Organizational Culture: Technology Integration

Review of Literature and Data Gathering

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Communities of Practice

Introduction

The community is the learning environment within which the school operates (Senge, 2002). Communities of Practice in today's changing world have evolved with the advent of technology. Leaders communicate, plan meeting, disseminate information, provide resources and is provided assets through technologies. Leaders must know and understand how to create and sustain effective learning communities of practice. Many situations and issues go on in an organization.

Leadership such as administrators must be equipped and ready to handle such issues in order to help the changing community evolve and stay at the forefront of education. In the end all participating professionals, parents, stakeholders and community serve students to create a global world where students achieve high-goals and are college workforce ready. It is believed that leadership style impacts personnel engagement and leading learning in organizational culture helps provide adequate professional development for teachers to properly integrate technology in all content areas to enhance teacher instructional delivery and student achievement within our school community to maintain effectiveness.

Deduction

Our principal formal institutions such as schools, government agencies, hospitals, armies, and courts are arenas for the exercise of professional activity (Schon, 1983). Schools face pressures for change, including accountability, changing demographics, staffing shortages, changing technology and knowledge explosion as well as process and

people (Lunenburg & Ornstein, 2004). Henceforth, the administrator of today's school organization has a multifaceted job, which includes setting objectives, organizing tasks, motivating employees, maintaining community relations, reviewing results, making decisions, and organizational learning (Lunenburg & Ornstein, 2004). In addition the formal practice of organizational learning is relatively new, and many people are coming to it from a variety of backgrounds, orientations, and disciplines (Senge, et al.2002). This concept helps shape the organization as well as the community. In our learning organization technology professional development will help teachers to integration technology in daily teaching and learning, which in turn help our professional learning community improve and evolve.

    Blankstein (2004) states that there are principles that guide the essence of professional learning communities:

1. Common mission, vision, values, and goals
2. Ensuring achievement for all students: creating systems for prevention and intervention
3. Collaborative teaming focused on teaching and learning
4. Using data to guide decision making and continuous improvement
5. Gaining active engagement from family and community
6. Building sustainable leadership capacity.

Hawley & Rollie (2006) describe that one of the most persistent findings from research on school improvement is the close relation between professional development and school improvement. Our school administration must be ready to maintain effective professional development on campus for teachers to become lifelong learners. This

engagement helps foster teacher leaders in the area of technology and technology integration. The end result for the leader is sustaining technology professional development to increase student improvement in order to become a high-performing school.

Reflection

In reviewing the literature my knowledge has increased about being an effective leader, understanding the community, the impact of stakeholders, and steps that need to be taken to increase student achievement. Leaders must understand making fundamental changes and shifts in assumptions, beliefs, and actions is difficult (Blankstein, 2004). In our organization and ideas related to my Personal Advanced Scholarly Study technology integration and professional development must be sustained. Senge (2002) notes that sustainability involved awareness, akin to the awareness in systems thinking, of the long-term implications of the actions we take today. With the continue push toward the integration of technology and teacher professional development, students will not only lag behind when it comes to day-to-day activities but also this increased resource can help in achievement, student improvement, and high-goals achievement.

Sustainable technological educational communities hold a long-term perspective and thus understand interdependence with education (Senge, 2002). Hawley & Rollie (2006) describes that any comprehensive approach to educational improvements needs to address the challenges involved in creating and sustaining conditions in schools that fundamentally influence the quality of teaching and thereby the opportunities students have to achieve at high levels. This also includes the integration of technology and how learning as a leader is contributing toward my doctoral study. It is helping me to

understand that the equipment alone cannot help the students achieve, but teachers have many other issues that must be dealt with in a professional manner. There must be a relationship between leaders communicating the shared vision of technology integration and professional development because teachers need to be provided coaching, retraining, empowerment, and communication, especially in the form of feedback.

Application

Leaders must understand that to sustain what is already in place is just as important to the organizational community as acquiring new information and resources. This new information and resources is for the community to continue to promote student achievement. The plan to keep our community effective is continuous social change and student achievement. One of the ways to help develop this in the learning community is to integrate technology in all aspects of the learning organization.

In order for our community to apply technology integration and application, administrators must provide resources, teachers must be professionally developed, and students must be offered instruction in more than just the pencil and paper traditional setting. By acquiring Smart boards, projectors, improved inventory, upgraded transparency machines, a new computer lab, and updated software the entire community can provide rich instruction, learn in a developmentally appropriate environment, and continue to help in student achievement. In addition, professional development should be continuous and ongoing, involving follow-up and support for further learning including support from sources external to the school that can provide necessary resources and an outside perspective (Hawley & Rollie, 2006).

When schools learn to see the value of other groups that affect student lives, and other groups' learn to see the value and connection of schools, the new possibilities emerge (Senge, 2002). When our school acquired technology equipment and learned to use this equipment in instruction, it is helping other schools to find a benchmark on student achievement and how technology can have a lasting effect on student learning as well as carrying out an effective community. Our practice is to continue technology professional development in order to effectively integrate technology to become a high-performing school.

Conclusion

High-performing schools and effective communities learn and a community that learns shares a mutual commitment with its schools (Senge, 2002).Effective communities with high-performing schools are places where all school employees, students, parents, and the community is involved in seeking, identifying, and eliminating barriers to improvement and academic success (Hawley & Rollie, 2006). Our community has embraced technology innovation, application, and integration to help improve the community and student success. Viewing schools as relationships linked together as circuits is useful in understanding the interconnectedness of human social organizations and how information flows through the community (Lindsey, Roberts, & CampbellJones, 2005). The continued use of technologies can help communicate the communities shared vision of becoming exemplary, and leadership vision of student success.

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