

K-12 Educational Technology Project Management Plan

Submitted by:

Emma Pate

Lauren Bavis

Tint Woon Pyae



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Submitted to:

Gary LaPoint

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Executive summary

Middle school teachers do not have the knowledge and skills to integrate available educational technologies in their classrooms to effectively support student learning. A professional development strategy that helps teachers understand the fundamentals of integrating technologies like computers and interactive whiteboards into their classrooms, how to operate these educational technologies, and how to modify lessons and assessments using educational technologies will help the school district meet its three-year strategic plan to help teachers become more proficient in using educational technologies.

If approved, this project will implement a new professional development strategy over the next two years that serves as a test for a new professional development model to be used in other district schools for new educational technologies.

We will implement the approved instructional plan proposal for this professional development strategy by:

1. Designing and developing professional development sessions related to the content created to support:
 - a. Fundamentals of integrating educational technology into classroom practices.
 - b. Operating educational technologies.
 - c. Modifying lessons and assessments with technology resources.
2. Developing media-rich presentations, video demonstrations, instructor and learner handbooks, online lesson plans/curriculum templates, collaborative activities, and technology use guidelines/rubrics to be utilized during these professional development sessions.
3. Implementing two-week intensive professional development sessions during the project's first summer.
4. Holding two monthly professional development sessions over the project's first academic year.
5. Evaluating the progress of the professional development program using status and variance reports.

Project Schedule:

In the project's first year (June 2025-June 2026), we will create the materials to be used in two-week summer intensive and twice-monthly professional development sessions, including collaborative activities, technology use handbooks, curriculum templates, video demonstrations, and presentations. We will also review and install all technology to be used in classrooms. In the project's second year, we will facilitate the professional development sessions (summer intensives from July-August 2026, and twice-monthly sessions from (September 2026-June 2027), evaluate teachers for effectiveness based on student outcomes, and certify teacher competence in utilizing educational technologies in the classroom. The project will be complete after a final analysis of student success metrics, and after project progress and outcomes are documented, audited, and presented in a final plan (to be conducted from June-July 2027).

We assume:

- This project will utilize the available instructional design team, including program evaluation specialists and educational technology programmers, as well as school staff, including administrators, teachers, librarians, and curriculum specialists.

- Personnel are supportive of this professional development plan.
- We have the funding we need to develop project resources.

Our goal is to complete this project on time (within the two-year development cycle), within budget, and to specification. At the project's conclusion, teachers will have completed the certification process showcasing the basic knowledge and skills to develop one full instructional unit utilizing the available technologies and will be able to evaluate their success. In addition, long-term goals consist of student grade outcomes improving by one letter grade or more in impacted classrooms.

Define Phase

The 'Define' phase summarizes the project's purpose and objectives. It also highlights key steps, milestones, deliverables, and the necessary resources. Additionally, in this phase, the project team identifies factors or events that could positively or negatively impact the project's outcome. (Weiss & Wysocki, 1992).

Project Problem:

Currently, middle school teachers (grades 6-8) cannot effectively and efficiently integrate the variety of educational technologies available in their classrooms to enhance their teaching and student learning. This limitation is hindering their ability to leverage technology to improve student outcomes. The analysis reveals that teachers are facing challenges related to utilizing educational technologies.

Project Goal:

The primary goal of this project is to design and implement a professional development (PD) program for K-12 teachers to enhance their ability to integrate technology and research-based instructional practices into the classroom, as exemplified by completing a summative certification. The project will be conducted over two years, with the first year dedicated to curriculum and resource development and the second year dedicated to implementation, training, and evaluation.

Project Objectives:

To effectively accomplish the project goal, the following key milestones will be achieved:

1. Plan and Manage Project Activities – Conduct stakeholder meetings, plan project milestones, and monitor progress to ensure timely delivery.
2. Develop Professional Development Modules in three priority areas:
 - a. Integrating Technology into Instructional Practice – Use of digital tools and best practices.
 - b. Student-Centered Pedagogy & Differentiation – Strategies for engaging diverse learners.
 - c. Assessment & Data-Driven Instruction – Using student data to increase instructional practices.
3. Design and Develop Instructional Materials – Create lesson plans for each module, create multimedia tutorials for each module, and create interactive software for each module.
4. Implement Teacher Training & Certification – Conduct hands-on workshops, web-based training modules, and peer coaching sessions. Implement a certification procedure to assess and acknowledge teacher competence.
5. Equip Classrooms with Instructional Technology – Provide the necessary hardware, software, and support infrastructure to facilitate seamless technology integration.

6. Assess and Refine the Program: To boost the effectiveness of professional development and instructional practices, conduct pilot programs, collect feedback, and make data-driven refinements.

Success Criteria

Success for this project will be measured in several areas, including Project Management activities completed on time and on budget, instructional materials finalized as scheduled, professional development sessions delivered on time, educational technology implemented in both professional development rooms and classrooms, summer schedules finalized, teachers' ability to effectively operate educational technologies, adapt lessons and assessments using technology, attend the PD sessions, complete summative certification and evaluate the effectiveness of educational technology implementation in improving student outcomes over time.

At the project's conclusion, 100% of participating teachers will have completed certification for understanding the basic knowledge and skills to develop one full instructional unit utilizing the available technologies and will be able to evaluate their success in improving student outcomes. In addition, students of the participating teachers will experience a grade improvement of 15% on average over one academic year.

Assumptions:

- Teachers are approaching this professional development opportunity with a positive attitude.
- Teachers want to more effectively integrate educational technology in their classrooms to best support student learning.
- We have enough staff to develop, implement, and evaluate instruction.
- School and district staff will manage their own time to attend the monthly professional development training and a two-week summer intensive.
- We have the budget to complete the project to specifications.

