

*Technology Planning
2007-2010*

*Guide for
Washington
State School
Districts*

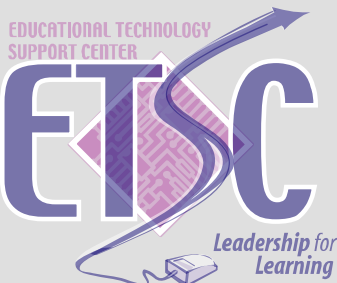


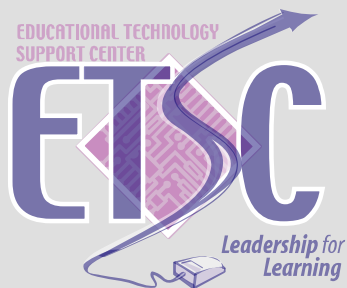
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Technology Planning 2007-2010

Getting Organized



A. PREPARING YOUR TECHNOLOGY PLAN

Creating or updating a district technology plan in Washington is done “from the building up” rather than just using a process that mimics strategic planning. This current process, based in part on State Board of Education requirements, requires the School Improvement Planning (SIP) efforts of each school to provide the “educational foundation” of the school district technology plan. Here is a brief description of the parts of a technology plan:

1. School Board Letter of Approval and Support

The School Board must review and approve the district’s technology plan. A letter, on district letterhead and signed by the board chair or all members, must be submitted outlining the Board’s support for the plan. A successful plan will also have strong Board support in all areas of development and implementation.

2. District-Level Technology Vision Statement

The vision statement does not necessarily need to be specifically created for the technology plan. If the district’s vision statement clearly includes technology integration then presenting that statement here can suffice. If not, include a separate statement that reflects the district’s vision for technology in education, in society and in the future.

3. District-Level Technology Goals Section

New for 2007-2010, the Office of Superintendent of Public Instruction (OSPI) is requiring districts to submit the district portion of their technology plan using the online School Improvement Planning (SIP) tool.

It is the choice of the district whether or not to use the SIP tool for “building-level technology and learning plans.” If they choose not to use the SIP tool to submit their building-level technology plans, they will need to upload these as electronic documents and attach them to their district-level plan in the SIP tool.

The district technology plan should be completed in response to the goals and needs of the buildings, as reflected in their SIP plans. Beginning with the 2007-2010 planning cycle, district-level plans must include a goal for both 8th Grade Technology Literacy, as well as Technology Integration by Teachers.

4. District-Level Telecommunications and Networking Section

The Telecommunication and Networking contains the technology plan components typically requiring annual updates needed to satisfy E-Rate requirements. Districts must complete an initial draft of their 2007-2010 technology plan *prior* to submitting a Form 470 for E-Rate for 2007-08, and OSPI recommends completing this portion using the online SIP tool, printing it, and filing it with your copy of Form 470.

5. Building-Level Technology and Learning Plan Goals Section

Each building needs to establish at least one instructional learning activity including the related technology, professional development, funding and assessment. This needs to be reported to the district on the provided form or using the SIP tool.

A building can include a technology-oriented goal as one of the main SIP goals or include technology-oriented strategies as part of the action plan for their reading, math, writing, etc. goals.

A building must have at least one educational technology integration activity that does not solely depend on “soft” funds in their submission to the district.

Building plans may be one or more years in length, but if they are written to be shorter than the overall length of the district plan, then building forms must be updated on an annual basis and submitted to your ESD Educational Technology Director by the stated deadline each year.

6. Appendices

This section includes documents such as network plans/maps, detailed budget(s), and other information that support of the plan.

It is the district’s responsibility to keep the plan up-to-date following the announced schedule. E-Rate Forms and “Building-Level Technology and Learning Plans” are often updated annually.

B. PREPARING YOUR STAFF

Two groups of staff members are typically involved in Technology Planning: School Improvement Planning teams in each building and District-level educational and technology staff. In small districts there is often overlap in membership in these groups, but the two functions remain nevertheless. It is intentionally hoped that by interconnecting these functions this planning process will facilitate greater communication between district and building level staff regarding technology use, support requirements, networking needs and other areas of mutual impact.

Research and Information

The teams can benefit from the prior collection of support resources. Here is a sample list of resources, but you may be able to think of others. Consider using the strategy of assigning one person on the team to a different resource and having him/her report on the significance of that resource.

- Planning guidebooks and toolkits
- State and/or district guidelines
- Copies of state/district curriculum frameworks
- Sample plans from other districts—preferably from within your own state
- Visits to other schools/districts to see how they have implemented technology as a tool for teaching and learning
- Examples of lesson plans/units demonstrating how technology can be integrated within the existing curriculum
- Workshops, courses, institutes, and other staff development that relates to technology integration, strategic planning, and/or state guidelines for technology plans.

Time

A minimum of four months from start to finish, with a clear understanding the process is quite likely to take longer. Based on our experience, most districts may need close to one half of a school year to complete a plan from scratch, if School Improvement Plans are not already in place.

C. USING TECHNOLOGY IN CLASSROOMS

The questions most often asked of educational technology experts are:

- “What should we do?”
- “How should technology be used in classrooms?”
- “What kinds of classroom use of technology are effective according to current research?”

And so on. Each of these questions could require a book to answer and many have been written.

The following *Washington Classroom Tiers Model – Technology Use in Classrooms* document (see C.1) was developed by the regional Educational Technology Directors to provide a straight-forward, one-page response to the above type of question. It can serve as a starting point to help administrators, teachers and other educators to better understand the research-based strategies that are effective in classrooms. The model also delineates the technology resources, professional development and required conditions involved in each tier of a successful technology program.

This model is also intended to provide a common frame of reference for educational technology implementation efforts. It is certainly permitted to refer to the Tiers in district or building goal and activity statements. For example, a goal statement such as “Six teachers will move from Tier One to Tier Two on the *Technology Use in Classrooms Model*” will provide a clear picture of a building’s plan for improvement in its technology integration efforts.

The model is intended to be applicable to all teachers. The best practices, technology resources, required conditions and professional development can be applied to almost all teachers and subject areas. There are many grade and subject specific strategies not included in this document but that may still be valuable in certain situations. This is not a document that includes every possible application for every type of student. For example, while it may be true that “The use of the XYZ abacus has a strong research-base demonstrating it helps left-handed fifth-grade students develop number sense,” this level of information is outside the scope of the model.

Further information, classroom example setups, links to resources, etc. for this model is available in the *Washington Classroom Tiers Model* section of ESD 105 Educational Technology website: <http://etsc.esd105.wednet.edu/Tiers/index.cfm>

Your local Educational Technology Support Center Director can also provide valuable information and support regarding the *Washington Classroom Tiers Model – Technology Use in Classrooms* and other aspects involving K-12 educational technology.

