July – August: Email department chairs and introduce educational technology; set up meetings with each and work with them on understanding educational technology within their field; plant a seed to get them thinking about what they would like to change in their curriculum/which tool they are interested in implementing; work with eager chairs on a project right away

August – September: develop ideas on an educational technology project for each department chair’s curriculum; work with each chair on implementing the project; send feelers out and collect “all star” faculty – those already doing a great job with educational technology; establish and begin training a student technology task force who can work with teachers to implement new technologies in their classroom; reach out to and meet with lower school on options for projects

October: Faculty meeting and presentation on educational technology; present department chair’s progress, highlight all-star team projects, introduce wiki and discussion boards as resources; continue meetings with lower school teachers

November-January: Identify and work with at least five faculty members who are interested in undertaking projects across K-12; enlist department chairs to be part of the process and project; continually keep faculty members “in the loop” feeding them ideas for curricular adjustments, links, and resources

February-April: Seek out, identify, and work with notorious “technophobic” faculty members on small scale educational technology projects; scaffold technology knowledge and work on technology comfort level; possibly create a beginners class to increase comfort level

April-June: Seek out faculty interested in teaching online over the summer or during next school year; train them on distance learning by teaching them through distance learning; compile resources and create mini-units for the group to critique