

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

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Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012

Submission to CSDE due June 15, 2012



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Commissioner of Education
Stefan Pryor**

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Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children’s Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director’s signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchetts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

** The RESC reviewer’s task is not to evaluate your technology plan but to check it for completeness and alignment with the template’s requirements.*

| RESC Region | Staff | Phone | Address | Email |
|----------------------|-----------------------|--------------------------|--|--|
| ACES | Howard Gunther | 203-407-4416 | ACES 205 Skiff Street Hamden, CT 06517 | hgunther@aces.org |
| CES | Esther Bobowick | 203-365-8883 | CES 40 Lindeman Drive Trumbull, CT 06611 | bobowice@ces.k12.ct.us |
| CREC | Doug Casey | 860-524-4092 | CREC 111 Charter Oak Avenue Hartford, CT 06106 | dcasey@crec.org |
| EASTCONN | Jane Cook | 860-455-0707 | EASTCONN 376 Hartford Turnpike Hampton, CT 06247 | jcook@eastconn.org |
| Education Connection | Jonathan Costa | 860-567-0863 | Ed Connection 355 Goshen Road Litchfield, CT 06759 | costa@educationconnection.org |
| LEARN | Verna Sodano-Richards | 860-434-4800 ext. 367 | LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371 | vsodano@learn.k12.ct.us |

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

| | | |
|--|--|-------|
| District/Agency: | | |
| LEA Code: | | |
| Educational Technology Plan Contact: | | |
| Phone: | | |
| Fax: | | |
| E-mail: | | |
| Address: | | |
| Name of Superintendent or Director: | | |
| E-mail: | | |
| Signature of Superintendent or Director: | | Date: |
| Date Submitted to Board of Education: | | |
| Date Approved by Board of Education: | | |

For RESC/SDE Use Only:

| | | |
|-----------------------------------|------------------------|-------|
| RESC Regional Reviewer: | | Date: |
| RESC Recommendation for Approval: | Yes / No / Conditional | Date: |
| CSDE Authorization: | | Date: |

Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Educational Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Educational Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent

Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build “buy-in” from stakeholders and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

_____ Is compliant with the provisions of the Children’s Internet Protection Act (CIPA) [20 U.S.C. § 6777].

_____ Will be CIPA compliant by this date. _____

_____ Has applied for E-Rate funding.

The LEA’s comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: _____

Certified by:

Signature of Superintendent or Director

Date

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: _____

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

| <i>Educational Technology Literacy</i> | |
|---|--------------------------------|
| Questions | Your District's Numbers |
| During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards? | |
| How many of those students were considered technologically literate based on that evaluation? | |
| How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours. | |
| How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators. | |
| In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120. | |
| In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff. | |

| <i>Policies</i> |
|--|
| <p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p><input type="checkbox"/> Every year <input type="checkbox"/> Every other year <input type="checkbox"/> At least every three years <input type="checkbox"/> Other: _____</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> |

Online Assessments

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.

The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).

The maximum number of Grade 6 students who could be accommodated under the above conditions.

The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).

The maximum number of Grade 8 students who could be accommodated under these conditions.

The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).

The maximum number of Grade 10 students who could be accommodated under the above conditions.

The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

| Member | Title | Constituency Represented |
|--------|-------|--------------------------|
| | | |
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The Committee must:

- *Write a description of the educational technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.*
- *Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.*
- Create the LEA's educational technology vision statement.
- Develop an educational technology needs assessment.

Vision Statement

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the educational technology plan.

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

Curriculum Integration

- When evaluating your needs, consider:
 - current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;
 - how curriculum strategies are aligned to state standards;
 - current procedures for using technology to address any perceived curriculum weaknesses;
 - how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and
 - how students use technology - including ways students presently use technology for purposes beyond practice of skills.

Professional Development

- When evaluating your needs, consider:
 - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;
 - the technology PD activities that have been offered to teachers; and
 - how the effectiveness of the PD activities will be assessed.

Equitable Use of Educational Technology

- When evaluating your needs, consider:
 - the availability of technology to students and staff in the district – all students should have equal access to the technology;
 - the amount of time available for the use of technology by students and staff; and
 - a description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.

The following matrix may be used to determine the extent technology is available to staff.

| | |
|----------------------|--|
| | Please include information about the type and availability of staff access both on and off campus. |
| Administrators | |
| Teachers (preschool) | |
| Teachers | |
| Noncertified staff | |

The following matrix may be used to determine the extent technology is available to students.

| | |
|------------------------------|--|
| | Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school. |
| Students (preschool) | |
| Students (elementary) | |
| Students (middle school) | |
| Students (high school) | |
| Students (with disabilities) | |

Infrastructure and Telecommunications

- When evaluating your needs, consider:
 - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
 - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
 - how E-Rate has allowed the district to improve or increase its technology infrastructure.