Risks:

- Implementing the instructional solution in a timely manner would delay the district's three-year strategic plan to help its teachers become more technologically proficient.
- A failed project would mean the district must devote additional time and resources to re-analyze, design, develop, implement, and evaluate a new instructional solution.
- The two-year project timeline leaves little time for slack and unforeseen delays.
- The teachers, librarians, curriculum specialists, and administrators involved in the project will start with varying levels of knowledge and experience with the technology being implemented in classrooms, which will impact how efficiently they will be able to understand and implement the instructional solution.
- Additional training would require an additional budget to compensate teachers for their time and substitutes to backfill classrooms.
- Significant weather events in the early spring (January to March) can cause power outages and difficulty traveling for the project team, school faculty, and staff.
- The teachers participating may have scheduling conflicts, including standardized testing days, that could impede their participation in the project.
- Technology changes rapidly and could become obsolete before the professional development plan is implemented.

Plan Phase

The 'Plan' phase resembles the design phase in the ADDIE Model, as it starts with creating a Work Breakdown Structure based on the project's definition. By identifying key tasks and organizing them into a schedule, the critical path is determined (Weiss & Wysocki, 1992).

Scope:

Understanding our project's goals helps us establish the project's scope, or boundaries. This project will include creating the project management plan to develop this middle school's educational technology professional development summer intensive and twice-monthly sessions. The project team will develop all the resources needed before the professional development sessions begin in July 2026. The planning, designing, developing, and implementation of these media-rich presentations, video demonstrations, instructor and learner handbooks, online lesson plan/curriculum templates, collaborative activities, and technology use guidelines/rubrics will be completed by the instructional design team specialists. Education technology/programmers will be responsible for implementing educational technology like computers, iPads, software, and other assistive technologies currently in the school or that will be purchased over the next academic year.

This project does not include conducting a needs assessment or designing the instruction or content to be used during the professional development training, which has already been approved by the administration. It also does not include purchasing or evaluating any technology to be used by the middle school.

Work Breakdown Structure:

Our team developed a Work Breakdown Structure (WBS) centered around six project objectives. Each objective was broken down into activities and sub-activities, allowing each manager to have more control and a manageable workload. The primary objectives for our project were as follows: Project Management Activities, Professional Development Sessions, Design and Development of Instructional Materials, Implementation of Educational Technology, Summer Professional Development Session Schedules, and Teacher Certifications. Additionally, we carefully considered factors such as providing clear start and completion dates. This involved sequencing tasks in a specific order to ensure the most cost-effective approach for our client. Below is a brief visual representation of the WBS. This project's actual WBS included over one hundred tasks and subtasks, including designing and developing the three professional development session outlines; stakeholder review and sign-off meetings after each module's development; implementing the two-week summer intensive trainings and twice-monthly professional development sessions; monthly instructional progress evaluations; a teacher certification process; and an evaluation of student outcomes:

Table 1: Work Breakdown Structure (WBS)

Task Name	Duration	Start	Finish	Predecessors	Resource Names	Characteristics
▲ K-12 Educational Technology Project	112 wks	Mon 6/2/25	Fri 7/23/27			
Conduct stakeholder meeting	0.2 wks	Mon 6/2/25	Mon 6/2/25		Educational Project Manager	YYYY
Plan project milestones	1 wk	Mon 6/2/25	Fri 6/6/25		Educational Project Manager	YYYY
▲ Create professional development session outline: Fundamentals of integrating educational technology into classroom practices	6 wks	Mon 6/9/25	Fri 7/18/25	2,3		
Draft presentations	1 wk	Mon 6/9/25	Fri 6/13/25	2,3	Instructional Designer, Graphic Artists	YYYY
Develop video demonstrations	1 wk	Mon 6/16/25	Fri 6/20/25	5	Instructional Designer, Videographers	YYYY
Develop instructor and learner handbooks	3 wks	Mon 6/16/25	Fri 7/4/25	5	Instructional Designer, Teachers, Educational Project Manager	YYYY
Create online lesson plan/curriculum templates	2 wks	Mon 6/16/25	Fri 6/27/25	5	Instructional Designers, Teachers, Educational Technology Specialists	YYYY
Create technology use guidelines/rubrics	3 wks	Mon 6/30/25	Fri 7/18/25	8	Instructional Designers, Educational Technology Specialists, Teachers	YYYY
▲ Create professional development session outline: Operating Educational technologies	12 wks	Mon 6/9/25	Fri 8/29/25	2,3		
Draft presentations	3 wks	Mon 6/9/25	Fri 6/27/25	2,3	Instructional Designer, Graphic Artists	YYYY
Develop video demonstrations	2 wks	Mon 6/30/25	Fri 7/11/25	11	Instructional Designer, Videographers	YYYY
Develop instructor and learner handbooks	3 wks	Mon 6/30/25	Fri 7/18/25	11	Instructional Designer, Teachers, Educational Project Manager	YYYY
Create online lesson plan/curriculum templates	4 wks	Mon 6/30/25	Fri 7/25/25	11	Instructional Designers, Teachers, Educational Technology Specialists	YYYY
Create technology use guidelines/rubrics	5 wks	Mon 7/28/25	Fri 8/29/25	14	Instructional Designers, Educational Technology Specialists, Teachers	YYYY

[See full WBS in appendix]

Project Activities Estimates:

The Project Activity Estimate outlines each activity in a sequence, indicating which tasks must be completed in a specific order. The activity numbers in the Project Activity Estimate are outlined fully in the first column of the work breakdown structure in our appendix. The brief overview of our WBS above shows the tasks needed to complete the first two professional development session outlines. The estimated duration for each activity is provided in weeks due to the longitudinal nature of this project. The “Predecessors” column of the Project Activity Estimate displays the sequence relationship that will determine the order in which each activity will be completed, illustrating how each activity fits within the overall project timeline.

Critical Path and Network Diagram:

After developing our work breakdown structure and sequencing project activities over this project’s two-year span, we developed a network diagram that depicts how the project tasks are connected. From this network diagram, we used the time estimated to complete each project to develop the critical path. The critical path is the longest time required to complete a project, and understanding the critical path allows the project manager to compare the time estimated to complete tasks with the actual time needed to complete tasks. If the project varies from the critical path, the project manager can reallocate resources like project staff and budget to remain on schedule.

