K-12 Educational Technology Project Management Plan

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Executive summary

The aim of this project is to create a project management plan (PMP) to help middle school teachers successfully develop and implement the necessary teaching solutions that allow them to use educational technologies in the classroom successfully. Middle school teachers are unable to use various educational technologies effectively for students' effective learning process in the class. Using educational technologies in the classroom studies, revising lessons, and making evaluations with technology resources are the most important educational technology areas. Teachers need more information to use and improve educational technologies in classroom activities. Teachers should be able to use existing technological devices such as tablets and computers to support students' learning processes and be able to do classroom activities with technological devices.

With this project, teachers will educate on these three subjects, Fundamentals of integrating educational technology into classroom practices; Operating Educational technologies; Modifying lessons and assessments with technology resources.

This project will continue for two years, the first year will focus on design and development, and the second year will focus on implementation and evaluation. There will be training sessions, summer training sessions, meetings, and evaluation sessions in two years. As clients continue professional development, technical support staff and technology integration specialists will support teachers. Substitute teachers will be provided for all teachers participating in professional development. Educational resources such as videos, instruction guidelines, and presentations will be created. Both online resources and paper-based materials will be provided. Personnel resources will be given to the participants. There will be Educational Project Manager, Instructional Designers, Content Expert, Graphic Artists, Videographer, Program Evaluation Specialist, Educational Technologist/ Programmer. Teachers will be able to attend all sessions, and all activities will complete on determined time. At the end of the professional development, teachers will be able to use their new skills effectively with their students.

DEFINE PHASE

Project Overview/Charter

Problem/Opportunity

Teachers in this middle school cannot effectively and efficiently use the variety of educational technologies in their classrooms to support their teaching and student learning. Many rarely use available technologies. Knowledge and skills are missing to make effective use of technology to improve education and integrate it into student learning.

Project Goals

The primary goal of this project is to develop and implement a professional development (PD) strategy for secondary school teachers that will allow teachers to successfully use educational technologies in the classroom for the next two years, starting in the summer of 2021.

Project Objectives

- Four 2-week intensive professional development sessions will be developed.
- 2 monthly 2-day professional development sessions will be developed.
- Modifying lessons and assessments with technology resources to integrate technology into the classroom.
- The technical support staff will be provided for teachers.
- Substitute teachers will be provided for the days when teachers will participate in professional development two days a month.
- Instructional resources such as presentations, handbooks, videos and multimedia deliverable will be developed.
- Online resources and physical materials will be provided.

Scope

The project's scope is to develop a plan to help middle school teachers successfully develop and implement the necessary teaching solutions that successfully use educational technologies in the classroom. It will be conducted two monthly 2-day PD training and four 2-week intensive summer PD training. It will focus on all teachers in the middle school.

Success Criteria

- Professional development (PD) completed on time within budget and quality.
- All activities should be done on time, and teachers should take benefit from training.
- PD starts and finishes at the determined time.
- 75% of teachers should be able to use technology in the classrooms.
- Teachers attend all sessions on time.

Assumptions and Risks

- Teachers may have different schedules during the year, and these may conflict with project activities.
- Personnel resources may not be available to all teachers on time.
- Family problems can prevent teachers from participating in activities.
- The source of funding could be lost.
- School management can change.
- An epidemic could start.
- We assumed that, technological tools are available in all classes.
- The teachers are aware of the PD that will begin.
- 20 days are available for each month.
- Weather conditions can prevent teachers from attending.

PLAN PHASE

Work Breakdown Structure

Activity Characteristics Legend:
1-Status/completion measurable; 2-Clear start/end date event; 3-Time/cost easily estimated; 4-Manageable/measureable/integratable/independent

Activity No.	Activity Description	Characteristics			
		1	2	3	4
1.0	**Design process PD session**				
1.1	Meeting between instructional designers, educational technology/ programmers, and educational program manager about resources, online lesson plans, and curriculum for professional development training	Y	Y	Y	Y
1.2	Meeting between instructional designers, videographers, graphic artists; about create scripts, shoot video, edit video for professional development training	Y	Y	Y	Y
1.3	Meeting between instructional designers and librarian about technology resources	Y	Y	Y	Y
1.4	provide substitutes teachers for professional development (PD) training	Y	Y	Y	Y
1.5	Identify space for monthly professional development training	Y	Y	Y	Y
1.6	Identify space for summer training (4*2 weeks)	Y	Y	Y	Y
1.7	Prepare technological devices for training rooms	Y	Y	Y	Y
2.0	Develop materials	Y	Y	Y	Y
2.1	Write script for videos materials/presentations	Y	Y	Y	Y
2.2	Create video materials/presentations and edit for professional development training	Y	Y	Y	Y
2.3	Install the new multimedia deliverable.	Y	Y	Y	Y
2.4	Create and edit in person, online lesson plans and curriculum templates for training	Y	Y	Y	Y
2.5	Create and edit technology use guidelines for training	Y	Y	Y	Y
2.6	Create, edit and print handbooks for training	Y	Y	Y	Y
3.0	Implementation process	Y	Y	Y	Y
3.1	Apply first monthly 2-day professional development training	Y	Y	Y	Y
3.2	Apply second monthly 2-day professional development training	Y	Y	Y	Y
3.3	Meeting between and instructional designers, principal, educational project manager, program evaluation specialists to update progress on professional development trainings	Y	Y	Y	Y