c.1 Washington Classroom Tiers Model - Technology Use in Classrooms

	Tier 1: Teacher Productivity Station (Supports the learning experience)	Tier 2: Instructional Presentation and Student Productivity (Enhances the learning experience)	Tier 3: Student-Centered Learning Classroom (Transforms the learning experience)
Observable and Best Practices	<p>This tier focuses on the teacher using technology to get his/her job done. The teacher:</p> <ul style="list-style-type: none"> • Produces learning materials more effectively • Communicates quickly with e-mail • Finds instructional resources on the Internet • Keeps / Organizes student information, grades more effectively • Classroom Website: Post grades, classroom information, calendar, information for parents, etc. 	<p>This tier involves teacher facilitation of large group learning activities and student productivity use of (word processing, etc.) technology:</p> <ul style="list-style-type: none"> • Brainstorm and share ideas • Deliver visual presentations • Represent information visually • Conduct one-computer classroom lessons • Facilitate group discussions and lessons • Students write papers, reports on computer or smart keyboard (DANA, Neo) • Classroom Website: Post educational sites and resources 	<p>This tier promotes student learning and the use of technology through project based learning:</p> <ul style="list-style-type: none"> • Inquiry-based, essential questions • Research, analyze data and problem-solve • Write, develop and publish products • Invent products through programming • Creating and using WebQuests and Curriculum Pages • Authoring/reviewing work online • Classroom Website: Post student work and projects (SHARE)
Professional Development Possibilities	<ul style="list-style-type: none"> • Office-suite software training • Internet I (searching for information, copyright, citations) • Internet II (finding instructional resources on the Internet) • MarcoPolo awareness training 	<ul style="list-style-type: none"> • Presentation systems/techniques • Presentation software (PowerPoint, Keynote) • Graphic Organizer (Inspiration) • One-computer classroom strategies • Group Processes Program-Solving software (Decisions/Decisions, etc.) • Using handhelds and smart keyboards for writing and other student projects 	<ul style="list-style-type: none"> • Using tech. in project-based learning • Graphics and video-editing • Web publishing • WebQuests and Curriculum Pages • Using graphing calculators, probeware and/or robotics for problem-solving • Internet safety for students
Required Conditions	<ul style="list-style-type: none"> • Computer network • Technical Support ensuring successful operation of computers and network • Administrative expectations for technology use for administrative purposes 	<p>Conditions in Tier 1, plus:</p> <ul style="list-style-type: none"> • Good access to computers for student use • Technical Support for projector/document camera use • Administrative expectations for technology use for instructional purposes 	<p>Conditions in Tier 2, plus:</p> <ul style="list-style-type: none"> • School-based technology integration coach • Ubiquitous access to computers for student use • Opportunity for publishing and sharing online • Administrative expectations and support for technology use for project-based learning
Technology Resources	<p>Standard technology resources, including:</p> <ul style="list-style-type: none"> • Standards-based computer • Access to at least one printer • Internet access • Office suite productivity software • MarcoPolo and other online teacher lesson resources (use as is) • Access to student management software 	<p>Resources in Tier 1, plus:</p> <ul style="list-style-type: none"> • Document camera • Projector • Inspiration (graphic organizing software) • MarcoPolo, WebQuest and other online teacher lesson resources from the Internet (adapt and use) • Printer(s) in classroom (BW Laser) (Color Inkjet) 	<p>Resources in Tier 2, plus selected:</p> <ul style="list-style-type: none"> • Multimedia production technology (digital camera, camcorder, video-editing software, etc.) • Web publishing software • Handhelds, graphing calculators • Science Probeware • Robotics • High tech classrooms or computer labs
Estimated Costs (Excluding tax)	<p>Computer \$1,200 Printer (or share of networked laser printer) \$200 Office Suite \$56</p>	<p>Document Camera \$499 Projector \$774 Cart/Projector Mount..... \$125 Inspiration \$30 Portable DANA Lab \$12,000 Portable Laptop Lab \$45,000</p>	Depends on solution(s) selected.
Other Supportive Technologies		<ul style="list-style-type: none"> • Electronic Whiteboards..... \$1500 • Audience Response Systems..... \$1500 • Classroom Audio System \$320 	

D.1 TECHNOLOGY PLANNING TIMELINE FOR NEW PLANS

FACILITATOR'S NOTES

The following is an example timeline for districts needing technology plan approval. The Timeline form on the next page can be used to record specific district technology planning target dates.

October, 2006

- Communicate process to building leaders and other key stakeholders
- Train building School Improvement Leaders in facilitating process for creation of "Building-Level Technology and Learning Plans"

November, 2006

- Buildings start "Building-Level Technology and Learning Plans" using provided template or using the SIP tool

December, 2006

- Buildings work on "Building-Level Technology and Learning Plans"
- Begin completing online Annual Technology Inventory

January, 2007

- Buildings complete "Building-Level Technology and Learning Plans"
- Continue work on Annual Technology Inventory
- January 10: Last day (in 2007) to file Form 470 for E-Rate. Districts must complete an initial draft of their 2007-2010 technology plan *prior* to submitting a Form 470 for E-Rate for 2007-08, which can be done using the online SIP tool if desired.

February, 2007

- District technology leaders meet with building representatives to develop combined district themes in response to building plans (optional/recommended)
- District leaders complete district templates in response to combined themes and needs (or directly to building plans if previous step is omitted)
- February 7: Last day (in 2007) to file Form 471 for E-Rate.

March, 2007

- Complete online Annual Technology Inventory no later than March 28th
- Submit draft three-year plan to school board for first reading (optional/recommended)
- Recommended first submission to your district school board, giving you time to revise the plan and resubmit it in April, if necessary

April, 2007 (Due Date: April 25, 2007)

- Submit completed three-year plan to school board for approval
- Submit completed three-year plan electronically to your ETSC Director (via the online SIP tool). **You will not need to submit a paper copy for review.**

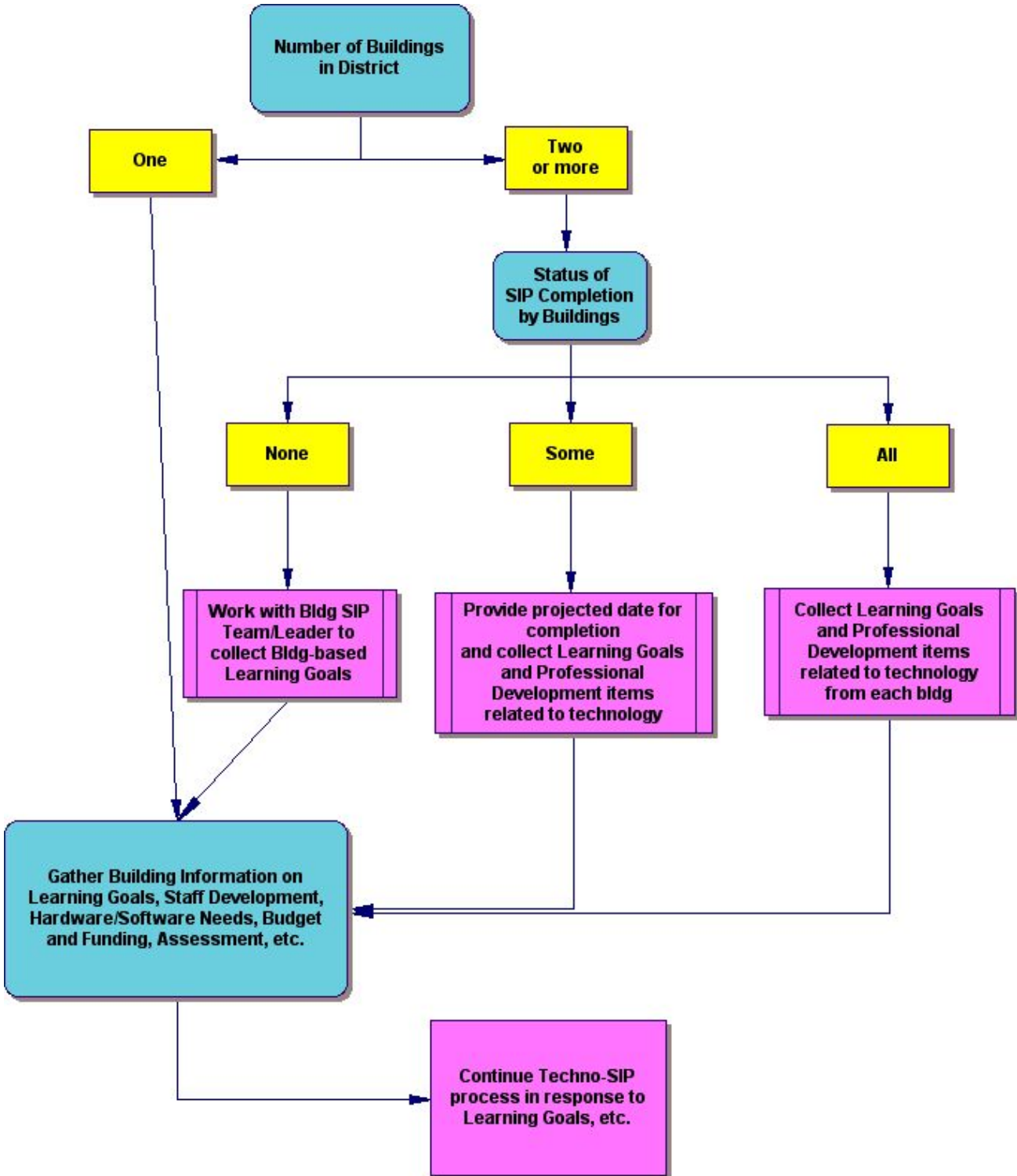
GETTING ORGANIZED

D.2 TECHNOLOGY PLANNING TIMELINE WORKSHEET FOR NEW PLANS

Use the following form to create a timeline of what you will need to do for planning, when, and how long it will take. Be sure to leave time for completing the work necessary to move the plan to the next step.