Below is a brief representation of the first year of the project, which involves developing the first of three content professional development sessions for three content areas. This network diagram outlines the design and development of the first module. The tasks outlined are in the project’s critical path:

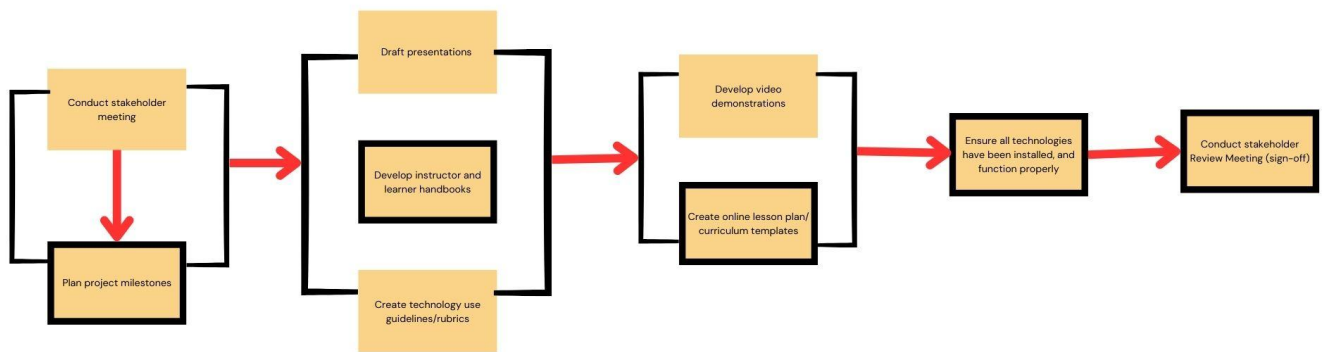


Figure 1: Critical Path and Network Diagram

The module’s critical path includes: planning project milestones; developing instructor and learner handbooks; creating online lesson plans and curriculum templates; ensuring all technologies have been installed and function properly; and conducting stakeholder review/sign-off meetings. According to our Work Breakdown Structure, this path to create the “Operating Educational Technologies” professional development session outline will take eight weeks.

Organize Phase

The ‘Organize’ phase begins after the project proposal has been accepted by the client. It marks the transition from the planning stage to the project implementation stage. It is similar to the development phase in ADDIE because it is the phase where personnel and tasks are grouped to ensure the outcome of the project (Weiss & Wysocki, 1992).

Personnel Needs:

A diverse team of professionals will be required to successfully implement the K-12 Technology Management Project. Key roles include an educational project manager, instructional designers, district curriculum specialists, educational technology specialists, graphic artists, videographers, program evaluation specialists, and technology coordinators. Each role comes with specific responsibilities and skill requirements important for the success of the project. However, there are some common qualities we seek in all team members, including

strong collaboration and communication skills, adapting and problem-solving abilities, and a willingness to work in a dynamic, team-oriented environment.

Table 2: Recruiting Criteria for Each Position

Job Title	Criteria
Project Manager	• Master's degree in Education, Instructional Design, or a related field with 5+ years of experience • Strong leadership, organizational, and project management skills • Expertise in educational technology and curriculum development • Ability to collaborate with school administrators, teachers, and specialists • Proven experience in budgeting, resource allocation, and timeline management
Instructional Designer	• Master's degree in Instructional Design, Educational Technology, or a related field • Minimum of 3-5 years of experience in instructional design and curriculum development • Strong understanding of instructional strategies and technology integration • Ability to develop interactive and engaging learning materials in digital and print formats • Experience collaborating with educators and technology specialists to enhance lesson planning

[See full personnel job breakdown in appendix]

Project Organization Chart:

The Project Organizational Chart describes the structure of the K-12 Technology Management Project, illustrating how team members interact and collaborate. It provides a workflow guide, securing clarity in responsibilities, decision-making, and task assignments. The chart is also intended to provide a tool for stakeholders by offering insight and visibility into how the team is structured on the project. The structure is based on the Project Manager (PM), who has overall responsibility for project performance. The PM will report to the Superintendent for any approval or guidance required in managing the team. The PM's leadership team consists of the Educational Project Manager, who oversees the design and development of instructional content and technology. District Curriculum Specialists ensure content aligns with district learning standards and provides instructional guidance. Program Evaluation Specialists monitor project effectiveness and provide data-driven recommendations for improvement.

Although the chart demonstrates a top-down structure of accountability, the project employs a collaborative model. Team members, including instructional designers, videographers, graphic artists, educational technology specialists, and teachers, are encouraged to step out of their roles to contribute to the project.

PROJECT ORGANIZATIONAL CHART

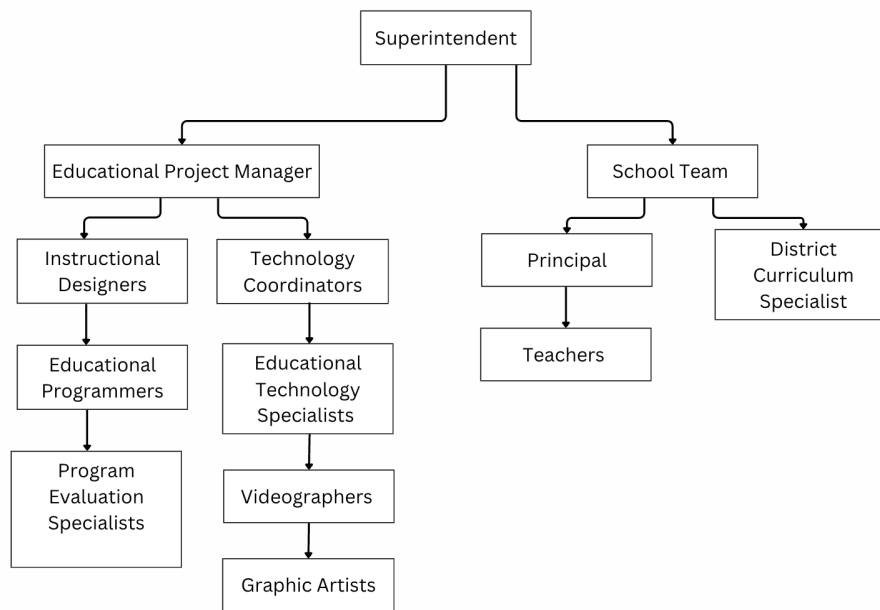


Figure 2: Team Organization Structure

Project Work Packages:

The Work Packages are designed to increase the strengths and expertise of each team member. Tasks have been carefully arranged to suit the required skills and experience to ensure efficiency and effectiveness in implementation. Every activity correlates with one of the six project objectives listed in our Work Breakdown Structure (WBS). The activities assign personnel tasks and sub-categories based on their capability. In addition, individuals have been designated to be accountable for the completion of a project in their areas, as directed by the Project Manager (PM). The timelines have been developed for a four-week period in every category, and the assigned personnel have deliverables and deadlines. A gap in the timeline does not mean all the team members are not busy; rather, team members may be working on other assignments that are not quoted in this arrangement. Below is a brief visual breakdown of the work packages for the Project Manager and Instructional Design.