3.4	Apply first 2-week intensive summer professional development training	Y	Y	Y	Y
3.5	Apply second 2-week intensive summer professional development training	Y	Y	Y	Y
3.6	Apply third 2-week intensive summer professional development training	Y	Y	Y	Y
3.7	Apply fourth 2-week intensive summer professional development training	Y	Y	Y	Y
3.8	Ongoing 2 month practice	Y	Y	Y	Y
3.9	Monthly report and follow up	Y	Y	Y	Y
4.0	**Evaluation**	Y	Y	Y	Y
4.1	Assess teacher's skills about using technology in the class	Y	Y	Y	Y
4.2	Final meeting between instructional designers, teachers, educational project manager, program evaluation specialists, and principal to evaluate professional development training	Y	Y	Y	Y

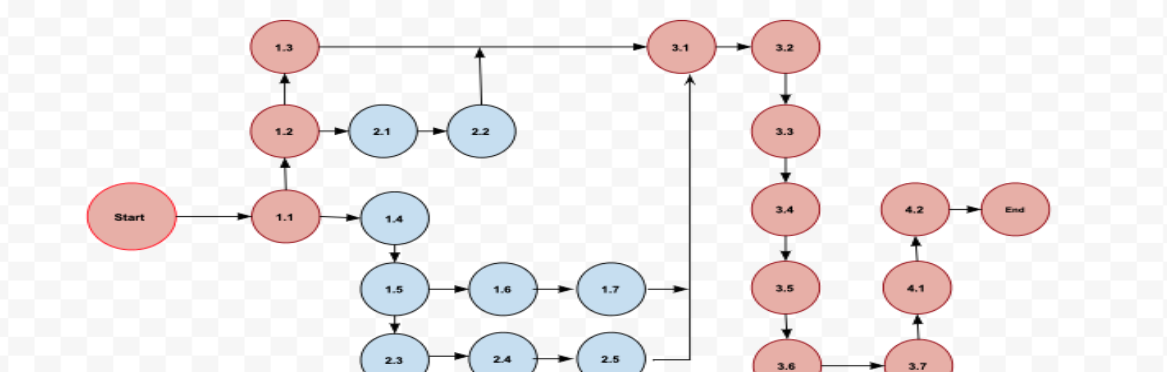
Estimated Activity Times and Sequencing

Activity Estimates:
Time – ***in days***; Start schedule – ***Period 1 (each period is a month, starts 2021 summer)***

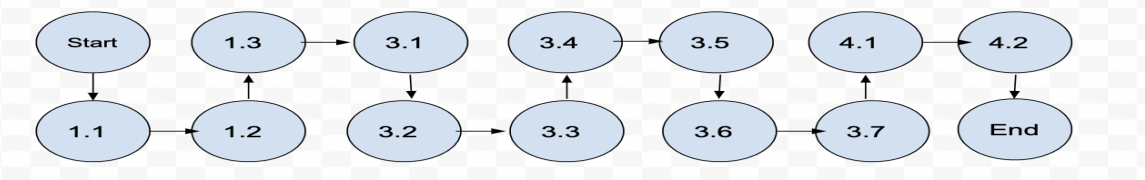
Activity No.	**Activity Description**	Sequence relationships		Estimated Time / Start	
		bef ore	after	***days***	***period***
1.0	**Design process PD session**				
1.1	Meeting between instructional designers, educational technology/ programmers, and educational program manager about resources, online lesson plans, and curriculum for professional development training	1.2		20	1
1.2	Meeting between instructional designers, videographers, graphic artists; about create scripts, shoot video, edit video for professional development training	1.3	1.1	10	0.5
1.3	Meeting between instructional designers and librarian about technology resources	1.4	1.2	20	1
1.4	provide substitutes teachers for professional development (PD) training	1.5	1.3	10	0.5
1.5	Identify space for monthly professional development training	1.6	1.4	20	1
1.6	Identify space for summer training (4*2 weeks)	1.7	1.5	20	1
1.7	Prepare technological devices for training rooms	2.1	1.6	20	1
2.0	**Develop materials**				

