

CONNECTICUT STATE DEPARTMENT OF EDUCATION
SALEM SCHOOL DISTRICT EDUCATIONAL TECHNOLOGY PLAN

July 1, 2009 – June 30, 2012



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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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan
Commissioner of Education

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TABLE OF CONTENTS

| | |
|---|-------|
| OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING | 1 |
| EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS | 3 |
| COVER PAGE | 4 |
| TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE | 5 |
| LEA FEDERAL GRANT PROGRAM COMPLIANCE FORM | 6 |
| DISTRICT'S CURRENT STATUS | 7-9 |
| LEA Profile | 7 |
| Technology Planning Committee | 8 |
| Vision Statement | 9 |
| Needs Assessment | 9 |
| ADDRESSING STATE AND DISTRICT GOALS | 11-19 |
| Technology Funding Sources and Costs | 20 |
| CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION | 21 |
| APPENDIX A: Educational Technology Planning Toolkit | 22 |
| APPENDIX B: Technology Plan Review Guide | 23 |
| APPENDIX C: Optional Reporting | 24 |

OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21st century, information intense society?

Literacy in the 21st century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.¹

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;
- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.²

¹ Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04

² CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process must be a shared activity that not only involves schools and school districts, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of your plan by March 9, 2009, to the following RESC staff for an initial review.

| RESC Region | Staff | Phone | Fax | Email |
|----------------------|------------------|--------------|---------------|--|
| ACES | Barbara Haeffner | 203-407-4418 | 203-407-4590 | bhaeffner@aces.org |
| CES | Esther Bobowick | 203-365-8883 | 203-365-8878 | bobowice@ces.k12.ct.us |
| CREC | Doug Casey | 860-524-4092 | 860- 246-3304 | dcasey@crec.org |
| EASTCONN | Jane Cook | 860-455-0707 | 860-455-0691 | jcook@eastconn.org |
| Education Connection | Jonathan Costa | 860-567-0863 | 860-567-3381 | jcosta@educationconnection.org |
| LEARN | Karen Urgitis | 860-434-4800 | 860-434-4837 | kurgitis@learn.k12.ct.us |

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

Send to:

Arthur Skerker
Connecticut State Department of Education
165 Capitol Avenue – Room 215
Hartford, CT 06106

5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

* *The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

| | | |
|--|--|-------|
| District/Agency: | Salem School District | |
| LEA Code: | 121 | |
| Technology Plan Contact: | Scott Gordon, Instructional Technology Teacher | |
| Phone: | (860) 859-0267 | |
| Fax: | (860) 859-2130 | |
| Email: | sgordon@salem.cen.ct.gov | |
| Address: | 200 Hartford Road, Salem, CT 06420 | |
| Name of Superintendent or Director: | Donna P. Leake, PhD | |
| Email: | dleake@salem.cen.ct.gov | |
| 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: |

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

Signature of Authorized LEA Agent

Date

LEA Federal Grant Program Compliance Form

Salem School District

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive 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 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 for FY 2008.

The LEA’s comprehensive 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

Donna P. Leake, PhD
Printed Name of Superintendent or Director

LEA Profile

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.

| | |
|--|-----------|
| LEA NAME: Salem School District | |
| How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year? | 66 |
| Based on that evaluation, how many of those students were considered technologically literate? | 100% |
| How many hours of technology related professional development were offered to certified educators in 2007-08? (Include 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.) | 37 |
| How many hours of technology related professional development were offered to administrators in 2007-08? (Count only those pd hours offered specifically for administrators.) | 9 |
| What fraction of your certified staff in Grades K-8 does your district consider technologically literate? (Do not reduce the fraction to lowest terms; 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.) | 52.6/52.6 |
| What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.) | NA |

| | |
|---|----------|
| When filling out the table below, please consider the following conditions: | |
| <ul style="list-style-type: none"> ▪ the number and percentage of each grade level of students that can have high-speed internet access at the same time; ▪ that students are grouped in clusters of no more than thirty and no less than ten; and ▪ that students remain in their own school. | |
| Maximum number of Grade 4 students who could be accommodated under the above conditions. | All - 40 |
| Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students). | 100% |
| Maximum number of Grade 6 students who could be accommodated under the above conditions. | All - 64 |
| Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students). | 100% |
| Maximum number of Grade 8 students who could be accommodated under these conditions. | All - 66 |
| Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students). | 100% |
| Maximum number of Grade 10 students who could be accommodated under the above conditions. | NA |
| Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students). | NA |

