Implementing Mobile Technologies to Improve Communication and Collaboration in a

Middle School

Kenneth Rescsanski

American College of Education

DL5763: Trends in Instructional Design

Dr. Scott Ringkamp

February 15, 2026

Implementing Mobile Technologies to Improve Communication and Collaboration in a Middle School

Effective communication among educators and support staff is essential to providing consistent, student-centered support in school environments. In middle schools, departmentalized schedules and differing instructional roles often limit opportunities for collaboration among teachers, counselors, and administrators who work with the same students. As a result, communication about student behavior and intervention needs is frequently fragmented. Mobile technologies offer a practical solution by supporting asynchronous communication and shared access to information. This plan outlines the implementation of mobile technologies in a middle school workplace environment to improve communication and collaboration among staff members who support students with behavioral and social-emotional needs.

Workplace Environment/Target Audience and Problem

The workplace environment for this plan is a public middle school serving students in grades six through eight. The school follows a departmentalized structure in which core academic teachers have common planning time, while encore teachers such as music, physical education, and technology education follow rotating schedules. Guidance counselors, social workers, interventionists, and administrators support multiple grade levels and teams, which further limits opportunities for face-to-face collaboration among staff members who work with the same students.

The primary problem addressed in this plan is the lack of consistent and timely communication among staff members who support the same students but do not share common planning time. Communication about students with ongoing behavioral or intervention needs often occurs through email or shared spreadsheets, which may not be consistently updated or

easily accessible during the school day, particularly for staff who move between classrooms or instructional spaces. As a result, middle school teachers, guidance counselors, interventionists, and administrators lack a shared system for collaboration and information sharing. This environment creates a need for a flexible, mobile-based communication system that supports coordinated student support across instructional settings.

Purpose and Goals

The purpose of this plan is to improve communication and collaboration among middle school staff members who support students with behavioral, academic, or social-emotional needs. By implementing mobile technologies, the school aims to reduce fragmented communication and promote consistency in student support across instructional settings.

The first goal of the plan is to improve the consistency and timeliness of communication across staff roles. A mobile-accessible system will allow staff to share updates and observations in real time, reducing delays caused by limited meeting opportunities. The second goal is to support coordinated, student-centered interventions by providing a shared platform for accessing and updating behavior plans and intervention strategies. This approach helps ensure that students receive consistent support throughout the school day.

Mobile Technologies

To support these goals, the plan will utilize mobile-friendly, secure digital tools that are already commonly used in educational settings. A cloud-based collaboration platform, such as Google Workspace, will serve as the central hub for shared documents and resources. Secure digital forms will allow staff to document observations and updates using mobile devices, with responses automatically populating shared documents or dashboards. Notification features will alert relevant staff members when updates are made, ensuring timely access to information.

Role-based access controls will be used to limit access to sensitive information based on staff responsibilities. These features align with best practices for mobile technology use in professional environments, where accessibility and security must be balanced (Parlakkılıç, 2019).

Ethical Considerations

Implementing mobile technologies in a school setting raises important ethical considerations related to student privacy, data security, and professional responsibility. Behavioral and intervention-related information must be treated as confidential educational records. To address this concern, access to mobile tools will be restricted to authorized staff members, and information shared will be limited to what is necessary to support student learning and well-being.

Data security is another key ethical issue. Staff will be required to use district-managed accounts and approved platforms to reduce the risk of data breaches. Clear guidelines will be established to promote objective, professional documentation and discourage informal or subjective commentary. Research on mobile technologies emphasizes the importance of user training and clearly defined norms to ensure ethical and effective implementation (Qarkaxhja et al., 2021). Ensuring equitable access and providing basic training for all staff members will further support ethical use of mobile tools.

Implementation Process

The implementation process will begin with administrative review and approval to ensure alignment with district policies and expectations. Once approved, mobile tools will be configured with appropriate access permissions and standardized templates. Staff will receive brief training

on using the tools effectively and ethically, with an emphasis on confidentiality and professional communication.

The plan will be piloted with one grade level or support team to gather feedback and refine processes before full implementation. Following a successful pilot, the system will be expanded schoolwide, with ongoing support and periodic review to ensure continued effectiveness. A phased implementation approach reduces risk and promotes staff buy-in while supporting long-term sustainability.

Conclusion

Mobile technologies offer a practical and effective solution to communication challenges in middle school environments where staff schedules limit opportunities for collaboration. By implementing a secure, mobile-accessible communication system, schools can improve consistency, coordination, and responsiveness in supporting students with behavioral and social-emotional needs. Thoughtful planning, ethical safeguards, and phased implementation are essential to ensuring success. When used intentionally, mobile technologies can strengthen collaboration among educators and support staff, ultimately enhancing the quality of support provided to students.

References

Parlakkiliç, A. (2019). Responsive mobile learning (M-Learning) application design and

    architecture in fog computing. *International Journal of Modern Education Studies, 3*(2),

    82–94.

Qarkaxhja, Y., Kryukova, N. I., Cherezova, Y. A., Rozhnov, S. N., Khairullina, E. R., &

    Bayanova, A. R. (2021). Digital transformation in education: Teacher candidate views on

    mobile learning. *International Journal of Emerging Technologies in Learning, 16*(19),

    81–93. https://doi.org/10.3991/ijet.v16i19.26033