2.1	Write script for videos materials/presentations	2.2	1.7	20	1
2.2	Create video materials/presentations and edit for professional development training	2.4	2.1	20	1
2.3	Install the new multimedia deliverable.	2.4	2.2	20	1
2.4	Create and edit in person, online lesson plans and curriculum templates for training	2.4	2.2	20	1
2.5	Create and edit technology use guidelines for training	2.6	2.1	20	1
2.6	Create, edit and print handbooks for training	3.1	2.4	20	1
3.0	**Implementation process**				
3.1	Apply first monthly 2-day professional development training	3.2	2.5	20	1
3.2	Apply second monthly 2-day professional development training	3.3	3.1	20	1
3.3	Meeting between and instructional designers, principal, educational project manager, program evaluation specialists to update progress on professional development trainings	3.4	3.2		during 24
3.4	Apply first 2-week intensive summer professional development training	3.5	3.2	20	1
3.5	Apply second 2-week intensive summer professional development training	3.6	3.4	20	1
3.6	Apply third 2-week intensive summer professional development training	3.7	3.5	20	1
3.7	Apply fourth 2-week intensive summer professional development training	3.8	3.6	20	1
3.8	Ongoing 2 month practice	4.1	3.7	Sep- Jun	10
3.9	Monthly report and follow up	4.1	3.7	Sep- Jun	10
4.0	**Evaluation**				
4.1	Assess teacher's skills about using technology in the class	4.2	3.7	20	1
4.2	Final meeting between instructional designers, teachers, educational project manager, program evaluation specialists, and principal to evaluate professional development training		4.1	4	1

Task Flow Chart



Critical Path



Resources

Instructional Design Team Specialists (available as required throughout the project)

- **Instructional Designer(s)** – design/develop instructional materials, learning assessment
- **Program evaluation specialists** – design, develop, implement, analyze evaluations
- **Videographers** – create scripts, shoot video, edit video
- **Graphic artists** – create graphic images, advise on graphic design and use of visuals
- **Educational technology/programmers** – web and technology-based site and resources
- **Educational Project Manager** – specialist in managing educational/ID projects

School and district staff (note time limits of various staff)

- **Superintendent** – sponsor, very limited time, only for occasional ½ hr key review meetings/sign off
- **Principal** – limited time, subject matter expertise: teacher schedules, teacher evaluations, technology use expectations
- **Teachers** (noted successful tech users in each grade) – (full time summer, ¼ time academic year) subject matter expertise: their curriculum, school tech uses, student learning at their level, variety of pedagogy, grade subject matter.
- **Middle School Librarian** –resources, media specialist, professional development planning/coordination
- **High School and Elementary School Librarians** – advisory, school resources, media specialist, professional development planning
- **Middle School Technology Coordinator/Specialist** – (1/4 time to this project) school technology resources, vendor contacts, operation of technology (e.g. computer, ipads, software, assistive technologies)
- **District Curriculum Specialists** – (1/5 time to this project) limited time, subject matter expertise on curriculum and testing across the district.

Other Resources

- Access to online resources for supporting instruction (e.g., school / district sites and resources)
- Access of digital cameras, video equipment, camtasia, canva etc.
- Full access to academic facilities (e.g., classrooms, study areas, meeting rooms, labs, etc.)
- Printing resources to create paper-based materials • Data analysis resources to analyze evaluative data.

Project Proposal Outline

With this project, teachers will educate on these three subjects, Fundamentals of integrating educational technology into classroom practices; Operating Educational technologies; Modifying lessons and assessments with technology resources.

This project will continue for two years, the first year will focus on design and development, and the second year will focus on implementation and evaluation. There will be training sessions, summer training sessions, meetings, and evaluation sessions in two years. As clients continue professional development, technical support staff and technology integration specialists will support teachers. Substitute teachers will be provided for all teachers participating in professional development. Educational resources such as videos, instruction guidelines, and presentations will be created. Both online resources and paper-based materials will be provided. Personnel resources will be given to the participants. There will be Educational Project Manager, Instructional Designers, Content Expert, Graphic Artists, Videographer, Program Evaluation Specialist, Educational Technologist/ Programmer. Teachers will be able to attend all sessions, and all activities will complete on determined time. At the end of the professional development, teachers will be able to use their new skills effectively with their students.