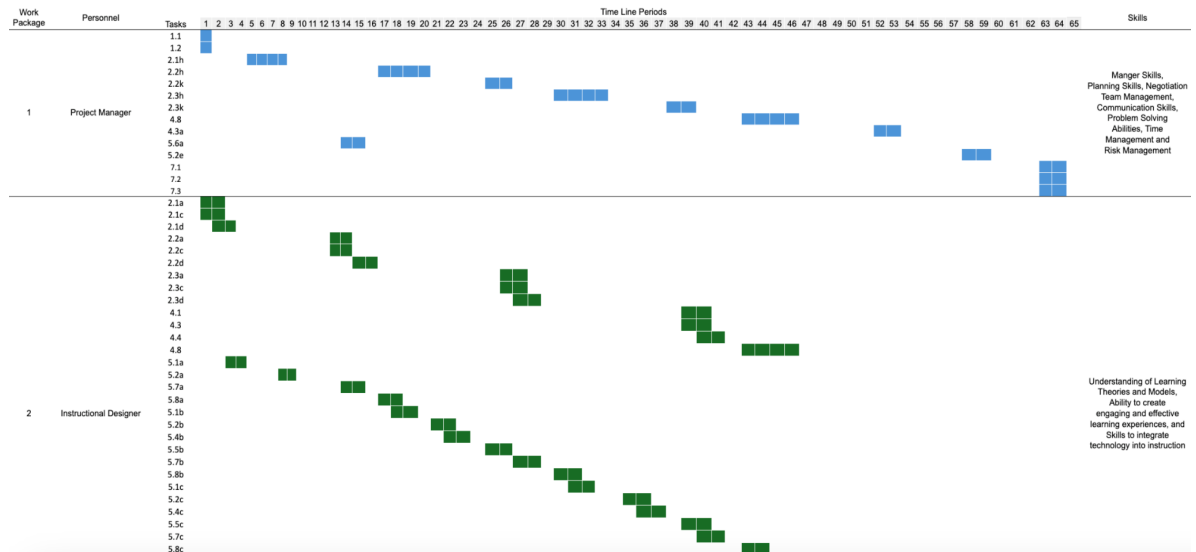


Figure 3: Work Package Descriptions

[See full work package report in appendix]

Control Phase

The ‘Control’ phase of the project, like the implementation phase of ADDIE, involves starting and maintaining the project work. Using control tools like schedules and status reports, the project manager determines variances and takes action to ensure the appropriate allocation of resources to complete the project on time, within budget, and to specification (Weiss & Wysocki, 1992).

Gantt Chart

We will use a Gantt chart to detail the project schedule, including start and end dates for each activity. Below is a partial Gantt chart from the first year of the project. This phase shows how professional development sessions will be outlined for two of the three content areas following a stakeholder meeting and sign-off with the superintendent, principal, teachers, and librarians, as well as planned project milestones:

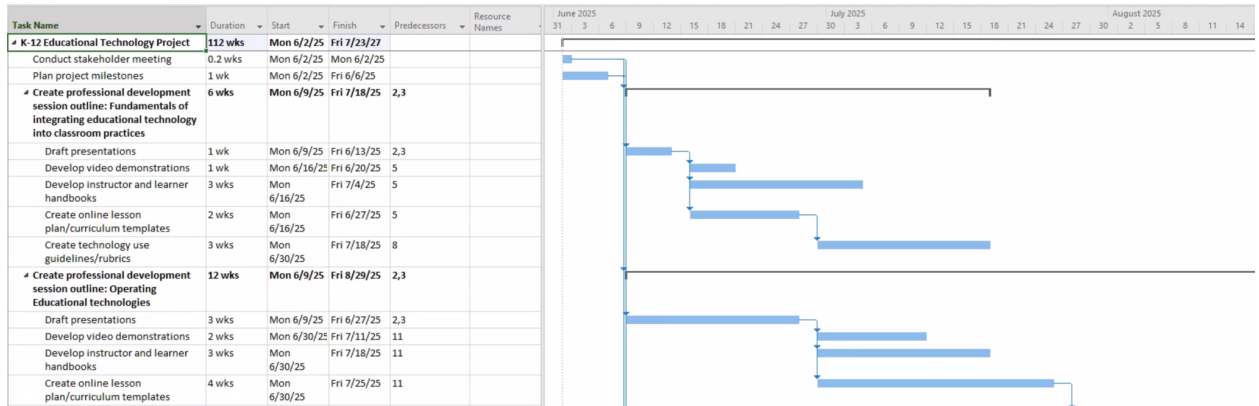


Figure 4: Gantt Chart

Status/Variance Reports:

The following project takes place over two years. The first year of the project involves developing the materials that will be used in middle school teacher professional development sessions and equipping classrooms with educational technologies. The project manager will meet with the instructional designers every other week during content review periods, and school district curriculum specialists monthly when materials are finalized. For these meetings, the instructional designer responsible for the activity will prepare a status report like the one below that details negative variances in the project schedule and budget (listed under the “Late Tasks” heading), as well as proposed corrections.

PROJECT OVERVIEW

MON 6/2/25 - FRI 8/8/25

% COMPLETE

0%

MILESTONES DUE

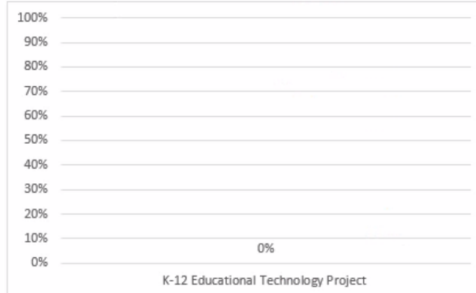
Milestones that are coming soon.