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the 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 |
|---------------------|----------------------------------|------------------------------------|
| Dr. Donna Leake PhD | Superintendent | District |
| Scott Gordon | Instructional Technology Teacher | Certified Support Staff |
| Kim Gadaree | Business Manager | District |
| Robert Green | BOE Member | Board of Education |
| Nikki Gullickson | Principal | School |
| Jason Maziarz | Principal | School |
| Fayne Molloy | Dir. Spec. Programs | District |
| Catherine Conover | Speech & Language | Special Education/Related Services |
| Michael Sweeney | Middle School Teacher | Certified Classroom Teacher |
| Ruben Perez | District Computer Technician | Non-Certified Staff |

The Committee must:

- *write a description of the 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 technology vision statement; and*
- *develop a technology needs assessment.*

The Salem School District Technology Planning Committee is comprised of members of the Board of Education, administration, grade level representatives and technology staff. Members were selected based on their roles in the district, their expertise and/or interest in technology. Committee members will be involved in all aspects of planning and development. Members of this group meet with school-based technology committees to monitor progress through curriculum revision and implementation. The Facilities subcommittee of the Board of Education has a permanent item on their agenda to evaluate and monitor the purchase of hardware and software to ensure the plans continuance.

The needs assessment for the plan was developed using the following methods:

- Review of surveys
- Review of previous technology plan
- Teacher observation
- Independent contractor report
- Analysis of student products
- Questionnaires
- PD evaluation forms
- Individual professional development plan goals

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 technology plan.

The development of strong technology skills empowers students to be self-assessing learners, able to use technology to access, understand, manage, interpret, evaluate and create information. The development of these skills is an ongoing process that is critical to the success of all members of our learning community. Our district must provide a technology rich environment in which infrastructure supports educational goals and progress. It is essential that all students have equitable access to appropriate technologies, technology rich curricula, and opportunities to use technology tools in meaningful ways to achieve educational goals. This requires an integrated approach to technology use. An integrated environment includes the use of a variety of technology tools and formats, appropriately applied on a routine basis to promote higher levels of learning in the classroom.

NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of 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;*
 - *the 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.*

Our school district has a timeline for planning, developing, implementing and evaluating all curricular areas. Since 2004, each curriculum committee has included a technology integration component/discussion. As each curriculum is revised, instructional strategies are aligned with CT State Standards and the ICT literacy maps.

Instructional Hours

Students in grades K-4 receive the following instructional hours of computer technology:

- Kindergarten students receive 25 minutes of computer technology every third week.
- Grades 1-4 meet with the Instructional Technology Teacher during two 6-week rotations throughout the year. Each class is 50 minutes.
- Students in Grades K-4 work on integrated projects in the lab and the classroom with the assistance of the Instructional Technology Teacher and Librarian. Contact time varies.

Students in grades 4-8 receive the following instructional hours of computer technology:

- Grade 4 - 27 hours (one 45 minute per week for a total of 36 weeks).
- Grades 5-8 - Offered on a quarterly basis, 4 or 5 days per week.
- Students in Grades 5-8 work on integrated projects in the lab and the classroom with the assistance of the Instructional Technology Teacher and Librarian. Contact time varies.

With the assistance of the Instructional Technology Teachers, a variety of activities are integrated into the curriculum. Sample activities include: Video production, publishing opportunities, word processing, presentations and project-based learning. Some staff members work under the guidance of the Instructional Technology Teacher and others are working at an independent level, using similar activities.

Professional Development

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

Teachers

The district set forth a 2 year plan for teachers to acquire and demonstrate mastery of identified technology literacy skills. Professional Development has been developed (both individual and group) and support has been offered during the school day and after school hours which allowed them to acquire these skills. We are in the process of developing an updated survey which will allow us to assess teachers' acquisition of newer technologies (i.e. SMARTboards, on-line subscriptions, on-line testing). Although we will continue to offer before and after school activities, we are now offering individualized self-selected technology offerings. We are continually evaluating the effectiveness of technology by observing classroom usage within curriculum.