ORGANIZE PHASE

Phase Introduction:

The Organize phase starts after the PMP proposal is accepted. We are moving from project planning to project implementation. The Organize phase is where our team does the actual work of the project. The key tasks of this phase will be establishing efficient workflows and carefully monitoring the progress of our team. Effective collaboration between our project stakeholders will also be maintained consistently. This will ensure that everyone in this project team will stay on track and our project will run smoothly without any issues.

Personnel Needs:

To best implement the K-12 Technology Management project, a variety of people will be needed.A project manager, instructional designers, a content expert, a visual artist, a videographer, a program evaluation professional, and an educational project manager will be among them.Each job title includes the criteria required for the success of the K-12 Educational Technology Project. Some of the specifications are the same for all roles. Examples of the positions we need and the criteria required are given below.

Job Title	**Criteria**
Project manager	1. 3-5 years of project management experiences 2. Technology hardware and software application 3. Skills in computer programs like Microsoft word, PowerPoint, office, adobe photoshop 4. Organize and deliver staff development opportunities that support the use of technology in education. 5. Develop and administer budget 6. Express ideas orally and in writing effectively

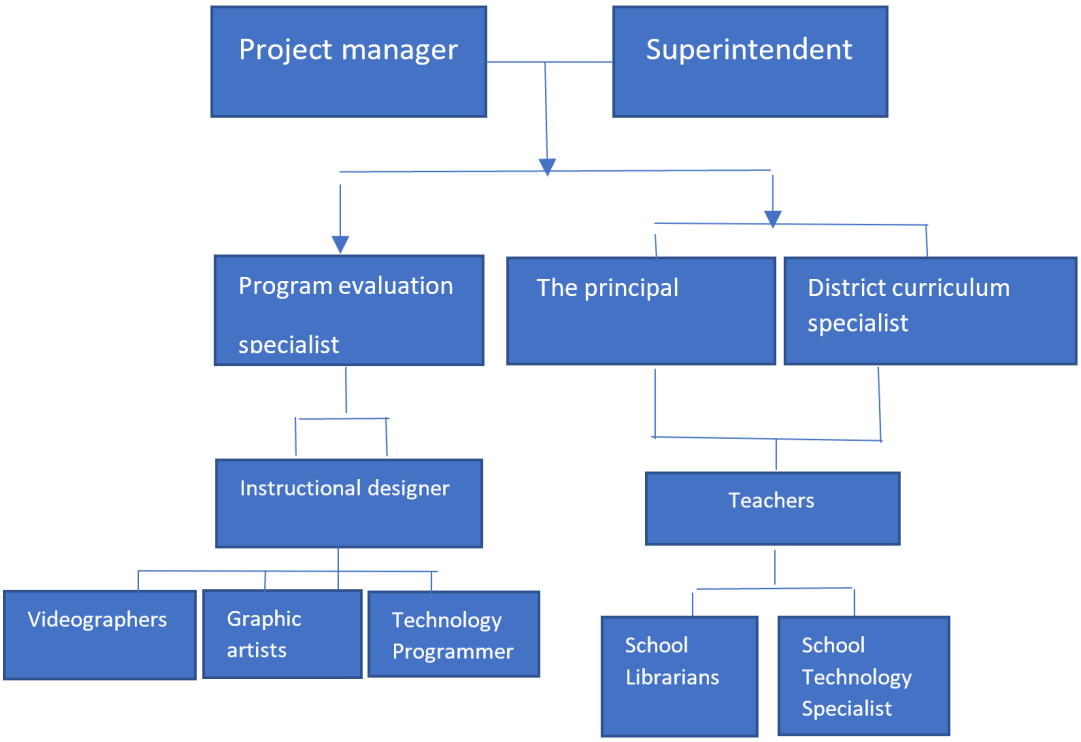
Instructional Designer	1. 3-5 years of instructional design experiences 2.Learning theories and instructional design models 3. Lesson and curriculum planning skills 4. Write effective copy, instructional text, audio scripts/ video scripts 5. Needs assessment, Task Analysis, Instructional design 6. Graphic and page layout design 7. Production of training materials 8.Course evaluation
School Librarian	1· 3-5 years of experiences (Work with students/teachers/schools) 2· Professional development planning/coordination 3· Familiar with school technologies/school resources 4· Meeting goals and objectives of the project 5· Completing project tasks 6· Communication skills, team spirit
Graphic artists	1· 2-4 years of experiences (create graphic images, advise on graphic design and use of visuals) 2· Communication skills, team spirit 3· Meeting goals and objectives of the project 4· Completing project tasks
Videographers	1. 2-4 years of experiences (create scripts, shoot video and edit video) 2.Communication skills, team spirit 3· Meeting goals and objectives of the project 4· Completing project tasks
Technology specialist	**1.** 3-5 years of experiences (web and technology-based site and resources) 2.Familiar with operation of technology (computer, ipads, software, assistive technologies) 3.Meeting goals and objectives of the project 4.Completing project tasks 5.Communication skills, team spirit
Program Evaluation Specialist	1. Principles, practices, and procedures of program evaluation practices skills 2. Strong report writing skills 3. Ability to establish and maintain effective relationships with staff and administration 4. Project management skills and proficiency in Microsoft Excel and PowerPoint 5. Measurement theories and experience with the design, validity, and reliability of instruments 6. Analyze project data and outcomes