Name

Finish

% COMPLETE

Status for all top-level tasks. To see the status for subtasks, click on the chart and update the outline level in the Field List.



LATE TASKS

Tasks that are past due.

Name	Start	Finish	Duration	% Complete	Resource Names
------	-------	--------	----------	------------	----------------

Figure 5: Status/Variance Report

Instructional designers should notify the project manager as soon as a variance of one week or longer is determined to quickly reallocate resources to the project's critical path. The project manager will prepare status reports and meet with stakeholders, including the superintendent and district administrators, for quarterly sign-off meetings. During these

[illegible]

The second year of the project involves implementing two intensive summer intensive professional development sessions and twice-monthly professional development meetings throughout the academic year. Program evaluation specialists will use the instructional progress evaluation to prepare monthly status reports evaluating teacher progress and the need to reevaluate training materials. The project manager will prepare a status report for two stakeholder meetings, one at the beginning of the academic year to review the summer intensive sessions, and one at the end of the academic year, to review the twice-monthly professional development sessions.

If project stakeholders like the principal or superintendent request changing the scope of the project, a change control plan is also in place to document who requested the change and how the change will impact the project's cost and schedule. If the benefits of changing the project are approved, the client will sign off and changes will be implemented.

To ensure cohesive teamwork, the project manager will resolve conflict through the development and evolution of the team:

Set standards of behavior	Provide the team with a management plan that advocates a performing stage where the team works with minimal oversight.
Lead by example	Be available by phone and email to offer prompt feedback. Encourage creative thinking as solutions to variances and setbacks.

Resolve team conflict	Set guidelines to immediately address conflict face-to-face. Listen to different viewpoints and work to resolve solutions that will satisfy all parties. Offer grace and the chance to learn from mistakes.
Reduce external interactions	Provide a buffer between school administration and support staff.
Allow freedom and creativity	Establish activity leads as experts with the freedom to manage their own work within schedule and budget. Run efficient meetings with clear agendas. Provide and reallocate resources as needed to help team members complete activities and meet objectives.
Establish a procedure for feedback	Accept regular feedback, take feedback seriously, and make adjustments as needed to increase team trust.
Increase group cohesion	Encourage teamwork across functional areas and establish a common enemy: the challenge of adapting to rapidly evolving technology.
Celebrate team accomplishments	Show appreciation for team members' contributions.

We have also developed a communication record to record all communication with key stakeholders, including the school superintendent, principal, teachers, instructional designers, curriculum specialists, and other school and project staff. This record would include the name of the person communicated with, the method of communication, the team member responsible for that communication, the purpose of the communication or meeting, the date of communication, and any relevant notes from the communication. Below is an example of how we would outline communication would be recorded for a quarterly sign-off meeting with the superintendent:

Table 4: Record of Communication

Stakeholder name	Method of communication (email update, phone call, status report, etc.)	Team member responsible	Purpose of communication	Communication dates	Notes
Superintendent	Zoom meeting	Lauren	Sign-off meeting	Quarterly	Meeting scheduled in person had to be rescheduled virtually
Teachers					
Instructional designers					

Close Phase

The 'Close' phase signals the project's conclusion. During this phase, the final deliverables are received, and the closure process is completed with the final project report and

the client's sign-off or acceptance. Additionally, evaluations of team members, contractors, and other relevant information for future reference are gathered and stored (Weiss & Wysocki, 1992).

Our project manager verifies that the client and stakeholders have accepted the project deliverables identified during the planning phase. Due to the ongoing nature of this implementation, maintenance must be set up. This will be achieved via a stakeholder meeting in which the final analysis report of student metrics will be presented. This was done to establish the effects of project implementation on learner outcomes. Our team will prepare a deliverable checklist that includes the following:

- ☒ Define phase goals and objectives, to include success criteria.
- ☒ Plan for work breakdown structure and project activities to include critical path and project proposal.
- ☒ Organize a phase checklist that will include personnel needs and work packages.
- ☒ Management tools, with a contingency plan strategy
- ☒ To conduct a thorough post-project debrief audit, use a template that covers project goals, performance, successes, challenges, lessons learned, and actionable items for future projects.

Before the final project debriefs, a survey will be distributed to each team member, asking them to rate various aspects of the project. For instance, questions may include, "On a scale from 1 to 5, with 5 being the most effective and 1 being the least, how would you rate your supervisor's communication style?" This survey will provide the Project Manager (PM) and supervisors with valuable insights to enhance future projects. Additionally, team members will be asked to anonymously evaluate and provide feedback on their peers (peer evaluation).

Once the survey data is compiled, each project member will have a one-on-one debrief with their supervisor. Supervisors will then meet with the PM for a further debrief. After these sessions, an organizational meeting will be held to review both successes and challenges, utilizing checklists, the Gantt chart, the survey results, and other project tools. The purpose of the meeting is to recognize achievements and identify areas for future improvement.

Finally, the PM will complete an audit checklist, which will be shared with all team members. This checklist will highlight successful aspects of the project and pinpoint areas needing improvement. A final sign-off of granting approval to formally close the project and complete the handover activities as described above will be formally executed upon completion of this phase.