Administrators -

Administrators have reviewed the Connecticut Administrator Technology Standards and are continually working on evaluating and updating their skills. In addition, administrators model the use of a variety of technology tools at faculty and public meetings. Training is offered on an on-going basis as new technologies are purchased by the district (i.e. Rediker, SEMSNET for special education, Blue Ribbon Testing).

Non-certified Staff

We currently offer professional development experiences: during PD days, before and after school offerings, and by attending third party professional development opportunities. Non-certified staff members are welcome to attend appropriate PD opportunities. Office personnel and the library aide have had numerous training sessions on software applicable to their area.

Overall Need

The district will need to develop professional development opportunities to train staff in using new technologies. New technologies to the district include SMARTboards, Blue Ribbon On-Line testing, and special education software. Professional development will focus on best practices, aligning content to state standards and promote differentiation techniques. Those staff that are new to the district or continue to possess needs in skill areas that were outlined in the previous 2 year plan will continue to be supported as necessary. Pro-Traxx software is being used as an administrative tool to track district offerings.

Equitable Use of 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 district has ensured the equitable use of technology throughout both schools in the following ways:
*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 | Each administrator possesses a laptop computer with wireless capabilities. The school conference room is equipped with a SMARTboard and accompanying presentation station that includes a laptop and document camera. |
| Teachers (preschool) | The preschool teacher possesses a desktop computer for professional use and is equipped with a printer. The preschool recently was provided with a touch screen desktop with appropriate software for the preschool population. |
| Teachers | Each teacher in the district possesses either a desktop or laptop computer for professional use, and is housed within their classroom/office. Each grade level currently possesses at least one presentation station including a laptop, projector and SMARTboard. Grades 1, 2 and 3 possess 2 presentation stations at this time. Each grade level possesses a digital microscope and scientific probes appropriate to the grade level. Other classrooms that currently possess a presentation station are 2 art rooms, 1 music room, the library and 2 technology labs. Also, 2 presentation stations reside in special education classrooms. There are a total of 21 SMARTboards in the district. Both the elementary and middle school staff lounges contain 1 desktop computer for use by all staff. The district currently possesses 1 desktop computer lab in the middle school with 26 computers. This lab is used primarily by the middle school technology teacher, but times are available throughout the day for either school to request. Both the elementary and middle schools are connected and therefore share resources. The district possesses a mobile computer lab containing 20 laptops for use as an elementary computer lab in a designated classroom. This lab contains a SMARTboard and projector. This lab can be signed out by teachers for their use. The district also possesses 2 mobile computer labs, each with approximately 20 laptops on each. These labs are available to staff at their request. A 10 laptop cart is available to staff and is equipped with software specific to graphics and video editing. These laptops are available to staff at their request. The elementary school music classroom is equipped with a lab of 5 computers. The entire district has recently been equipped with wireless capabilities (summer 2008) allowing for the mobile labs to move throughout both schools ceasing the issue lack of network capabilities. Teachers may sign up via the library for this equipment. 6 desktop computers are available for use in the school library. |
| Noncertified staff | Both the elementary and middle school staff lounges contain 1 desktop computer for use by all 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 have access to a touch-screen desktop computer with appropriate preschool software. |
| Students (elementary) | <p>Each classroom teacher possesses one desktop computer in each of their classrooms/offices for their professional use. This computer is available to students at the teacher’s discretion. The district currently possesses 1 desktop computer lab in the middle school with 26 computers. Although most of the day this lab is used for middle school technology classes, there are available times throughout the day that elementary can request and students may use as both schools are connected.</p> <p>The district also possesses 3 mobile computer labs, each with approximately 20 laptops on each. One of these computer labs is used as an elementary computer lab. These are available to teachers to sign out for use during their classes.</p> <p>6 desktop computers are available for use in the school library.</p> |
| Students (middle school) | <p>Each classroom teacher possesses one desktop computer in each of their classrooms/offices for their professional use. This computer is available to students at the teacher’s discretion. The district currently possesses 1 desktop computer lab in the middle school with 26 computers. Although most of the day this lab is used for middle school technology classes, there are available times throughout the day that middle school staff can request and students may use.</p> <p>The district also possesses 3 mobile computer labs, each with approximately 20 laptops on each. These are available to teachers to sign out for use during their classes. One of these labs is housed in the elementary computer lab.</p> <p>6 desktop computers are available for use in the school library.</p> |
| Students (high school) | NA – Salem students attend East Lyme High School |
| Students (with disabilities) | <p>Students with disabilities are provided with the appropriate assistive technology software and hardware based upon recommendations in their Individualized Education Program. Several students in the district currently use laptops containing appropriate software for their use. Training and support is currently available to the students by special education staff and the instructional technology teacher. The district owns a number of assistive technology devices and software based on identified student’s needs. Including, but not limited to: Kurzweil, Co-Writer, Boardmaker and Edmark Reading Software; AlphaSmarts, communications boards, amplification systems, and touch screens. SMARTboards are available to students in their special education classrooms.</p> |