Project Organizational Chart:

The Project Organizational chart describes who will work on the project and how they will communicate with each other. It provides a guide for each team member in terms of how their workflow should work.The Project Organizational Chart acts as a framework for distributing work packages and shows all stakeholders how the team can work together within the project's scope.The project manager, who is primarily responsible for the entire project, is the cornerstone of the organizational structure. While the PM collaborates with the entire team, their leadership team includes the Educational PM, Technology specialist, and Content expert.

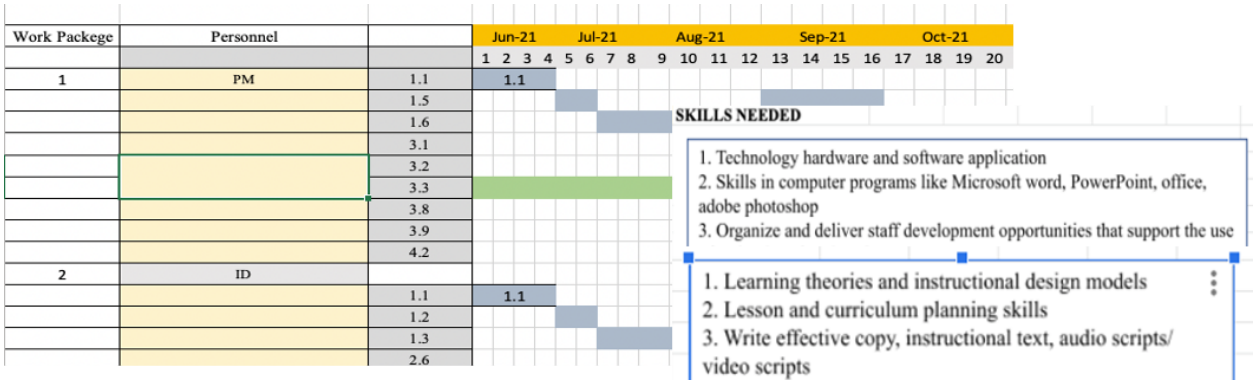
Team Organization Structure

The organizational chart below outlines the reporting and communication structure:

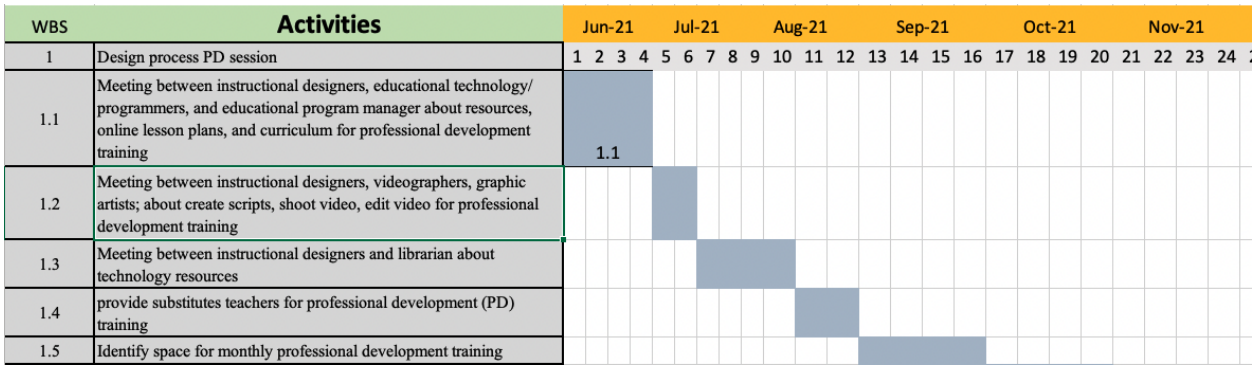


Project Work Packages:

The work package is structured in such a way that it maximizes the abilities and talents of each member of our team. Within each operation, tasks requiring the same skills and expertise were given special consideration. Under our work breakdown structure, staff are organized by tasks under the eight project objectives.Individuals that are responsible for project execution within their particular areas defined by the project manager are also included in the work package below. Each category's timeline was created using a four-week timeframe, so assigned staff know exactly what they need to do and when they need to do it. Our project team, as well as numerous members of the school district staff, are available.The work packages for the Project Manager and the Instructional Designer are represented in the diagram below.