The Project Close Checklist is as follows:

- ☒ Performance Review
 - Project Successes: [List key achievements and positive outcomes]
 - Project Challenges: [Identify obstacles, issues, and areas where the project fell short]
 - Timeline Performance: [Evaluate adherence to the project schedule, including any deviations and reasons]
 - Budget Performance: [Assess adherence to the project budget, including overages or savings]

- Quality Performance: [Evaluate the quality of deliverables and outcomes against project standards]
- Stakeholder Satisfaction: [Gather feedback from stakeholders on their satisfaction with the project outcome]
- ☑ Root Cause Analysis
 - Successes: [100% of participating teachers complete the certification process, and student grade averages improve by 15%]
 - Challenges: [Analyze the root causes of project challenges and issues in Issues Log (See appendix)]
- ☑ Lessons Learned
 - Positive Lessons: [Identify what went well and why, and what can be replicated in future projects]
 - Negative Lessons: [Identify what didn't go well and why, and what can be avoided in future projects]
- ☑ Action Items
 - Recommendations: [Outline specific actions and strategies to improve future project performance]
 - Responsibilities: [Assign ownership for implementing recommended actions]
 - Timeline: [Set deadlines for completing action items]
- ☑ Future Project Improvement
 - Process Improvements: [Suggest improvements to project management processes and methodologies]
 - Tool Improvements: [Identify potential tools and technologies that can enhance project performance]
 - Team Improvements: [Suggest ways to improve team performance and collaboration]
- ☑ Archival of Project Material
 - Establish a clear archiving policy, organize documents logically, use a robust storage solution, implement version control, and ensure regular backups and security measures.
- ☑ Post Project Audit/Debrief
 - Use a log of project activities as a baseline data to access project performance.
 - Schedule debriefing sessions with the project team to share comments on teamwork and project processes, strengths, weaknesses, challenges, and successes.
 - Was the project goal achieved?
 - Was the project completed on time, on budget, and to specification?
 - Was the client satisfied with the results?
 - Complete the final audit checklist to close project activities.
 - Formally close personal assignments.
- ☑ Project Termination Sign-Off:

- Finalize and issue the final report and presentation for the meeting.
 - Prepare signature pages and deliverables checklist for client sign-off. See the example in the appendix.
 - Attend final meetings with stakeholders to demonstrate the final accomplishment of goals.
 - Obtain acceptance and formal sign-off that all deliverables have been completed.
 - Provide a demonstration of the final product.
 - Formally close contracts.
- ☒ Project Conclusion Celebration
- To conclude all project activities and phases, a final team celebration will be planned, featuring a luncheon for all team members to socialize and commemorate their hard-earned accomplishments.

Appendix

Issues log

ISSUE	DOCUMENTED BY	DATE	ASSIGNED TO	RESOLVED DATE
Three teachers with the flu missed the February PD trainings	Emma	2/26/26	Tint	

Project Sign-off Sheet

Project Name:	Project Manager:
Start Date:	Completion Date:
Project Duration:	Sponsor:
Project Goal:	
Project Deliverables:	
Clients:	
By signing this document, I acknowledge that I have delivered all the stated deliverables at the agreed to quality levels.	By signing this document, I acknowledge that I have received all the stated deliverables at the agreed to quality levels.
Project Manager Name and Signature:	Sponsor Name and Signature:
Date:	Date:

Source: Slideshare

Table 1

Educational Technology Project Management Plan

Work Breakdown Structure							1-Status/completion measurable
WBS	Task Description	Skills	Start	End	Characteristics		
WBS	Task Description	Skills	Start	End	Characteristics		
1	Plan and Manage Project Activities						
1.1	Conduct stakeholder meeting	Educational Project Manager	0	1	YYYY		
1.2	Plan project milestones	Educational Project Manager	0	1	YYYY		
2	Develop Professional Development Modules FOR WORKSHOPS						
	Module 1: Integrating Technology into Instructional Practice – Use of digital tools and best practices.	Instructional Designer, Educational Programmer					
2.1a	Create professional development session outline	Instructional Designer	1	2	YYYY		
2.1b	Draft presentations	Instructional Designer, Graphic Artists	1	2	YYYY		
2.1c	Design collaborative activities	Instructional Designer, Educational Programmer	1	2	YYYY		
2.1d	Review for content accuracy	Instructional Designer, District Curriculum Specialist	2	3	YYYY		
2.1e	Draft script for video demonstrations	Instructional Designer, Videographers	2	3	YYYY		
2.1f	Set-up and shoot video	Videographers, Educational Technology Specialists	3	4	YYYY		
2.1g	Rough edit / review / finalize	Videographers, Instructional Designers, Educational Project Manager	4	5	YYYY		
2.1h	Develop instructor and learner handbooks	Instructional Designer, Teachers, Educational Project Manager	5	8	YYYY		
2.1i	Create online lesson plan/curriculum templates	Instructional Designers, Teachers, Educational Technology Specialists	8	10	YYYY		
2.1j	Create technology use guidelines/rubrics	Instructional Designers, Educational Technology Specialists, Teachers	10	13	YYYY		
2.2	Module 2: Student-Centered Pedagogy & Differentiation – Strategies for engaging diverse learners.	Instructional Designer, District Curriculum Specialist					
2.2a	Create professional development session outline	Instructional Designer	13	14	YYYY		
2.2b	Draft presentations	Instructional Designer, Graphic Artists	13	14	YYYY		
2.2c	Design collaborative activities	Instructional Designer, Educational Programmer	13	14	YYYY		
2.2d	Review for content accuracy	Instructional Designer, District Curriculum Specialist	14	15	YYYY		
2.2e	Draft script for video demonstrations	Instructional Designer, Videographers	14	15	YYYY		
2.2f	Set-up and shoot video	Videographers, Educational Technology Specialists	15	16	YYYY		
2.2g	Rough edit / review / finalize	Videographers, Instructional Designers, Educational Project Manager	16	17	YYYY		
2.2h	Develop instructor and learner handbooks	Instructional Designer, Teachers, Educational Project Manager	17	20	YYYY		
2.2i	Create online lesson plan/curriculum templates	Instructional Designers, Teachers, Educational Technology Specialists	20	22	YYYY		
2.2j	Create technology use guidelines/rubrics	Instructional Designers, Educational Technology Specialists, Teachers	22	25	YYYY		
2.2k	Conduct stakeholder Review Meeting (sign-off)	Superintendent, Principal, Educational Project Manager	25	26	YYYY		
2.3	Module 3: Assessment & Data-Driven Instruction – Using student data to increase instructional practices.	Instructional Designer, Program Evaluation Specialist					
2.3a	Create professional development session outline	Instructional Designer	26	27	YYYY		
2.3b	Draft presentations	Instructional Designer, Graphic Artists	26	27	YYYY		
2.3c	Design collaborative activities	Instructional Designer, Educational Programmer	26	27	YYYY		
2.3d	Review for content accuracy	Instructional Designer, District Curriculum Specialist	27	28	YYYY		
2.3e	Draft script for video demonstrations	Instructional Designer, Videographers	27	28	YYYY		
2.3f	Set-up and shoot video	Videographers, Educational Technology Specialists	28	29	YYYY		
2.3g	Rough edit / review / finalize	Videographers, Instructional Designers, Educational Project Manager	29	30	YYYY		
2.3h	Develop instructor and learner handbooks	Instructional Designer, Teachers, Educational Project Manager	30	33	YYYY		
2.3i	Create online lesson plan/curriculum templates	Instructional Designers, Teachers, Educational Technology Specialists	33	35	YYYY		
2.3j	Create technology use guidelines/rubrics	Instructional Designers, Educational Technology Specialists, Teachers	35	38	YYYY		
2.3k	Conduct stakeholder Review Meeting (sign-off)	Superintendent, Principal, Educational Project Manager	38	39	YYYY		
3	Technology Review						
3.1	Ensure all technologies have been installed, and function properly	Educational Technology Specialists, Technology Coordinators	39	40	YYYY		
4	Design and Develop Instructional Materials for Implementation of Professional Development						
4.1	Create professional development session outline	Instructional Designer, District Curriculum Specialist	39	40	YYYY		
4.2	Draft presentations	Instructional Designers, Videographers	39	40	YYYY		
4.3	Design collaborative activities	Instructional Designers, Teachers	39	40	YYYY		
4.4	Review for content accuracy	Instructional Designers, District Curriculum Specialists	40	41	YYYY		
4.5	Draft script for video demonstrations	Videographers, Instructional Designers	40	41	YYYY		
4.6	Set-up and shoot video	Videographers	41	42	YYYY		
4.7	Rough edit / review / finalize	Videographers	42	43	YYYY		
4.8	Develop instructor and learner handbooks	Instructional Designers, Teachers, Educational Project Manager	43	46	YYYY		
4.9	Create online lesson plan/curriculum templates	Instructional Designers, Teachers, Educational Technology Specialists	46	47	YYYY		
4.1a	Create technology use guidelines/rubrics	Instructional Designers, Educational Technology Specialists, Teachers	48	49	YYYY		
4.2a	Create interactive software for Each Module	Educational Technology/Programmers	49	52	YYYY		
4.3a	Conduct stakeholder Review Meeting (sign-off)	Superintendent, Principal, Educational Project Manager	52	53	YYYY		
5	Implement Teacher Training & Certification						
5.1a	July 15th Teacher Workshop	Instructional Designers, District Curriculum Specialists	3	4	YYYY		
5.2a	July 25th Teacher Workshop	Instructional Designers, District Curriculum Specialists	8	9	YYYY		
5.3a	August 15th Teacher Workshop	Educational Technology/Programmers	11	12	YYYY		
5.4a	August 25th Teacher Workshop	Educational Technology/Programmers	13	14	YYYY		
5.5a	Teacher Participation Feedback Review	Program Evaluation Specialist	14	15	YYYY		
5.6a	Conduct stakeholder meeting	Educational Project Manager	14	15	YYYY		
5.7a	September 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	14	15	YYYY		
5.8a	September 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	17	18	YYYY		
5.9a	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	17	18	YYYY		
5.1b	October 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	18	19	YYYY		
5.2b	October 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	21	22	YYYY		
5.3b	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	21	22	YYYY		
5.4b	November 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	22	23	YYYY		
5.5b	November 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	26	27	YYYY		
5.6b	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	26	27	YYYY		
5.7b	December 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	27	28	YYYY		
5.8b	December 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	30	31	YYYY		
5.9b	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	30	31	YYYY		
5.1c	January 1st December 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	31	32	YYYY		