	Objective/Activity	Lead Person/Team
October 2006		
November 2006	<i>Buildings begin developing SIP activities involving technology planning</i>	
December 2006	<i>Online Annual Technology Inventory available</i>	
January 2007	January 10: Deadline for filing Form 470 for E-Rate. Network and Telecommunications portion of the plan must be completed and printed, using the online SIP tool.	
February 2007	February 7: Deadline for filing Form 471 for E-Rate.	
March 2007	Final day to complete online Annual Technology Inventory is March 28, 2007. <i>Recommendation: Submit three-year plan to school board for first reading during March meeting.</i>	
April 2007	<i>Submit completed three-year plan to school board for final approval (or sooner!)</i>	
April 25, 2007	<i>Final day to submit board-approved plan to ESD Educational Technology Director (via the online SIP tool) for state review and approval session.</i>	
Week of May 14th, 2007 – OSPI Technology Plan Review and Approval Session		

E. THE TECHNOLOGY PLANNING PROCESS



F. PUTTING IT ALL TOGETHER FOR NEW PLANS

The Vision Statement is prepared; the buildings have submitted the technology-oriented sections of their School Improvement Plans; professional development is planned, the services and technologies necessary to meet your goals have been identified; the ways in which you'll have the funding to support it all is determined and the plans for evaluation and review are set. Plus your School Board has approved it! Now it's time to submit it for state-level review. A district's technology plan must be state-approved for the district to be eligible for E-Rate funds and many Federal/State grants.

Submission Materials and Deadline

- The district-level plan must be submitted using the online School Improvement Planning (SIP) tool. The SIP tool application can be found in the OSPI Education Data System (EDS) at: <https://eds.ospi.k12.wa.us/> (Contact your District Data Security Manager for login information.)
- Building-level plans must be submitted either using the SIP tool, or filled out using the Word form and uploaded as attachments to the district-level plan.
- The Board approval letter may be uploaded as a scanned PDF document (with signatures) or mailed to your regional Ed Tech Director.

Using the Scoring Rubric to See How Your Plan Measures Up

Once the various components of your plan are all in one place, you should proactively test its effectiveness by using the District Technology Plan Scoring Rubric found on the next page (F.1).

OSPI Plan Approval Reading

OSPI will convene a group of readers to review all submitted tech plans in May. This is the only scheduled reading, so be sure you make the deadline! There are no guarantees that plans coming in after the deadline will be read and approved before the June 30th federal cut-off date. Districts that do not have a state-approved technology plan on July 1st can be in jeopardy of not being eligible for E-Rate and some grant funding for the upcoming year.

Districts whose plans receive low scores in any area will have between mid-May and mid-June to make revisions, obtain Board approval on the revisions, and re-submit it to your regional ETSC Director for final approval.

GETTING ORGANIZED

F1. DISTRICT TECHNOLOGY PLAN SCORING RUBRIC

RECOMMEND APPROVAL: YES _____ No _____

DISTRICT NAME _____ DATE OF REVIEW _____ SCORER'S INITIALS _____

CRITERIA	LEVELS OF COMPREHENSIVENESS			COMMENTS/ RECOMMENDATIONS
	1	2	3	
School Board Approval	Letter of board approval is not included with the plan.	Letter of approval is limited to acknowledgment of plan, but does not commit to approval.	Letter of board approval shows strong support for the plan, and is signed by the board chairman or board members.	1 2 3
Vision	No clear technology vision is articulated in the plan.	Vision is skill-based only, and does not address the impact of technology on learning and instruction.	Vision is comprehensive and deals with student learning outcomes, not just technology outcomes.	1 2 3
District-Level Technology Goals	District-level technology literacy and technology integration goals are missing or incomplete.	Goals exist, but are defined by one or more of the following: <ul style="list-style-type: none"> ■ Goals may not be clear, attainable or measurable. ■ Professional development needs are not fully articulated. ■ Budget needs are not fully articulated. 	Goals are clear, attainable and measurable. Goals are broad and comprehensive, addressing teaching and learning needs, as well as what a student using the technology may do in such an environment. Professional development and budget needs are clearly articulated. The relationship between the technology infrastructure and the learning goals is clearly stated.	1 2 3

F1. DISTRICT TECHNOLOGY PLAN SCORING RUBRIC CON'T

CRITERIA	LEVELS OF COMPREHENSIVENESS			COMMENTS/ RECOMMENDATIONS		
	1	2	3	1	2	3
Network and Telecommunications Goals	Network and telecommunications goals are missing or incomplete.	Minimum technology standards exist. Desired services, technologies, and level of connectivity are articulated. District commitment to on-going equipment repair and replacement, staff development, and technical support is clearly articulated. In each area of the plan, district commitment to regular review and update is articulated.	Minimum technology standards exist and are updated regularly. Desired services, technologies, and level of connectivity are connected to learning goals. Adequate district funding for on-going equipment repair and replacement, staff development, and technical support is clearly articulated. In each area of the plan, district process and timelines for regular review and update is articulated, along with identification of responsible parties and resources.	1	2	3
Building-Level Technology and Learning Plan(s)	Building-Level Technology and Learning Plan(s) are missing or incomplete.	Building-Level Technology and Learning Plan(s) are not scored or evaluated, but are required. If present, score as "2/3".		1	2/3	

G. RESOURCES AND RESEARCH

In addition to the following list, check the Educational Technology Development Center's web site for resources relating to technology planning (<http://www.edtech.wednet.edu/Resources/techplan/>).

Technology Planning Resources

National Center for Technology Planning Web site. Online: <http://www.nctp.com/>

Planning into Practice, SouthEast and Islands Regional Technology in Education Consortium. 2000, Online: <http://www.seirtec.org/P2P.html>

Technology Connections for School Improvement: Planner's Handbook and Teacher's Guide, North Central Regional Educational Laboratory. 1999, Online: <http://www.ncrel.org/tplan/tplanB.htm>

Technology Planning Resources at NW Educational Technology Consortium Web site. Online: http://www.netc.org/tech_plans/index.html

Assessment, Survey and Evaluation Tools

enGauge, a site designed to help districts and schools plan and evaluate the systemwide use of educational technology. Online: <http://www.ncrel.org/engauge/>

LoTi (Levels of Technology Implementation), National Business Education Alliance. Online: <http://www.learning-quest.com/LoTi/>

PILOT (Plan to Integrate Learning Opportunities with Technology). Online, self-assessment for technology integration. Online: <http://www.edtech.wednet.edu/pilot/>

Technology Support Index, International Society for Technology in Education. With the TSI self-assessment tool, school districts can appraise the quality of their technology support program and learn about possible improvements they can employ. Online: <http://tsi.iste.org/>

National Educational Technology Standards

NETS•Teachers and NETS•Students, International Society for Technology in Education. Online: <http://cnets.iste.org/>

Technology Standards for School Administrators, International Society for Technology in Education. Online: <http://cnets.iste.org/tssa/>

Resources from Washington's State Technology Plan

OSPI, *Washington State Educational Technology Plan: A Blueprint for Washington's K-12 Common Schools and Learning Communities*. December 2005 <http://www.k12.wa.us/EdTech/techplan.aspx>.

Becker, H. (1999). *Internet Use by Teachers: Conditions of Professional Use and Teacher-Directed Student Use*. University of California, Irvine: Center for Research on Information Technology and Organizations.

Retrieved September 16, 2002, from: <http://www.crito.uci.edu/TLC/findings/Internet-Use/startpage.htm>

Bigelow, M., Jones, A., and Stead, R. *Organization and Financing of Washington Public Schools*. Olympia, WA: Office of Superintendent of Public Instruction.

Borja, R. (2002). "Internet Filtering is Balancing Act for Many Schools." *Education Week*, January 16, 2002.

Byrom, E. (1998). *Review of the Professional Literature on the Integration of Technology into Educational Programs*. Retrieved September 16, 2002, from the SERVE Web site:

<http://www.serve.org/technology/litreview.html>

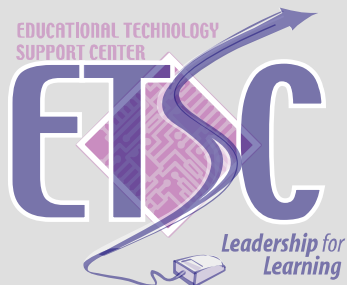
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- Office of Superintendent of Public Instruction. (2002). *Washington State Consolidated Application For Federal Funds Under the Elementary and Secondary Education Act "No Child Left Behind."* Retrieved September 16, 2006, from the OSPI Web site: <http://www.k12.wa.us/ESEA/>
- Office of Superintendent of Public Instruction. (2006). *Washington K-12 Building Technology Inventory Results*. Retrieved September 16, 2006, from the OSPI Web site: <http://www.k12.wa.us/EdTech/Survey.aspx>
- Office of Superintendent of Public Instruction. (1994). *Report to the Legislature: The Washington State Technology Plan for the K-12 Common School System*. Retrieved September 16, 2006, from the OSPI Web site: <http://www.k12.wa.us/EdTech/plan.aspx>
- Ringstaff, C., and Kelley, L. (2002). *The Learning Return on Our Educational Technology Investment: A Review of Findings from Research*. San Francisco, CA: WestEd RTEC.
- Schacter, J. (1999). *The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say*. Retrieved September 16, 2002, from the Milken Family Foundation Web site: <http://www.mff.org/publications/publications.taf?page=161>
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- White, N., Ringstaff, C., and Kelley, L. (2002). *Getting the Most from Technology in Schools*. San Francisco, CA: WestEd RTEC.
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Technology Planning 2007-2010

Section 1:

School Board Letter



SECTION 1: SCHOOL BOARD LETTER

1A. INCLUDING YOUR BOARD LETTER OF APPROVAL

It is required that your district’s Board of Directors review and approve your new three-year District Technology and Learning Plan. They must document their approval by signing a letter that acknowledges the following elements:

- Support for student learning and the role that technology plays in that effort;
- Strong philosophical support for the *District Technology Plan*;
- Support for funding and resources during the three-year duration of the plan;
- A commitment to continuous review and revision of the plan.