Work Breakdown Structure



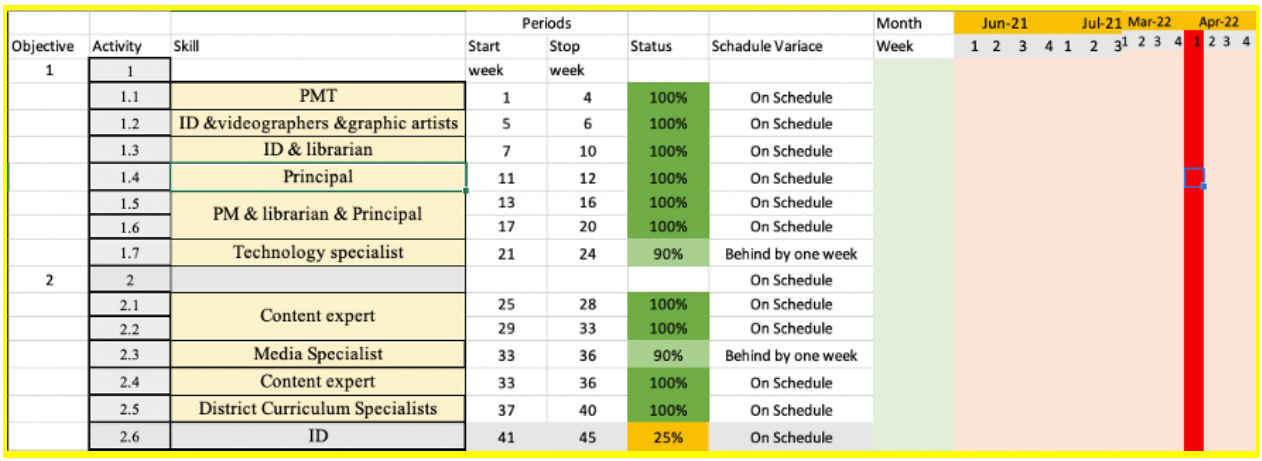
Control Phase

Phase Introduction

The control phase of our project is a process for gathering and analyzing our project data to keep costs and schedules on track. In this control phase, our team will create strategies and tools to measure our project status, forecast likely outcomes based on the measurements to improve our project performance.

Gantt Chart

The Gantt Chart that was developed and will be used by our team for this project is represented below in visual form. The project schedule, the relationship between tasks, the responsible lead for each operation, the completion status for each activity, the start and end dates for each activity, and any schedule variances that may have influenced the project schedule are all represented in this table. The current week is depicted by the red vertical line.



Objective	Activity	Skill	Periods Start	Stop	Status	Schadule Variace	Month / Week
1	1		week	week			Jun-21 Jul-21 Mar-22 Apr-22 / 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4
	1.1	PMT	1	4	100%	On Schedule	
	1.2	ID &videographers &graphic artists	5	6	100%	On Schedule	
	1.3	ID & librarian	7	10	100%	On Schedule	
	1.4	Principal	11	12	100%	On Schedule	
	1.5	PM & librarian & Principal	13	16	100%	On Schedule	
	1.6		17	20	100%	On Schedule	
	1.7	Technology specialist	21	24	90%	Behind by one week	
2	2					On Schedule	
	2.1	Content expert	25	28	100%	On Schedule	
	2.2		29	33	100%	On Schedule	
	2.3	Media Specialist	33	36	90%	Behind by one week	
	2.4	Content expert	33	36	100%	On Schedule	
	2.5	District Curriculum Specialists	37	40	100%	On Schedule	
	2.6	ID	41	45	25%	On Schedule	

Status/Variance Report

The status report is a monthly report that includes the following information: project name, project manager, date, activity lead, job title, activity task, start and end dates, status progress report, problems/concerns, and an area for current completion percentage. Despite the fact that this status report is due every month, all operation leads will be able to provide updated details about any delays that will affect the project's completion date. Each activity lead will be expected to submit a status report every month.

Team leader and across all tasks can use the variance report to report any variances in the projects or activities to the Project Manager. The Project Manager's name, date, the person in charge of the activity, the Activity Lead's job title, the name of the activity or mission, the start and end dates, the status of the activity, the explanation for the variance, potential solutions, and percent completed are all included in the Variance Report. The Project Manager will use the Variance Report to equate it to the original plan to see if the variance will impact the overall project. On the Gantt chart, any deviations from the schedule will be reported and monitored.