Educational Technology Project Management Plan

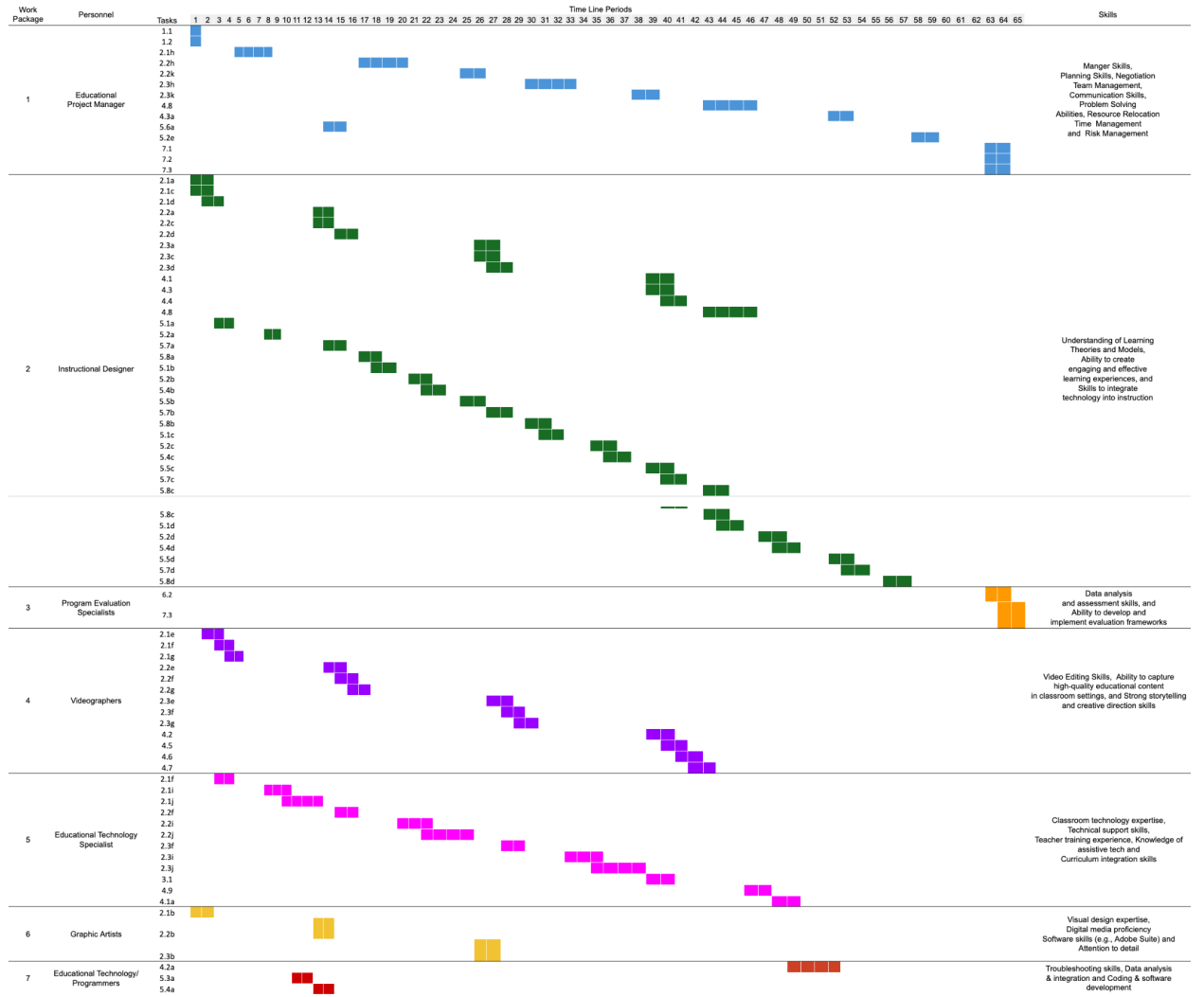
Work Breakdown Structure						1-Status/completion measurable
WBS	Task Description	Skills	Start	End	Characteristics	
5.2c	January 25th December 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	35	36	YYYY	
5.3c	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	35	36	YYYY	
5.4c	February 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	36	37	YYYY	
5.5c	February 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	39	40	YYYY	
5.6c	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	39	40	YYYY	
5.7c	March 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	40	41	YYYY	
5.8c	March 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	43	44	YYYY	
5.9c	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	43	44	YYYY	
5.1d	April 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	44	45	YYYY	
5.2d	April 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	47	48	YYYY	
5.3d	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	47	48	YYYY	
5.4d	May 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	48	49	YYYY	
5.5d	May 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	52	53	YYYY	
5.6d	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	52	53	YYYY	
5.7d	June 1st PD Teacher Training	Instructional Designers, District Curriculum Specialists	53	54	YYYY	
5.8d	June 25th PD Teacher Training	Instructional Designers, District Curriculum Specialists	56	57	YYYY	
5.9d	Monthly Instructional Progress Evaluation	Program Evaluation Specialist, District Curriculum Specialist	56	57	YYYY	
5.1e	Implement certification procedure to assess and acknowledge teacher competence	Program Evaluation Specialist, District Curriculum Specialist	58	59	YYYY	
5.2e	Conduct stakeholder Review Meeting	Educational Project Manager	58	59	YYYY	
6	Evaluate Student Outcomes					
6.1	Conduct analysis of student metrics to establish effects of project implementation	Program Evaluation Specialist, District Curriculum Specialist	59	61	YYYY	
6.2	Create report on data	Program Evaluation Specialists	61	63	YYYY	
7	Close Project	Educational Project Manager				
7.1	Conduct stakeholder meeting	Educational Project Manager	63	64	YYYY	
7.2	Budget Review	Educational Project Manager, Superintendent, Principal	63	64	YYYY	
7.3	Compile Report of Project Outcomes	Educational Project Manager, Program Evaluation Specialists	63	64	YYYY	

Table 2

Job Title	Criteria
Project Manager	• Master's degree in Education, Instructional Design, or a related field with 5+ years of experience • Strong leadership, organizational, and project management skills • Expertise in educational technology and curriculum development • Ability to collaborate with school administrators, teachers, and specialists • Proven experience in budgeting, resource allocation, and timeline management
Instructional Designer	• Master's degree in Instructional Design, Educational Technology, or a related field • Minimum of 3-5 years of experience in instructional design and curriculum development • Strong understanding of instructional strategies and technology integration • Ability to develop interactive and engaging learning materials in digital and print formats • Experience collaborating with educators and technology specialists to enhance lesson planning
Educational Technology Specialist	• Bachelor's or Master's degree in Educational Technology or a related field • At least 5 years of experience in implementing and training educators in educational technology • Expertise in using and troubleshooting classroom technologies, including interactive whiteboards, software applications, and digital learning platforms • Experience providing ongoing technical support and professional development for teachers • Familiarity with assistive technologies and strategies for inclusive education
Program Evaluation Specialist	• Master's degree in Education, Research, or a related field with 3+ years of experience • Strong data analysis and assessment skills • Ability to develop and implement evaluation frameworks • Experience with qualitative and quantitative research methods • Excellent reporting and communication skills

Educational Technology/Programmers	• Bachelor's or Master's degree in Computer Science, Educational Technology, or a related field • 3+ years of experience in educational software development or technology integration • Proficiency in coding, LMS platforms, and digital learning tools • Ability to troubleshoot and support technology implementation in schools • Strong collaboration and problem-solving skills
Videographers	• Bachelor's degree in Film Production, Media Arts, or a related field • 3+ years of experience in video production and editing • Proficiency in video editing software (Adobe Premiere, Final Cut Pro, etc.) • Ability to capture high-quality educational content in classroom settings • Strong storytelling and creative direction skills
Graphic Artists	• Bachelor's degree in Graphic Design, Visual Arts, or a related field • 3+ years of experience in graphic design for educational or digital media • Proficiency in Adobe Creative Suite (Photoshop, Illustrator, InDesign, etc.) • Ability to create engaging instructional visuals and educational graphics • Strong attention to detail and ability to work within project guidelines

Figure 3



References

- Weiss, J.W. & Wysocki, R.K. (1992). *5-Phase Project Management: A practical planning and implementation guide*. Cambridge MA: Perseus Books.
- Rao, R. T. (2012). *Project sign-off template*
<https://www.slideshare.net/slideshow/project-sign-off-tempalte/15781486>.
SlideShare.