Infrastructure and Telecommunication

- *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.*

Infrastructure

The current infrastructure is sufficient to meet our current needs. Wireless access points have been installed throughout the entire district allowing for data and wireless access. While our current infrastructure is sufficient, we have developed a 3 year plan to improve/replace the infrastructure. Although the district has begun to participate in videoconferencing, this is an area that will remain a focus for the future.

Administrative Needs

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

Administrative:

Each administrator possesses a laptop computer with wireless capabilities. The school conference room is equipped with a SMARTboard and accompanying presentation station that includes a laptop and document camera. This presentation station allows administrators to enhance their meetings with staff by the ability to access and present student data that's been collected by district on-line assessments.

The district has provided student information software (Rediker) which allows them to collect and record student data for scheduling. Protraxx is available to collect and store data on professional development. Blue Ribbon On-Line testing is available for district-wide assessments. This on-line testing allows for teachers and administration to quickly access student testing data. The business manager possesses business software. Multiple printers and copiers are available for scanning for purposes of sharing documents. SEMSNet software is currently used for special education purposes. This software tracks individual student data related to special education and allows for quick data collection for purposes of reporting to the state. Professional development opportunities have been available as new software has been purchased.

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Your plan must:

- describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- describe how the LEA will address the [National Educational Technology Standards for Students](#);
- describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|--|--|---|---------------------------|
| 1.1 All students will have opportunities to achieve academic success through proven strategies of researched-based successful practices insuring that all students will be technology literate by 8 th Grade. | Fully implement an Information Technology Curriculum based on the <i>National Educational Technology Standards for Students</i> . | Board Approval of Curriculum (Curriculum Committee, BOE) Ongoing review of Information Technology Curriculum (Director of Special Program, Curriculum Committee) | Full implementation 09-10 |
| | The district will develop grade level technology performance tasks with accompanying rubrics that allow students to demonstrate creative thinking and apply existing concepts in the development of innovative products. | Student performance of grade level performance tasks | Ongoing |
| | Students will receive information technology instruction in grades K-8 consistent with the District Information Technology curriculum. | Successful completion of 8 th grade Computer Technology Course | Ongoing |
| 1.2 All District Curriculum will be based on best practice with technology embedded. | Every curriculum development or revision will continue to include appropriate technology integration applications. | K-8 curriculum guides | Ongoing |

| | | | |
|--|--|--|--|
| <p>1.3 The District will provide resources that reflect scientifically-based research and best practices, focused on improving student achievement.</p> | <p>The District will continue to provide ongoing professional development opportunities in technology reflective of current best practices. Ex. SMARTboard training.</p> <p>The District will support teacher participation in on-line and regional technology training.</p> <p>The District will purchase resources and equipment to allow best practices to occur, based on educational needs and impact on instruction.</p> | <p>Record of technology professional development attendance</p> <p>Participation in on-line and regional training</p> <p>District plan for purchasing technology resources and equipment</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |
| <p>1.4 The District will continue student and staff participation in technology-based distance learning activities, as opportunities arise.</p> | <p>District will continue to participate in distance learning opportunities including: Inter-district grant projects; partnerships with local area schools; online video conferencing; and webcasting.</p> | <p>Record of participation in videoconferencing</p> | <p>Ongoing</p> |