Team management strategies

Team development: the project manager should have a vision for the project and the project team. A successful project manager should unit the team with the common goal and objectives.

Communication is a key component to a successful team. Good communication is based on being clearly understood by all team members. The team leaders should ensure that all feedbacks from team members are respected and listened to. As our project is a 2-year project, it is important for team leaders to make the priorities and long-term goals clear to every team member, while acknowledging their successes and helping them resolve their failures.

- The program evaluation specialist, the principal and the district curriculum specialist are going to have a meeting with the project manager directly once a month.
- The videographer, the graphic artists and the technology programmer are going to meet with the instructional designers directly once a month.
- The school librarians and the school technology specialist are going to meet with teachers directly once a month.

Remaining flexible is also important. Team members will develop conflicts and plans might have changes, so it is important for the project manager to be willing to make changes and adapt to a new environment.

Conflict resolution: when conflict arises, the first thing to do is acknowledge it without bias.

- The project manager should talk to the person or people who are involved in the conflict. When talking to people, they should focus on their behavior and actions, not on the personalities of the people who are involved in the conflict.
- Always be a good listener. Listen to team members' complaints and problems without judgement. Identify the points where team members involved agree and where they disagree. Summarize these points, and then prioritize them to find out what is the most important to resolve.
- The project manager should come up with a plan to resolve the conflicts, and the plan should focus on future solutions.
- The project manager should plan to set up future meetings with team members who are involved in the conflicts to make sure that things are progressing positively.

Contingency Plan

Although our team is regarded as the experts, and we have developed an efficient and effective plan, we must also prepare for any issues that may arise and develop a plan to ensure these issues are resolved as quickly and efficiently as possible in order to avoid disrupting the project. The following is a visual representation of some common issues that may arise, as well as a plan for resolving these issues. The complete list will be provided at the end of this report.

Issue that may arise	**Plan to resolve**
Teachers may have different schedules during the year, and these may conflict with project activities.	Record the course
Personnel resources may not be available to all teachers on time.	Make a plan to use resources
Family problems can prevent teachers from participating in activities.	Record the course and send the teachers
The source of funding could be lost.	Trying to find another funding.
School administration can change.	Talking with new administration team
An epidemic could start.	Online training
Weather conditions can prevent teachers from attending.	Zoom meeting

Control and reporting tools

For our project team, we will mainly use a variety of team management tools to help the project manager to:

- control the team.
- to communicate with team members effectively.
- to set up work schedules and workloads.
- To check project progress.
- To provide resources for team members.

Control and reporting tools

- **Timesheet**

A timesheet records how a team member spends their time on a specific task. A timesheet is important for our project team because:

1. By having every team member note their time in timesheets, it will be easier to know what part of our project requires more resources and which part is maybe getting too many.
2. The use of timesheets will provide team members with the authority and autonomy to their work. Team members can structure the workday and manage their tasks in the ways they prefer.
3. By having team members give the team leaders work records, team leaders can make better decisions about current and new plans. Timesheets tell the team leaders how profitable the efforts are so that team members can adjust their work.

A sample of the timesheet

TIMESHEET

Employee Name:	
Department:	
Supervisor:	
Hourly Rate:	

Day	Date	Start time	Lunch Start	Lunch End	End Time	Regular Hours	Overtime Hours	Total Work Hours
Monday		8:00 AM	12:00 PM	1:00 PM	5:00 PM	8	1	9
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								
						Total Regular Hours:		8
						Total Overtime Hours:		1
							Total Pay:	$0.00
					Employee Signature:			

- **Project status report**

A status report is a necessary task for our project team to run the project. A status report is a communication tool that relates necessary information to our clients, sponsors, and the team members. The current state of the project will be captured in this project status report.

A sample of the project status report

K-12 Professional Development Project Management Plan

Team members:

PM	Sponsor	Date	RAG
Progress and Achievements		Items for Escalation	

Milestones				
Milestone Description	Date	RAG	Stakeholder	Comments

Top 5 Risks & Issues			
Risk/Issue	Severity	Action	Stakeholder

Budget Spent		% Spent		RAG	

- **Project progress report**

A progress report documents our project and shows how far our project has progressed. The progress report can provide an overview of all the activities and tasks that have occurred over the reported period of time. The project progress report highlights milestones and other performance metrics, including project issues, risks and changes. A progress report differs from a status report because a status report only outlines where our project stands at a specific time point. However, the temporal focus of the progress report is wider and longer.