The letter must be on district letterhead and include the Board Chairperson’s signature, as well as the date of approval.

Recommended Process Steps

1. The *District Technology Plan* is due to your local ESD (via the online SIP Tool) by the date in April listed earlier. Therefore, the plan must be submitted to the district’s Board of Directors for their review prior to that date for approval. It is recommended to submit it in March in case the board should recommend any revisions that would need to be approved during their April meeting. Waiting until the May meeting is too late!
2. Consider using the Technology Planning **PowerPoint presentation** to present to the Board of Directors.
3. Once the Board Chairperson has signed the document and returned it to you, set it aside. This signed letter of board approval should be scanned and uploaded via the online SIP tool or mailed to your ESD Ed Tech Director.

Resources

- These facilitator notes Section 1 of this document
- Template for Board Letter of Approval See next page of this document
- District Technology Plan Requirements Powerpoint <http://www.k12.wa.us/EdTech/planning.aspx>

SECTION 1: SCHOOL BOARD LETTER

1B. BOARD LETTER FORMAT (ON DISTRICT LETTERHEAD)



School District XYZ • 123 Address Road • Your City, WA 00000 • (000) 555-0000

TO: <ESD Ed Tech Director>
FROM: <Name>, Chairperson, <School District> School Board
DATE: <Date Board approved plan>
SUBJECT: Approval of and Support for the <School District> Technology Plan

<Body of the letter showing strong support and approval of the district's technology plan>

Signature of School Board Chairperson

Date

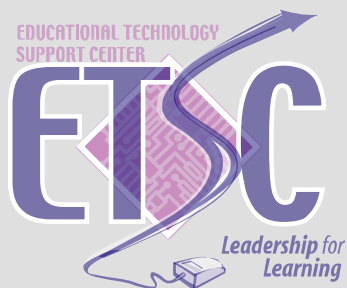
Signature of District Superintendent (optional)

Date



Technology Planning 2007-2010

Section 2: Vision Statement



SECTION 2: VISION STATEMENT

2A. CREATING YOUR VISION

If a **Vision Statement** exists for the school district then take time to review it. Check to see if the district's vision statement addresses the role(s) of technology in student achievement, as that is required. Some vision statements will be fine just as they are, but others may need minor adjustments. In some cases, a district may determine that a separate statement defining the vision for technology is more appropriate. If it's a separate statement, be certain it is aligned with the overall district vision and not entirely different in philosophy.

The following information is from Chapter 2: Technology Planning in "Planning into Practice" by the SouthEast and Islands Regional Technology in Education Consortium (SEIRTEC, 2000).

Identifying Core Values and Creating a Vision Statement

A well-defined vision statement is the cornerstone of any good plan. Before the planning committees start drafting goals and objectives, the district should first define or describe its vision for technology. This vision should reflect your district's core values as they relate to educational improvement and the role that technology will play in helping support those values. We suggest you conduct brain-storming sessions such as those described below to develop your vision statement and identify your core values.

ACTIVITY 1: Brainstorm to develop a vision

Introduce the activity with the following:

The overall goal of a strategic educational technology plan is to lay out an operational plan for using technology to enhance teaching and learning. It is expected that the process for implementing technology will not be instantaneous or finite. Rather, technology integration is an ongoing process, throughout which we should be able to look back and see definite changes and growth. If the plan has been successful, the changes and growth will have followed the basic structure—the goals, objectives, and timelines—of the technology plan. As a technology planning committee, your task is to write that plan.

To help develop a picture of what our district will look like as this technology plan is implemented, imagine one of our schools five years from now. Specifically, think about a student who is attending that school. As you imagine a day in that student's life, identify the ways that technology touches the student's experience in the school.

Brainstorm images that help you see technology being used to:

- Support new ways of teaching and learning
- Expand learning beyond the walls of the traditional classroom
- Support teachers in their instructional tasks and professional learning
- Bring the school closer to its parent community
- Make more efficient use of teacher and administrator time and resources

Write these ideas on a flip chart and refer to them later when you create your vision statement.

ACTIVITY 2: Identify core values

The *Core Values* activity is useful for helping your committee identify the belief system that serves as the foundation of your common vision. In the *Core Values Activity* you are asked to describe why you believe that technology is a necessary tool for teaching and learning in your district. The activity also asks you to describe in broad terms your core educational values, the ways in which technology will impact student learning and to discuss your commitment to making certain students, teachers, administrators and your entire educational community have access to technology tools.

Use this tool to catalog the core values of your district or school—paying particular attention to how these values relate to technology’s role within the teaching and learning environment. Make sure your vision statement reflects these core values.

Each person on your planning team should complete the activity individually. Then a facilitator should work with the entire group to reach consensus on the core values for your campus or district. Once expanded upon, these reasons can form the basis of the vision statement of your technology plan.

ACTIVITY 3: Create the vision statement

Once you have completed the brainstorming activity and have identified core values, your district technology planning committee can begin to work on a vision statement. You may use the statements from the brainstorming and core values activities to stimulate conversation and spur additional thoughts about why your school needs to integrate technology in its teaching and learning environments.

The vision statement should result in a single, concise paragraph that summarizes your answers to the questions “Why is technology important to the students and teachers in our school?” and “Why do you believe that technology is a necessary tool for teaching and learning in this district?”

As you start work on your vision statement, it may be useful to examine vision statements of other schools and districts. As you will see, there are many different interpretations of what constitutes an appropriate vision statement. One thing that is consistent across all of these statements is their bottom line is an expression of how technology will be used to impact student learning and achievement.

You may wonder why you cannot just adopt a vision statement that someone else has generated. The point is that the vision statement should reflect your own situation, values, and context. For many it may be the process of jointly *creating* the vision that makes it a useful guiding light to your own plan. The vision-setting process can help get your committee all on the same page, which will certainly be invaluable in fulfilling that vision down the line.

You may notice some schools have lengthy vision statements; be aware, however, that the value of a vision statement is not determined by its length. And, most importantly, remember your vision statement will be unique to your own school or district.

SECTION 2: VISION STATEMENT

2B. VISION STATEMENT FORMAT

There is no specific format required for your Vision Statement. It may be part of a larger vision or a separate technology vision. Several exemplary samples are provided below.

Washington State Educational Technology Plan Vision for Educational Technology (Expanded Version)

In a society increasingly dependent on information and knowledge, equitable and universal access to technology, media and information resources are essential to the learning process. With access to and proficiency in the use of these tools, and with the guidance of skilled educators and community members, all students have the opportunity to become actively engaged and take responsible roles in their learning as they think, create, conduct inquiries, solve problems and communicate in individual, collaborative and interdisciplinary settings. As a result, students emerge as lifelong learners, productive members of the workforce, and citizens that can effectively contribute to our democratic way of life.

The following are example Vision Statements from Chapter 2: Technology Planning in "Planning into Practice" by the SouthEast and Islands Regional Technology in Education Consortium (SEIRTEC, 2000).

Lakeside School District Our Vision for Educational Technology

It is the vision of the Lakeside School District that all students and faculty be provided with the latest technology tools and training so that they can function in society and be competitive in the global market. We envision that students will develop the necessary skills to be productive members of society. Technology will support this development by refining their critical thinking skills, enabling effective communication, and fostering creativity.

Lakeside School District is committed to providing ongoing and continuous training to all of its teachers in the use of and integration of technology tools. To ensure equity of learning, these tools will be made available to all students in support of their varied learning styles and needs by providing faculty access to state of the art information and resources.

To achieve our vision, the Lakeside School District will enlist the active engagement of our parents and community and offer the technological resources of the schools.