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Your plan must:

- describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;
- describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;
- describe how the LEA will provide specific research-based professional development opportunities to all staff; and
- describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|---|---|--|---|
| <p>2.1 The District will provide all teachers, non-instructional staff, principals and administrators, incentives to become technologically competent.</p> | <p>Teachers and staff will be awarded CEUS for participation in district professional development opportunities both during the school day and after hours.</p> | <p>Records of CEU activities. Records of staff evaluations of activities</p> | <p>Annually</p> |
| <p>2.2 The District will monitor staff technology literacy.</p> | <p>Building administrators will provide teachers annually with an updated list of expected technology competencies.</p> <p>School committees will review annually the type of technology courses staff members are participating in.</p> <p>Teachers will participate in a self-assessment inventory of their progress toward attaining identified technology competencies.</p> | <p>District and school administrators will use a variety of tools (surveys, minutes of technology meetings, interviews, records of completed PD) to assess staff competencies and make future PD offerings based upon need</p> | <p>Annually</p> <p>Annually</p> <p>Annually</p> |
| <p>2.3 The District will provide specific research-based professional development opportunities to all staff.</p> | <p>The District will provide a minimum of 3 hours of on-site professional development in technology each year to meet their identified competencies.</p> | <p>Record of PD activities offered and participation by staff</p> | <p>Ongoing</p> |

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|---|---|--|-----------------|
| <p>2.4 The District will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.</p> | <p>Teachers will be provided in class, before and after school offerings in methods to authentically integrate software and hardware to promote student learning in all curricular areas.</p> | <p>Curriculum programs that incorporate authentic uses of technology</p> | <p>Annually</p> |
|---|---|--|-----------------|

Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

Your plan must:

- describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);
- describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and
- describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|---|---|---|------------------------|
| 3.1 The District will ensure all facilities will meet minimum standards of technology infrastructure and provide connectivity to the CEN. | Maintain connectivity to CEN by keeping current with technological improvements and responding to the CEN suggestions. | CEN remains accessible to all facilities | Ongoing |
| 3.2 The District will ensure continued maintenance and support of existing infrastructure and end user technology. | Maintain a systematic plan for upgrades and replacements. Maintain maintenance and repair records, review for trends. | Budget is sufficiently funded for upgrade, replacements and support staff Maintenance records are current and up-to-date | Annually |
| 3.3 The District will maintain interoperability when acquiring new equipment. | Maintain open dialogue with: Local and District technology committees; the State Department of Information Technology and Department of Education; and local vendors. | All purchases are made per recommendation of standing committees and are compatible with existing equipment | Ongoing |

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- describe how the LEA will ensure that students with special needs will have those needs addressed through technology;
- describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;
- describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and
- describe how the LEA will ensure equal access to all students, teachers, staff and administrators.

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|--|---|---|------------------------|
| 4.1 The District will meet the needs of special needs students through the use of technology. | Building level staff will monitor the progress of students with disabilities through the individualized use of assistive technology and instructional support software. | Reports of student progress and report cards Availability of appropriate hardware and software | Ongoing |
| | The District will assure that students with disabilities participate fully in the regular education curriculum through the use of assistive technology and support software in the content areas. | Record of Technology PD attendance | Ongoing |
| | Training offerings to appropriate staff members in the use of technology. | Review of Professional Development opportunities | Ongoing |
| 4.2 The district will implement an assessment system to identify student needs which can then be more readily addressed in the classroom. The District will develop a plan to offer SMARTboard technology available to all students to support instruction in all curricular areas. | Staff will analyze student performance on on-line district assessments. | Review on-line assessment data | Ongoing |
| | Provide PD to staff in the use of instructional support software to reinforce skill development. | Record of PD offerings | Annually |