A sample of the project progress report

Project Name:	K-12 Professional Development Project Management Plan	Reporting Period:	
Stakeholder:		Owner:	
Project Manager:		Project Due Date:	
Compiled By:		Date Submitted:	

Tasks

Task	Status	Objective	Planned	Actual	Progress Complete	Deliverable

[Name of activity]	In Progress	[What's the objective]	[When is it planned to be done]	[When was it completed]	25%	In Progress
	Choose an item.				Choose an item.	Choose an item.

CLOSE PHASE

The Project Closure Phase is the final stage of a project's life cycle. In this phase, you will officially close your project and then report to your client on its overall success. It is important to gain the client's approval and transition of project deliverables. The client reviews the project deliverables and officially approves them based on the agreed-upon approval requirements. Project Closure involves deliverables that need to be completed, payments that need to be made to the supplier's and requirements to check whether they have all been met are done. closing a project includes written approvals documentation and communication with different parties. For instance, sign off of the client is required in this phase.If the client does not accept the final output of a product, the project cannot be closed. On another hand, success must be appreciated and celebrated if a project has been finalized and closed successfully. The project team must be rewarded, and this success must be celebrated. This will encourage all employees in the organization for future successes.

Format for Final Project Report

- Proof of on-time, on-budget, and high-quality deliverables is included in the executive summary.
- Define summarizes the problem, objective, goals, success criteria, risks, and assumptions.
- Summary of Plan including work breakdown structure, activity schedules, critical path.
- Summary of Organize including team organization structure, work package descriptions and job descriptions, or criteria.
- Summary of Control including, Gantt chart, status/variance reports.
- Summary of Close including project approval, client sign-off, funds, post-implementation audit.

Present Products to Client / Client Sign-off Procedures and Checklist

Prepare a final report and presentation for a meeting with the client to document the project.The following items should be included in this presentation or report:

- project overview and final report
- Audit
- Proof that the project has been completed
- Schedule a client sign-off meeting
- Present final report or presentation and audit to the client
- sign-off signatures
- Close the project with a celebration
- Final payment and contract cancellation

Post Project Audit/Debrief

The aim of project debriefing is for the project team to be able to share their feelings, perspectives, and ideas in a more relaxed setting. project debriefing must include:

- Meeting to interview the client. Example of questions may discuss during this meeting:
    - Were their expectations met and the goal achieved?
    - Areas of improvement?
- meeting with the project team to debrief:
    - Was the project goal achieved on budget and on time and of desired quality?
    - Teamwork: successful or unsuccessful?
    - Project strengths/weaknesses?
- Prepare copies of final report/presentation for stakeholders
- Prepare protocol for seeking feedback
- Share successes, challenges, learnings
- Arrange for team member final performance evaluations, etc.
- Complete final audit checklist to close project activities

Evaluation and Assessments

After closing the project a survey will be conducted for teachers and the survey will search about using technology by teachers. Also, an interview will be conducted and it will ask teachers about the benefits of technology used in the classroom and what kind of technology used more than other technology. An additional interview will be conducted with the principal. The interview will search about benefits of technology for students.

Project Closure Checklist

Provide project background and overview				
The aim of this project is to create a project management plan (PMP) to help middle school teachers successfully develop and implement the necessary teaching solutions that allow them to use educational technologies in the classroom successfully.				
Checklist				
Was an implementation review conducted?	Yes	In Process	Not Started	N/A
Are all the project benefits still on track?	Yes	In Process	Not Started	N/A
Will there be a closure document?	Yes	In Process	Not Started	N/A
Have all the stakeholders authorized the project closure?	Yes	In Process	Not Started	N/A
No pending or open issues because of the project?	Yes	In Process	Not Started	N/A
Do you have a list of lessons learned?	Yes	In Process	Not Started	N/A
Has the project budget been finalized?	Yes	In Process	Not Started	N/A
Are all the project resources released?	Yes	In Process	Not Started	N/A
Have all the post-project activities completed?	Yes	In Process	Not Started	N/A
Handover is complete for all deliverables?	Yes	In Process	Not Started	N/A
All deliverables accepted and signed off by the client?	Yes	In Process	Not Started	N/A
Final project status reports are complete ?	Yes	In Process	Not Started	N/A
All financial processes and reports are complete ?	Yes	In Process	Not Started	N/A
Staff performance evaluations and reports completed?	Yes	In Process	Not Started	N/A
Staff employment on project terminated (no more work is done on the project)?	Yes	In Process	Not Started	N/A
All supply contracts and processes are terminated?	Yes	In Process	Not Started	N/A
Site operations and facilities used for projects closed down?	Yes	In Process	Not Started	N/A

References

Weiss, J. W., & Wysocki, R. K. (1992). *5 Phase project management: a practical planning & implementation guide*. Cambridge MA: Perseus Books.