Lincoln High School Vision for Educational Technology

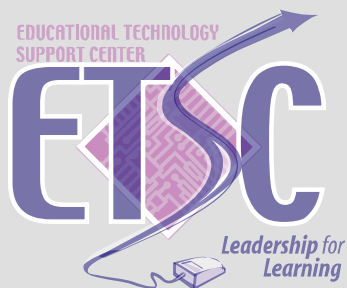
Technology offers students an avenue to succeed as citizens in a global society in which information is growing at an incredible rate. Technology can improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. Lincoln High School will incorporate technology as a means of integrating curriculum across subject areas. Students and educators will be guaranteed opportunities to use technology as an integral part of education. In support of this vision, Lincoln High School offers its Strategic Educational Technology Plan.



Technology Planning 2007-2010

Section 3:

District-Level Technology Goals



3A.1 WORKING WITH THE DISTRICT-LEVEL GOALS

OVERVIEW

The District-Level Technology Goals Plan can be described as ***the district's response to the Building-Level Technology and Learning Plans*** from Section 5 ***and district-level initiatives***. The objectives and strategies identified on the District Forms will be primarily driven by the buildings' learning goals, although there may be specific district-wide initiatives that impact everyone. Therefore, it is important for the district technology leader(s) to work with each building's School Improvement Team to gather information about the learning goals in their School Improvement Plan and to plan for the role that technology will play in striving to meet those goals, including goals at the district level.

RECOMMENDED PROCESS

1. ***Collect the Building-Level Technology and Learning Plans*** that were created in Section 5.
 - *Person Responsible:* Tech Planning Team Leader or designee
 - Distribute those documents, either electronically or on paper to the Tech Planning Team for review prior to the following meeting

2. ***(Optional) Convene a "District-level Goals-Setting" meeting with the Technology Planning Team.***
 - *Person Responsible:* Tech Planning Team Leader or designee
 - Consideration should be given to inviting the SIP Team Leader from your buildings to be part of this step in the process.
 - The purpose of this meeting is to look at building-level learning goals and develop common, district-wide themes to use for the overall district-supported goals, when possible. In some cases, the building-level goals may be so diverse that there will be several themes or individually identifiable building goals that surface, to which the district plan should respond.
 - Beginning with the 2007-2010 technology planning cycle, districts are now required to include at least one goal for technology literacy for their 8th graders, and one goal for technology integration for their teachers. (See 3B.1 and 3B.2).
 - You may want to ask for preliminary feedback from team members prior to this meeting. They can identify two or three themes that emerge during their review of the Building Forms. This will help jump-start the discussion when everyone gets together.
 - *Timeframe:* December - January; earlier if all building-level plans have been completed.

3. ***Identify support and resources tied to the learning goal and its objectives or strategies.*** Each goal's objectives or strategies will need resources and support in order to be successful in its impact or implementation.
 - *District Person(s) Responsible:* Who is in charge of making sure this happens? This can be a single individual, a department/division team or a representative team from multiple buildings within the district.
 - *Hardware and Software Needed:* What resources need to be purchased or reallocated in support of this learning goal?
 - *Professional Development Needed:* What training is needed to facilitate implementation or ensure success of the objectives?

- *District Budget and Funding Sources:* What fiscal resources are needed and will be provided in support of this learning goal at the district level? Funding may come from or is identified on the building-level plan. If that's the case, just make a note that the funding is building-based. Where possible, you should itemize the amount and source by component (hardware, software, professional development, evaluation, etc.), and consider all areas when determining the total dollar amounts that will be allocated in support of this learning goal. Budgets incorporated in the plan should show both anticipated expenses and expected revenue sources, and should be sufficient to cover all resources needed to support this learning goal.
- *Evaluation Strategies and/or Tools to be used:* How will you know that this learning goal has been met and was effective or successful? There are a number of resources available to help you design your evaluation components (see Getting Organized: Resources).

2007-2010 TECHNOLOGY PLAN

3B.1 DISTRICT TECHNOLOGY GOALS (SAMPLE)

Goal Title: Technology Literacy for Students

SMART Goal Statement: By the spring of 2010, 80% of all 8th graders will be at Tier 2 or 3 on the technology literacy indicator scale.

Strategy:-Students will develop the skills and be given the opportunities to use technology to access, retrieve, evaluate and interpret visual/auditory information.

Rationale: Computers and networks are modern digital tools that allow students to find and utilize real-time information in a way that mirrors the global society in which they are growing and in which they will work.

Evaluation Procedure: Data collected on the 8th Grade Technology Literacy Survey

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Provide computer and keyboarding courses for all students in grades 5 through 8.	Technology Conferences/Classes	Individual classroom assessment.	Intermediate and Middle School Teachers; Technology Director.	9/1/2007 - 6/30/2010	Site licenses for Mavis Beacon Teaches Typing software for all buildings	\$5,000 from general fund
Provide students with access to technology and opportunities to utilize technology for information access and evaluation.	Technology Conferences/Classes	Individual classroom assessment.	Intermediate and Middle School Teachers; Technology Director.	9/1/2007 - 6/30/2010	Updated software for computers and servers	3000.00 from general fund

2007-2010 TECHNOLOGY PLAN

3B.2 DISTRICT TECHNOLOGY GOALS (SAMPLE)

Goal Title: Technology Integration for Educators

SMART Goal Statement: 80% of the teachers and support staff will integrate technology at the levels described by Tier 2 on the Teacher Technology Literacy Self-Assessment Survey before June of 2010.

Strategy: Utilize Peer Coaching as a means to provide teachers with embedded professional development, support and inspiration.

Rationale: Research supports peer coaching as a strategy that is more much effective than workshops, seminars or conferences.

Evaluation Procedure: Data collected through the Technology Integration Survey

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Develop the skills in one teacher to serve as a peer technology coach to provide quality professional development and instructional support to other educators in their building	Peer Coaching Training on models of effective coaching strategies	Peer Coaching evaluation criteria Completion of this task.	Director of Technology; school principals; school tech coaches	5/15/2007 - 9/30/2007	Teacher release time for training and coaching; Peer Coaching training	\$12,000/General funds
Peer coach works with at least two teachers each year to support them on problem-based learning and technology integration.	Models of problem-based learning and effective strategies for technology integration	Staff & student PILOT surveys WASL scores	Director of Technology; school principals; school tech coaches	9/1/2007 - 6/30/2010	Computer cart with projector and document camera available to each classroom	\$6,000/Title IID



Technology Planning 2007-2010

Section 4:

District-Level Network and Telecommunications Planning



SECTION 4: DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLANS

4A. DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLANNING

Overview

This section of the technology plan articulates the needs for the district's technology infrastructure on four forms. These forms are directly related to the Federal Universal Service Fund (E-Rate) in which almost all school districts participate directly or as a member of the K-20 network. This section is required regardless of your district's level of E-Rate participation. Typically, these forms will be updated annually.

1. **Technology Assessment (See 4C.1)**

- Complete the state's annual, online technology inventory.
- Locate documentation of the district's CIPA compliance (Form 479).
- Identify the district's technology standards (if no district standards exist, the district can indicate its plan and timeline for developing them, or show evidence of adopting the state standards).
You might want to consider the standards on the OSPI Technology Planning web site at <http://www.k12.wa.us/EdTech/standards.aspx>, or utilize WSIPC's workstation recommendations for WESPAC and IEP.online, which can be found at <http://www.wsipc.org/Information/Network/Docs/WesPACWorkstationRequirements.pdf>
- Provide the overall budget for technology in the district. For most school districts it is anticipated this will be included in the appendix.

2. **Priority One Services (See 4C.2)**

- Services include voice (primarily phones), data (both Internet and intranet), video (K20), and overall network capabilities. The plan should cover all services being requested, including non-basic telecommunications services such as Centrex.

3. **Priority Two Technologies (See 4C.3)**

- Desired technologies include the hardware and software needed to provide and support the Priority One Services, and those needed to meet the learning goals identified at the building- or district-level as outlined in the plan.

4. **Maintenance Plan and Upgrade Strategy (See 4C.4)**

- This section should describe the district's overall maintenance plan. It should also contain a description of the district's continuous upgrade, reassignment and replacement strategy for technology services and systems. Information in this section should relate back to the district or state standards established (see Part 1. Technology Assessment).

5. **Update and Review (See 4C.5)**

- See Section 4B.

There are also elements that relate to all five parts. Each of the areas should also include information on district-level budget amounts and funding sources, as well as an evaluation strategy to determine whether the identified needs were met and if the implementation was effective. District-level budgets incorporated in the plan should show both revenue sources and anticipated expenses sufficient to cover not only the services or technologies requested, but also the other resources needed to support these services.

In some cases, there will be a need for professional development for those staff members engaged in active implementation and support of the technology, if it's to be successful and effective.

