the second year will focus on implementation and evaluation.

Project Objectives (specific measurable sub-goals that guide the project work; provide measurable indicators of progress, realistic, and achievable within time frame)

Project Management Activities (Team Orientations and Project Updates)
Professional Development Sessions created for each of the three components of the PD.
1. Fundamentals of integrating educational technology into classroom practices
2. Operating Educational technologies
3. Modifying lessons and assessments with technology resources

Instructional materials created for each of the PD sessions (presentations, videos, handbooks)
Teacher certification for each of the three components of the PD
Educational Technology in each of the professional development rooms and in all classrooms.
Summer professional session schedule created

Success Criteria (measures indicating on time, within budget, according to project specifications and/or quality level)

Areas where we will measure success include; Project Management Activities conducted as scheduled; Instructional Materials completed on schedule; Professional Development sessions completed on schedule; Educational Technology present in the professional development rooms & classrooms; Summer schedules completed; Teachers will be able to operate Educational technologies, modify lessons and assessments using technology, and complete certifications for each components of PD.

Assumptions and Risks -

There are numerous assumptions and risks for this project. First, power outages can cause disruptions and delays with team meetings and virtual sessions, therefore the plan will include alternate dates and times during January through March. Second, there needs to be coordination with teachers when planning activities throughout the school year to avoid time conflicts that may interfere with participation. Third, since instructors and staff will have different levels of knowledge skills and experience, the plan should establish groups that account for the varying levels. Fourth, in order to ensure the program starts on time and instructors are able to use the technology a certification program will be implemented. Lastly, expectations must be set early to ensure instructors stay engaged and motivated.