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|---|---|--|--|
| <p>The district will develop a plan to purchase additional mobile labs to support instruction within all classrooms.</p> | <p>Provide opportunities for all students to access instructional support software.</p> | <p>Record of purchases and school-based plan for distribution Record of equipment sign outs via the library</p> | <p>Annually</p> |
| <p>4.3 All students will have opportunities to achieve academic success through proven strategies of researched-based successful practices insuring that all students will be technology literate by 8th Grade.</p> | <p>Fully implement an Information Technology Curriculum based on the <i>National Educational Technology Standards for Students</i>.</p> <p>The district will develop grade level technology performance tasks with accompanying rubrics that allow students to demonstrate creative thinking and apply existing concepts in the development of innovative products.</p> <p>Students will receive information technology instruction in grades K-8 consistent with the District Information Technology curriculum.</p> | <p>Board Approval of Curriculum (Curriculum Committee, BOE)</p> <p>Ongoing review of Information Technology Curriculum (Director of Special Program, Curriculum Committee)</p> <p>Student performance of grade level performance tasks</p> <p>Successful completion of 8th grade Computer Technology Course</p> | <p>Full implementation 09-10</p> <p>Ongoing</p> <p>Ongoing</p> |
| <p>4.4 The District will provide equal access to all students, teachers, staff and administrators.</p> | <p>The District will purchase and distribute sufficient technology hardware and software to equitably meet the instructional needs of student and the production needs of the staff.</p> <p>The District and School Technology staff and administration will review all components of equitable access when purchasing and</p> | <p>Record of purchases and school-based plan for distribution</p> | <p>Ongoing</p> |

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| | placing equipment. | | |
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Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Your plan must:

- describe how the LEA will evaluate and make changes to this plan on a yearly basis;
- describe how the LEA will provide access for students to take on-line tests, when available;
- describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;
- describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and
- describe how the LEA will implement technology initiatives to improve student achievement.

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|--|--|---|------------------------|
| 5.1 The District Technology Plan will be evaluated and revised annually. | The District and School Technology staff and administration will review the plan annually and make necessary revisions. | The plan will be reviewed annually by the Facilities Subcommittee of the Board of Education | Annually in May |
| 5.2 The District will provide access for students to take on-line tests. | The District will continue to provide students in grades 3-8 the ability to participate in on-line assessments. | Assessment Data | Ongoing |
| 5.3 Data from diverse sources (CMT, formative, normative assessments, etc.) will be used to improve instruction. | The building level staff will continue to meet monthly to discuss results and instructional responses to data from various assessments. | Record of monthly meetings | Ongoing |
| 5.4 The District will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed. | The District and School Technology staff and administration in consultation with outside technology support will develop and maintain an updated plan for providing infrastructure, hardware, and software designed to meet the administrative needs of the staff. | Administration will report to the District on changes and improvements to the databases | Ongoing |

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| <p>5.5 The District will implement technology initiatives to improve student achievement.</p> | <p>The District will make SMARTboard technology available to all students to support instruction in all curricular areas.</p> <p>The district will continue to purchase additional mobile labs to support instruction within all classrooms.</p> | <p>Updated Technology Plan</p> | <p>Ongoing</p> |
|--|--|--------------------------------|----------------|

Goal 6: Develop a schema of current and future financing requirements to support the LEA’s Technology Plan.

Your plan must:

- describe how the LEA will meet current and future funding requirements to support plan implementation;
- describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and
- describe how the LEA will meet current and future funding requirements to keep the technology updated.

| <u>Objective</u> | <u>Strategy</u> | <u>Accountability Measure</u> | <u>Timeline</u> |
|---|--|---|---------------------------------|
| <p>6.1 The District will meet funding requirements to ensure implementation of the Technology Plan.</p> | <p>The District and School Technology staff and administration through the Superintendent and the subcommittees of the Board of Education will make recommendations to the Board of Education as to the funding needed to maintain and continue implementation of the Technology Plan.</p> | <p>Record of Facilities and or curriculum subcommittee and Board of Education meetings and presentations</p> <p>Record of 3 year technology infrastructure and maintenance plan</p> | <p>October of each year</p> |
| <p>6.2 The District will develop policies and procedures that govern the maintenance of hardware, software, infrastructure and security.</p> | <p>The Superintendent and the Policy subcommittee of the Board of Education will review technology policy and make recommendations to the Board of Education for revisions and additions of policies as needed.</p> | <p>Record of Board of Education Meetings</p> <p>Record of Policy subcommittee meetings</p> | <p>Ongoing</p> |
| <p>6.3 The District will meet funding requirements to ensure that</p> | <p>The District and School Technology staff and</p> | <p>Record of Facilities subcommittee and Board of</p> | <p>Every other month at the</p> |