And last, but perhaps most important, parts two (2) through four (4) also need to address how each will help support the building-level technology activities and district-level technology goals.

Recommended Process Steps

1. Identify Additional Team Members

Person Responsible: Tech Planning Team Leader or designee

- Identify any staff not currently part of the Team, but who should be involved in the development of this section of the Tech Plan.
- Invite him/her/them to participate in the meeting.

2. Gather Information

Person Responsible: Tech Planning Team Leader or designee

- *Completed online technology inventory for all buildings.* This data will be used to help develop the other items in this section. The deadline for completion of the online inventory is listed earlier in the document. Set your own target completion date so you have the data to use as part of your planning process.
- *Data on your voice, data, video, and network capabilities and infrastructure* (includes number of connections).
- *CIPA compliance document* (Form 479). You can check to see if your district has submitted the current Form 479 at <http://www.k12.wa.us/edtech/479-06.aspx>
- *District technology standards*, if available.
- *Current maintenance plan and upgrade strategies.*
- *Building and District instructional learning goals.* You will use these to help determine what services, technologies, connectivity and maintenance will be needed.
- *Student and staff acceptable use policies.*

3. Complete the District-Level Network and Telecommunications Plan

- Set a meeting time to review the forms and discuss the data collected.
- Begin to align the instructional learning goals with needed support, and identify new services, technologies, connectivity and maintenance or upgrades to help meet the goals.

Network and Telecommunications Resources

OSPI Online Technology Inventory.....	http://www.k12.wa.us/edtech/inventory.aspx
Computers4Kids Request Site.....	http://www.k12.wa.us/edtech/c4kids/
CIPA Compliant School Districts.....	http://www.k12.wa.us/edtech/479-06.aspx
Standards on the OSPI Technology Planning web site.....	http://www.k12.wa.us/EdTech/standards.aspx
WSIPC's workstation recommendations.....	http://www.wsipc.org/Information/Network/Docs/WesPACWorkstationRequirements.pdf

4B. DEVELOPING A REVIEW AND UPDATE PROCESS

The following information is adapted from Chapter 7: Evaluation in "Planning into Practice" by the SouthEast and Islands Regional Technology in Education Consortium (SEIRTEC, 2000).

Perhaps the most significant insight is that when there are improvements in student achievement, it is the result of a combination of factors, not merely the availability of technology. These factors include, but are not limited to: the vision and support of school and district leaders; the usefulness of the technology plan; teachers' attitudes, beliefs, and behaviors; the amount, availability, and quality of professional development and technical assistance; the teaching and learning environment; and the extent to which technology use is linked to the curriculum, standards, and student assessment.

There have been stellar examples of how technology leaders have used evaluation data and progress reports to garner increased support from policymakers and the community at large. When school boards have data indicating the money that has been spent for the technology program is leading to improvements in teaching and learning, they are usually willing to allocate more money. In other words, success begets success. There are also schools and districts that monitor their progress toward technology integration and see evaluation results as input into planning their technology program, e.g., identifying needs, problems, and opportunities. The point is, evaluation is neither easy nor inexpensive, but when it is an integral part of the ongoing technology planning and infusion process, it is well worth the effort.

An Evaluation Process

Evaluating technology initiatives is an ongoing process that involves eight basic steps:

- Create an evaluation committee.
- Identify evaluation priorities and develop related goal.
- Create performance indicators for each evaluation question.
- Identify or develop data collection methods and instruments.
- Collect data.
- Study the results.
- Create an evaluation report on the results of the evaluation, findings, lessons learned, and directions for future efforts.
- Use the evaluation results to update your technology plan.

Committee Composition

A district-wide evaluation committee is the organizing structure of the technology evaluations we have facilitated in most districts. As an initial step, districts create a technology evaluation committee composed of stakeholders from throughout the district and local community. This committee closely parallels the structure of the district's technology *planning* committee in that in order for the committee to be effective; it must be representative of the interests and concerns of the broad district community. It is also important that the committee *not* be composed entirely of individuals who are considered the technology power users in the district. Remember, the evaluation is designed to answer basic questions about **technology's impact on teaching and learning**. Therefore, experience in teaching and learning is considerably more important than being well-versed in technology itself. In general, the committees we work with number about 12 to 15 members and

include district-level staff, a board member, and principals, as well as classroom teachers and technology specialists from all grade levels.

The Link between Technology and Student Achievement

When considering the findings from an evaluation of a technology integration initiative, it is reasonable to ask if there isn't another bottom line issue; that is, what is the connection—if any—between student and teacher technology use and traditional student assessments such as standardized test scores? Given the amount of attention provided to traditional assessments, it is certainly expected that one should attempt to tie all important educational initiatives, such as technology, to performance gains or losses on these scores.

There is a link between technology and student performance as measured by traditional assessments; but this link is not direct. In other words, technology alone is not responsible for increases in student achievement. Rather, improvements in learning result from a *combination* of factors, including the way the teacher teaches, ready access to technology, administrative support, and the classroom environment. More and more, it is clear that another crucial factor is the linkage among technology use, the curriculum, standards, and assessments.

Educational research tells us student achievement increases when learning activities are engaging and student-centered. Learning needs to be standards-based, relevant, attuned to the individual student's style of learning, and holistic—that is, tied to a student's prior knowledge, experience, and interests. Another way of saying all of this is to shorthand these descriptions and state that high-performing student learning is engaged and constructivist in nature and guided by strong and meaningful curriculum frameworks. Students who are able to work in environments that encourage this type of learning *will* achieve. While existing standardized tests do at best only an adequate job of measuring student achievement and knowledge, students who are engaged in supportive learning environments and reformed teaching practices will generally score higher than students who are not.

It all comes back to the same basic point, that technology is only a useful and impactful tool when used in the hands of a skilled teacher. The issue is pedagogy, not computer skills. Schools where teachers are employing student-focused instructional practices, where administrators support and expect such practices, where students are actively and excitedly involved in the process of learning—will be high-performing schools. The role of evaluation is to provide a systematic way of examining the systems, structures, and practices that support good teaching with technology, and ultimately, the practices that promote effective learning.

SECTION 4: DISTRICT-LEVEL NETWORK AND TELECOMMUNICATIONS PLANS

2007-2010 TECHNOLOGY PLAN
4C.1 DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLAN – PART 1 (SAMPLE)

Technology Assessment

Inventory
 The district has completed the current online technology inventory and will continue to do so annually.

CIPA Compliance:
 The district has completed the current Form 479 and will continue to do so annually.

District Technology Standards	Budget Summary
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<p>The Bedrock School District maintains a hybrid network, utilizing both PCs and Macintosh computers. Our minimum specifications are:</p> <p>PCPentium III/IV/Celeron/AMD; 1 GHz or higher Macintosh G4/G5 1 GHz or higher</p> <p>Minimum specs for servers: Mac G5 1.5 Ghz or Pentium IV 1.5 Ghz</p> <p>Software used district-wide with main function noted:</p> <p>All Staff Workstations:</p> <p>Spreadsheets MS Excel Presentation MS PowerPoint Word-processing MS Word E-mail MS Outlook WebInternet Explorer Antivirus.....Norton Antivirus</p> <p>Administrative Workstations may also include:</p> <p>Vax CommunicationVersaTerm (Mac) and Reflections (Windows) Skyward Client Citrix ICA Client</p> <p>Secondary Teacher Workstations also include:</p> <p>Grading SoftwareGrade Machine</p> <p>In addition, a number of miscellaneous and specialized software packages are used at specific grade levels. Our goal is to reduce the number of unique software packages used district-wide to reduce support costs.</p>	<p>See Attached Budget in Uploaded Additional Plan Materials.</p>
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2007-2010 TECHNOLOGY PLAN

4C.2 DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLAN – PART 2 (SAMPLE)