Administrative Needs

- When evaluating your needs, consider:
 - how do administrative (certified and noncertified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and recordkeeping; and
 - the professional development opportunities that are available to administrative staff.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

| National Educational Tech Plan | State Educational Tech Plan |
|--|--|
| <p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p> | <p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p> |
| <p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p> | |

Action Plan for Goal Area 1

| What Steps Will You Take? | Who Will Be Responsible? | When (be specific, e.g., by 10/1/13)? | How will you measure? |
|---------------------------|--------------------------|---------------------------------------|-----------------------|
| | | | |

Goal 2: Assessment

| National Educational Tech Plan | State Educational Tech Plan |
|--|--|
| <p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p> | <p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p> |
| <p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p> | |

Action Plan for Goal Area 2

| What Steps Will You Take? | Who Will Be Responsible? | When (be specific, e.g., by 10/1/13)? | How will you measure? |
|---------------------------|--------------------------|---------------------------------------|-----------------------|
| | | | |

Goal 3: Connected Teaching and Learning

| National Educational Tech Plan | State Educational Tech Plan |
|---|--|
| <p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p> | <p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p> |
| <p>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</p> | |

Action Plan for Goal Area 3

| What Steps Will You Take? | Who Will Be Responsible? | When (be specific, e.g., by 10/1/13)? | How will you measure? |
|---------------------------|--------------------------|---------------------------------------|-----------------------|
| | | | |

Goal 4: Infrastructure for Teaching and Learning

| National Educational Tech Plan | State Educational Tech Plan |
|--|---|
| <p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p> | <p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p> |
| <p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p> | |

Action Plan for Goal Area 4

| What Steps Will You Take? | Who Will Be Responsible? | When (be specific, e.g., by 10/1/13)? | How will you measure? |
|---------------------------|--------------------------|---------------------------------------|-----------------------|
| | | | |

Goal 5: Productivity and Efficiency

| National Educational Tech Plan | State Educational Tech Plan |
|---|--|
| <p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p> | <p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p> |
| <p><i>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</i></p> | |

Action Plan for Goal Area 5

| What Steps Will You Take? | Who Will Be Responsible? | When (be specific, e.g., by 10/1/13)? | How will you measure? |
|---------------------------|--------------------------|---------------------------------------|-----------------------|
| | | | |

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, _____, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

 LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

| | |
|--|---|
| | Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**. |
| | Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance. |
| | The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended. |

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

 Signature of Superintendent/Director

 Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

- National Educational Tech Plan:
Double click on this file to open →



or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open →



| Educational Technology Planning | Site |
|--|---|
| CSDE Position Statement on Educational Technology | http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314 |
| National Educational Technology Plan | http://www.ed.gov/technology/netp-2010 |
| CT Teacher Technology Competencies | http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf |
| International Society for Technology in Education Essential Conditions | http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx |
| National Educational Technology Standards for Administrators | http://www.iste.org/standards/nets-for-administrators.aspx |
| National Educational Technology Standards for Teachers | http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx |
| National Educational Technology Standards for Students | http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx |
| CT Education Network (CEN) | http://www.ct.gov/cen/site/default.asp |
| CT Commission for Educational Technology (CET) | http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930 |
| SETDA Toolkits | http://www.setda.org/web/guest/toolkits |
| Partnership for 21st. Century Skills | http://www.21stcenturyskills.org/ |
| Documentation from 21st Century Learning Environments grantees | https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i |

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

The data:

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?

An exemplary plan:

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Educational Technology Plan Review Guide

| <i>Name of District:</i> | <i>District Contact:</i> | <i>Email</i> | <i>Phone:</i> |
|--|----------------------------|---------------------|--|
| | RESC | Final | |
| | Complete? Yes/No | Complete? Yes/No | additional information required/comments |
| Cover Page: Superintendent or Executive Director Signature | | | |
| Cover Page: Board of Education Date Submitted | | | |
| Cover Page: Board of Education Date Approved | | | |
| Educational Technology Plan Preparation Check-Off: Agent Signature | | | |
| Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature | | | |
| LEA Profile | | | |
| Technology Committee | | | |
| Vision Statement | | | |
| Needs Assessment | | | |
| Goal 1: Engaging and Empowering Learning Experiences | | | |
| Goal 2: Assessment | | | |
| Goal 3: Connected Teaching and Learning | | | |
| Goal 4: Infrastructure for Teaching and Learning | | | |
| Goal 5: Productivity and Efficiency | | | |
| CIPA Form: Superintendent/ Executive Director Signature | | | |
| Questions/Comments | | | |
| I have reviewed the plan for alignment and completeness and provided feedback to the district. | | | |
| (print) Name of RESC Reviewer | Signature of RESC Reviewer | | Date |

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
Connecticut LEA Educational Technology Plans
LEARN
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Old Lyme, CT 06371