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|---------------------------------------|---|--|---|
| technology is maintained and updated. | administration through the Superintendent and subcommittees of Board of Education will make recommendations to the Board of Education as to the funding needed to ensure that technology is maintained and updated. | Education meetings and presentations. Record of 3 year technology infrastructure and maintenance plan | Facilities meeting October (budget) |
|---------------------------------------|---|--|---|



Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:

- A. an assessment of the telecommunications services that will be needed to improve education;*
- B. clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
- C. a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
- D. an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*
- E. a professional development strategy to ensure that staff know how to use these new technologies to improve education; and*
- F. an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.*

- A. An assessment of the telecommunications services that will be needed to improve education or library services;*

The District has a systematic plan for assessment and maintenance of telecommunications services, hardware, software, and other services that will be needed to improve education...

Salem School Technology Plan – Objectives Addressed in: 3.1, 3.2, 3.3

- B. Clear goals and a realistic strategy for using telecommunications and information technology to improve education.*

The District has clear goals and a realistic strategy for using telecommunications and information technology to improve education...

Salem School Technology Plan – Objectives Addressed in: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3, 4.4., 5.5, 5.3

- C. A sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy.*

The District has a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy.

Salem School Technology Plan – Objectives Addressed in: 6.1, 6.2, 6.3

Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.

| Objectives/Activities/Strategies | Monitoring and Evaluation Procedure |
|---|--|
| 2009-10 | SMARTboard accessibility and on-line accessibility via mobile labs. Implement and review the technology curriculum. |
| 2010-11 | Continue purchases of SMARTboards and mobile labs and updates to servers and replace outdated laptops. Provide professional development opportunities to move teachers towards updated essential skills list. |
| 2011-12 | Continue to upgrade desktops and laptops. |



Goal 8 : Additional LEA Goals (Optional)

There are no additional District goals.

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2009-2010

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (Assume that Title II D funding [or its replacement] will remain flat.)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

| Acquired Technologies and Professional Development | Ed Tech Competitive/ Title II-D | Ed Tech Formula/ Title II-D | State Bond Funds | Capital | E-Rate | NCLB/other than Title II-D | Other (Specify) |
|--|---------------------------------|-----------------------------|------------------|----------|--------|----------------------------|---|
| Computer Equipment | | | | | | | (Move to 2010-11 or Eliminate) \$2,500 |
| Data projectors and Multimedia Equipment | | | | | | | (Grant Funding) \$37,500 |
| Instructional Software | | | | | | | (Board of Education Operating Budget) \$6,485 |
| Faculty Professional Development | | | | | | | (Board of Education Operating Budget) \$2,250 |
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| TOTAL | | | | \$34,300 | | | \$48,735 |

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2010-2011

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. *(Assume that Title II D funding [or its replacement] will remain flat.)*
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school’s School Improvement Plans.

| Acquired Technologies and Professional Development | Ed Tech Competitive/ Title II-D | Ed Tech Formula/ Title II-D | State Bond Funds | Capital | E-Rate | NCLB/other than Title II-D | Other (Specify) |
|--|---------------------------------|-----------------------------|------------------|---------|--------|----------------------------|---|
| Computer Equipment | | | | | | | (Board of Education Operating Budget) \$111,907 |
| Instructional Software | | | | | | | (Board of Education Operating Budget) \$7,000 |
| Faculty Professional Development | | | | | | | (Board of Education Operating Budget) \$2,000 |
| Data Projectors and Multimedia Equipment | | | | | | | (Board of Education Operating Budget) \$25,800 |
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| TOTAL | | | | | | | \$146,707 |