E-rate Priority One Requests

Voice, Data, Video and Other Priority One Capabilities	Purchase / Budget / Potential Funding Source(s)
<p>ABC School District will continue to work toward its goal of providing adequate bandwidth, voice and video capabilities to allow District staff and students the opportunity to effectively and efficiently communicate with parents, colleagues, fellow students and sources of educational and job-related support and instruction. In order to provide these capabilities, the District will: 1) Analyze bandwidth use and insure it is being used effectively and efficiently; increasing the amount of bandwidth it leases when deemed necessary to maintain adequate data flow. 2) Maintain and update when necessary, present telecommunications system(s) to provide staff and students adequate and reliable communication capabilities. 3) Incorporate more IP video conferencing capabilities where appropriate to provide us greater flexibility in communications by offering more rapid and direct interaction with others.</p>	<p>The anticipated annual cost to the District for providing Priority One Capabilities (Leased Wide Area Network, Internet Access, Local, Cellular and Long Distance Telephone Services) to staff and students is approximately \$305,000. The funding sources for these services will include a combination of Maintenance & Operation Funds, General Funds, Capital Outlay, and E-Rate, where possible.</p>
<p>Alternative Simple Summary:</p>	
<p>Telephone Service (POTS) Long Distance Service Cellular Service for Administrators Internal District T-1 Circuits</p>	<p>\$12,000 General Funds, \$18,000 E-Rate Funds \$10,000 General Funds, \$15,000 E-Rate Funds \$6,000 General Funds, \$9,000 E-Rate Funds \$12,000 General Funds, \$18,000 E-Rate Funds</p>
<p>How will these services support your district's learning goals?</p>	<p>These services support the ABC School District's Learning Goals by providing means of communication that support teaching and learning, provide parents access to information regarding their children's progress, allow staff and students quick access to pertinent information critical to allow them to complete their assigned tasks and duties, provides for a safer environment in which to work, teach and learn.</p>

2007-2010 TECHNOLOGY PLAN

4C.3 DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLAN – PART 2 (SAMPLE)

E-rate Priority Two Requests

Hardware/Software/Support	Purchase / Budget / Potential Funding Source(s)
<p>It is anticipated that over the course of the three years to which this plan applies, the ABC School District will be replacing, adding and/or upgrading the majority of our existing network hardware and software (Ethernet switches, wireless access points, servers, server software and UPSs). This will be done in order to keep current with industry standards, to help us maintain an efficient, safe and secure network environment and to provide the technology tools necessary for our students and staff to access the resources, develop projects and communicate with others in an efficient and effective manner. The District anticipates to continue receiving support in the form of basic maintenance of networking hardware, software and infrastructure. The District employs a Technology Integration Specialist who provides support for all District staff in a variety of ways, including, but not limited to “in the classroom” technology integration instruction and mentoring, group inservices, one-to-one instruction and grant writing assistance. The cost to the District to provide this support is approximately \$65,000 annually with funding coming from local levy dollars. In addition District staff take advantage of an array of technology-related staff development opportunities, including after-school workshops, conferences, videoconferences, peer mentoring and coaching. The approximate cost of these offerings is \$60,000 annually, with funding provided from a variety of sources, including local levy funds, State and Federal program funds, federal and foundation grants and personal contributions.</p>	<p>The anticipated cost for network hardware, software and basic maintenance of these items is approximately \$550,000 over three years. Funding for hardware and software comes from a variety of sources, including local levy funds, CTE funds, State and Federal funding sources, Federal and Foundation grants. The District also anticipates using eRate reimbursement funds to support eligible hardware, software purchases and basic maintenance agreements where applicable. The combined salary and benefits expenses of district-provided technology support are approximately \$450,000 annually. In addition, basic maintenance agreements with outside service providers for networking items amounts to approximately \$68,000 annually. Funding for these support items comes primarily from local levy dollars, with additional support coming from State and Federal programs. The District will also leverage eRate funding where applicable. The annual cost of providing technology-related staff development to District employees is estimated to be \$125,000 annually, with funding provided from a variety of sources, including local levy funds, State and Federal program funds, federal and foundation grants and personal contributions.</p>
<p>Alternative Simple Summary:</p>	
<p>4 24-Port Cisco 100/1000 MB Switches</p>	<p>\$3,000 General Funds, \$9,000 E-Rate Funds</p>
<p>How will these services support your district’s learning goals?</p>	<p>The ABC School District has primary goals of improving student learning with an emphasis on Math and Reading success. A number of assessment tools are being used to evaluate the success being achieved in these areas. Staff need to be able to access, manipulate and understand the data provided from these assessment tools. Technology plays a major role in testing the students, sending and receiving pertinent data, interpreting that data and communicating the results to parents.</p>

2007-2010 TECHNOLOGY PLAN

4C.4 DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLAN – PART 2 (SAMPLE)

Maintenance, Upgrade and Support Strategies

Description of Maintenance/Upgrade/Support Strategies	Purchase / Budget / Potential Funding Source(s)	Timeline
<p>It is anticipated that much of our existing computer hardware will need to be replaced to keep our inventory current with State technology standards. The District currently has approximately 1700 personal computers and it is anticipated that the number of computers available to staff and students will increase slowly to approximately 2000 machines by 2010. ABC School District Technology Department currently has a staff of six full-time people to provide technology support for approximately 525 employees, 3670 students and in excess of 2000 computers and peripherals in addition to a wide array of telecommunications hardware and software. In addition, the District has basic maintenance agreements with outside service providers for technology-related items.</p>	<p>The budgeted amount of adding to, upgrading and replacing our computers is \$175,000 per year. It is hoped that additional funding from the State may be made available to add to this and allow us to speed up our renewal cycle. Funding for hardware and software comes from a variety of sources, including local levy funds, CTE funds, State and Federal funding sources, Federal and Foundation grants. The District also anticipates using eRate reimbursement funds to support eligible hardware, software purchases and basic maintenance agreements where applicable. The combined salary and benefits expenses of district-provided technology support are approximately \$450,000 annually. In addition, basic maintenance agreements with outside service providers for technology-related items amounts to approximately \$68,000 annually. Funding for these support items comes primarily from local levy dollars, with additional support coming from State and Federal programs. The District will also leverage eRate funding where applicable.</p>	<p>2007-2010 District provided technology support – ongoing 2007-2010 Computer hardware/software upgrades – ongoing 2007-2010 Basic Network Hardware, Software, Cabling Maintenance – Annual agreement with Service Provider(s) 2007 – 2010 Staff Development – ongoing</p>
<p>Alternative Simple Summary:</p>		
<p>* Annually replace 30 teacher workstations across district (oldest replaced first). Requires 5 days technical support. * 3 FTE Technical Support Provides a 1 to 300 computer support ratio</p>	<p>\$48,000 – Maintenance and Operations Levy \$225,000 – Maintenance and Operations Levy</p>	<p>* Purchase in July; install in August * Annually</p>
<p>How will this support your district's learning goals?</p>	<p>Technology is critical in our district's plan to move towards project-based learning and performance-based assessment. The technology must be kept current and operational and staff and students need to be up to date on hardware and software use if that technology is to be effective in supporting education. A more robust and stable technology infrastructure reduces downtime, decreases user frustration and therefore increases use and productivity. As more distance-learning opportunities are taken advantage of, system users will become more reliant on the hardware, software, network and Internet access. Expectations will be to have a seamless and trouble-free connection to these resources. This will necessitate hardware and software to be up-to-date and robust, a network infrastructure with the ability to handle the increased demands at all times and adequate support being available when needed.</p>	

2007-2010 TECHNOLOGY PLAN

4C.5 DISTRICT-LEVEL NETWORK & TELECOMMUNICATIONS PLAN – PART 2 (SAMPLE)

Review and Update Process

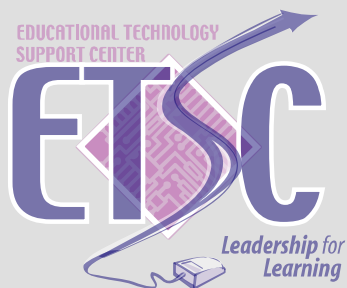
Progress Evaluation and Update Activities/Objectives	Person/Team Responsible	Timeline
<ul style="list-style-type: none"> • Review the district technology plan; identify progress and make necessary modifications annually. • Review each school's technology plan; identify progress and make necessary modifications annually. • Use surveys and available assessment tools to evaluate the integration of technologies within classroom activities annually. • Review the annual on-line technology survey. • Determine needs for teacher training in the technology areas and develop appropriate opportunities for workshops • Review evaluations from teachers on staff development workshops and make recommendations for modifications if necessary. • Use assessment tools to gather data on student use of technology. Success is to be determined by: <ul style="list-style-type: none"> • Improvement of student scores on Washington State Assessments given at the 4th, 7th and 10th grade. This is our primary indicator of improved student learning. • Meeting the technology literacy standards for teachers and students as set by ISTE • Meeting staff development goals, with positive evaluations of training from participants. • Meeting and completing the tasks outlined in the district Technology and Learning Implementation Plan. 	District Technology & Learning Committee Building Technology Committees Curriculum, Instruction and Assessment Director Technology Director Technology Support Staff ABC School District Board of Directors	April 2007 - ABC School District Board of Directors approval of Technology & Learning Plan April 2007 - Office of Superintendent of Public Instruction (OSPI) approval of Plan. November 2007 - Technology & Learning Committee review Plan. Update where applicable. March 2008 - Discuss Technology & Learning Plan status with School Board. November 2008 - Technology and Learning Committee review Plan. Update where applicable. March 2009 - Discuss Technology & Learning Plan status with School Board. November 2009 - Begin developing new 3-Year Technology & Learning Plan or update existing Plan if applicable. March 2010 - Complete new Technology & Learning Plan and obtain approval if necessary.
<i>Alternative Simple Summary:</i>		
Review and Update Building Forms	District Technology Committee, Building SIP Leaders	September - January
Conduct online Technology Survey using PILOT	District Technology Committee, Building Principals	September and June
Review Building Activity Evaluation results	Building Principal, SIP Leaders	May - August
Update Technology Building Forms	Building Principal, SIP Leaders	February
Update District Telecommunications and Networking Forms	Technology Director, District Tech Committee	November