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2011-2012

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

| Acquired Technologies and Professional Development | Ed Tech Competitive/ Title II-D | Ed Tech Formula/ Title II-D | State Bond Funds | Capital | E-Rate | NCLB/other than Title II-D | Other (Specify) |
|--|---------------------------------|-----------------------------|------------------|---------|--------|----------------------------|--|
| Computer Equipment | | | | | | | (Board of Education Operating Budget) \$95,529 |
| Instructional Software | | | | | | | (Board of Education Operating Budget) \$7,000 |
| Faculty Professional Development | | | | | | | (Board of Education Operating Budget) \$2,000 |
| Data Projectors and Multimedia | | | | | | | (Board of Education Operating Budget) \$21,500 |
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| TOTAL | | | | | | | \$126,029 |

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):

| | |
|--------------------------|---|
| <input type="checkbox"/> | Every “applicable school*” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**. |
| <input type="checkbox"/> | 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. |
| <input type="checkbox"/> | 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

APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

| Educational Technology Planning | Site |
|--|---|
| CSDE Position Statement on Educational Technology | http://www.state.ct.us/sde/board/ed_technology.pdf |
| National Educational Technology Plan | http://www.nationaletechplan.org/default.asp |
| CT Educational Technology BLOG | http://cteducationaltechnology.blogspot.com/ |
| CT Administrator Technology Standards | http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf |
| CT Teacher Technology Competencies | http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf |
| National Educational Technology Standards for Students | http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm |
| 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 |
| <i>SETDA Toolkits</i> | http://www.setda.org/web/guest/toolkits |
| CAPSS Position Statements on E-Learning and Educational Technology | http://www.capss.org/statements |
| Partnership for 21 st . Century Skills | http://www.21stcenturyskills.org/ |
| A Guide For Assessing Technology (<i>published in 2002 but still relevant</i>) | http://nces.ed.gov/pubs2003/2003313.pdf |
| <i>ICT Literacy Skill maps</i> | http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33 |
| Interactive School Technology and Readiness Assessment | http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516 |
| ISTE's Center for Applied Research in Educational Technology | http://caret.iste.org/ |

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.

SMARTboards

Over the past 3 school years, the district has acquired 22 SMARTboards with accompanying presentation stations containing a cart, laptop computer and projector. These SMARTboards are located throughout both the elementary and middle schools in regular education classrooms, special education classrooms and many unified arts classrooms.

- A full time Instructional Technology Teacher has provided several professional development opportunities to all staff that currently has a SMARTboard in their room. This formal training, supported with on-going consultation, has provided staff with on-going opportunities for learning. There are plans for further training to other staff members in the future.
- The Math Coach in collaboration with the Instructional Technology Teacher have worked together to create and/or make materials available to support the recent SMARTboard deployment. Professional development was offered to grade levels K- 4 in ways to include new technology to complement current curriculum. Areas of focus were the investigation of interactive web sites and interactive SMARTboard lessons. Problem solving has been a major focus at this time. A system of organization has been developed to store this content on the district server to allow for teachers to access at any time.
- The Reading Coach in collaboration with the Instructional Technology Teacher are beginning work to create professional development opportunities that mirror that done in the area of math.
- The Math Coach and Reading Coach with the support the Instructional Technology Teacher are working to ensure that there continues to be ongoing review and strengthening of both curriculum areas. The focus is on authentic integration of technology to be embedded within each. Access to this content is stored on the district server and able to be accessed by all teachers.
- Over the past 2 years, grades 3-8 have participated in Blue Ribbon Testing three times per year. Blue Ribbon Testing is on-line testing that correlates directly to the Connecticut Mastery Test in the areas of writing, reading, math and science (grades 5 and 8).
- Students complete this testing in their classrooms over a 3 day window. Mobile computer labs are deployed for each 1 hour test and then moved to the next classroom. The district is able to complete this testing in a two week period.
- Access to results is immediate. The Math and Literacy Coaches have supported teachers to access and analyze data to inform instruction in the classroom.
- Open-ended team scoring professional development was offered where teachers created anchor sets and rubrics in both math and language arts to complement the on-line testing. This professional development allowed for teams to discuss the scoring of open-ended testing. Student names were removed from their responses and each teacher was asked to score. Through this process, teachers were able to analyze their own scoring to be used during classroom assignments.