Technology Planning 2007-2010

Section 5:

Building-Level Technology and Learning Plans



SECTION 5: BUILDING-LEVEL TECHNOLOGY AND LEARNING PLANS

5A. WORKING WITH BUILDING-LEVEL PLANNING

The *Building-Level Technology and Learning Plans* are at the heart of your *District Technology Plan*. The activities in the Building Section will drive most of the remainder of your district plan. (See 5B.1) Therefore, it is important for the district technology leader(s) to work with each building's School Improvement Team to gather information about the learning goals in their School Improvement Plan, and the role that technology will play in striving to meet those goals.

Some of the schools in your district may not yet have a School Improvement Plan. In this case, the building's School Improvement Team will need to identify, to the best of their knowledge, the broad learning goals they will establish for their students for the years of the plan. At that point, they can identify the technologies they think will help them achieve those goals.

Recommended Process

1. Use the invitational letter on page 40 of this document to convene a meeting of the School Improvement Team leaders (or representatives) from each school. The purposes of this meeting will include:
 - a. to establish a contact person for each building
 - b. to provide them with an overview of the *Technology and Learning Plan* requirements
 - c. to ask them to help set the direction for the district *Technology and Learning Plan*
 - d. to demonstrate how to complete the Building Form(s)
2. During the meeting:
 - a. Use the PowerPoint presentation found at <http://www.k12.wa.us/EdTech/planning.aspx> to provide an overview of the District Technology and Learning Plan requirements.
 - b. Survey the group to see which buildings have School Improvement Plans in place.
 - c. For representatives from buildings that have not yet developed a School Improvement Plan, assure them they will still go through the process for appropriately creating building level technology learning activities and completing building forms.
 - d. Review the empty Building Form, going over all of the elements that are required. Pay attention to the italicized descriptor under each element's heading.
 - e. Review the sample Building Form that has been completed, with one ongoing goal (see 5B.1).
 - f. Tell the participants you are now going to demonstrate how to develop and complete one of these forms. Select someone from a building with a School Improvement Plan to help assist you.
 - g. On a computer (connected to a projector), open the blank form and insert the name of the school and the grades.
 - h. Ask him or her to share the primary learning goal for their school. Type it in the third row down.
 - i. Ask him or her to share the primary area of emphasis in achieving that goal for year one. Type in the response in the appropriate cell.

- ii. Repeat step i for the person responsible, the hardware, software and technical support required, the necessary professional development that is needed, the budget that is allocated for this activity in the School Improvement Plan, the funding source, and the evaluation strategies.
- i. Provide time for each participant to fill in the cells for one activity for Year 1. They need to fill in all of the cells in the horizontal row.
- j. Provide time for a few of them to share what they wrote. If you have a document camera connected to a projector, you can have him or her place their sample on it to review it with the rest of the group.
- k. Ask for questions.
- l. When questions are answered, give them their “homework”:

 - i. To meet with their building School Improvement Team**;
 - ii. To complete this form electronically with their team**;
 - iii. To fill in the information at the bottom of the form;
 - iv. To return it to you electronically (via email or on disk), along with a hard copy, **no later than <date>**.

- m. After giving them their homework, tell them you will invite them back on **<date>** to learn more about some of the evaluation tools that are available to help them evaluate their progress.
- n. Dismiss.

**The district-level technology leader can facilitate the building SIP teams, if desired.

NOTE

As you collect the Building Form from each building, set them aside to be uploaded as Additional Materials. These are required for your district’s technology plan to be approved.

RESOURCES

- These facilitator notes Section 4 of this document
- Text for letter of invitation to send out before this meeting Page 40 of this document
- District Technology Plan requirements Powerpoint..... <http://www.k12.wa.us/EdTech/planning.aspx>
- Empty Building Form for filling out electronically <http://www.k12.wa.us/EdTech/planning.aspx>
- Sample Building Form - with ongoing goal..... Page 41 of this document

SECTION 5: BUILDING-LEVEL TECHNOLOGY AND LEARNING PLANS

5A.1 SCHOOL IMPROVEMENT TEAM LETTER OF INVITATION

Sample Letter

Date: <Put date here>
To: Chairperson of Building School Improvement Teams
From: <Put your name here>
Subject: Invitation to Meeting on Building-Level Technology and Learning Goals

Our district is in the process of developing its strategic three-year *Technology and Learning Plan*. The benefits of developing this plan include:

- District eligibility to receive federal technology dollars through the Title IID funds (“*Enhancing Education Through Technology*”);
- Discounts on network and telecommunications hardware, software and services through the federal E-Rate program;
- And most importantly, it helps to serve as a guiding light for the direction that our schools and district will take in the next three years in regard to our technology implementations. The result will be a more efficient and effective use of our district and school resources, including staff time, technology purchases, professional development and technical support.

In order to set the direction for the effective use of instructional technology in our district, the plan needs to be closely tied to the learning goals that we have established for our students. Most of these learning goals can be found in the schools’ *School Improvement Plans*.

I would like to invite you (or a representative from your building’s School Improvement Team) to an informational meeting about how to identify/create the instructional technology goals for your school. Please plan to meet with me on **Day, Date at <Time> at <Location>**. During this time, I will show you the form that you will use for this purpose and will demonstrate how to successfully complete it in a way that meets the requirements. We will practice filling out a form together, and time will also be given for you to practice completing a section of it. You will leave the meeting with the confidence to return to your building, meet with your School Improvement Team, and complete the form in its entirety, quickly and efficiently.

Please call me at my office at **<put phone number here>** no later than **<put date here>** and let me know the name of the person who will attend this meeting from your building. Or you can send me an email message at **<put your email address here>**.

Thank you for your assistance.

5B.1 2007-2010 TECHNOLOGY PLAN
BUILDING-LEVEL TECHNOLOGY AND LEARNING PLAN (SAMPLE)
ABC ELEMENTARY SCHOOL XYZ SCHOOL DISTRICT

Goal Title: Math

SMART Goal Statement: The number of students meeting the math standard on the 2007 4th grade WASL will increase from the 2006 4th grade WASL by 10%.

Strategy: To develop the skills in students in the early intermediate grades to use technology effectively for problem-based learning in mathematics, and to provide them with the opportunities to do so.

Rationale: A meta-analysis of the research that examined the impact of technology on student learning found increased teacher-student interaction, cooperative learning, and most important, problem solving and inquiry. Research shows that computers should be used less for drill and practice in the classroom and more as open-ended thinking tools and content resources. (Statham & Torell, 1996).

Evaluation Procedure: Comparison of math performance of 4th graders on the WASL between 2006 and 2007

Activity/Task	Professional Development	Evaluation (Measurable Change)	People Involved	Starting and Ending Dates	Resources: Description / Type	Cost / Funding Source
Incorporate the use of problem-based learning into math curriculum	Problem-based learning...what is it?	Principal Observation; PILOT Tech Integration survey	Principal District Math Specialist	Sept. 1, 2007 – June 20, 2008	Trainer/Consultant	\$800 from Title I
Use technology (hardware and software) for problem-based learning	Teaching in the one-computer classroom	Course Evaluation; Principal Observation; PILOT tool	Building Technology Coordinator	Sept. 1, 2007 – June 20, 2008	One computer and projector per classroom; software for content areas Trainer/Consultant	20 computers - \$22,000 from Title IID 20 projectors - \$22,000 from General Fund TS Software - \$2,000 from Building Budget \$2,000 from St. Dev.

Check one of these statements (depending upon the length of your building's SIP plan):

- X** Our building's school improvement plan is for one year only. We will complete and submit this updated form as we update our SIP plan each year.
- Our building's school improvement plan is for two years only. We will complete and submit this updated form as we update our SIP plan in two years.
- Our building's school improvement plan is for three years, and will not need to be updated during the district's 3-year technology plan.



Technology Planning 2007-2010

Section 6:

Appendices

