

Edison School District Technology Plan



2008 - 2011

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i. INTRODUCTION

The Edison School District views technology as an integral part of the learning process. Technology is a tool to enhance the delivery of curricula while providing each student with a foundation for lifelong learning, success in the future of education, and the development of critical thinking skills that are essential for academic and workplace success. Technology will be integrated into teaching, learning, and administration by providing ready access to resources and by assuring secure and accurate data.

Edison School District believes that all students should have equitable access to current and emerging technologies on a regular basis in order to become knowledgeable, ethical and prepared citizens for the 21st Century. The School District will continue to improve student achievement through the integration of technology into the curriculum to enhance and enrich the learning environment. Students will use technology to access, manipulate, and communicate information and to become lifelong learners and productive citizens. Teachers will use technology to make more efficient use of the time and resources available to maximize student achievement. In order to support students in this endeavor, teachers need to be prepared through professional development to plan for the effective use of technology in their work and for student use of technology.

An instructional goal for the Edison School District is to introduce technology as one additional tool in the resources available to improve student achievement, including GATE, English Language Learners, and Students with Disabilities. The Edison School District's Technology Plan will focus District's efforts and resources to provide all students and staff with access to technology.

Our district firmly believes that the effective use of technology plays a significant role in the successful pursuit of this vision for all students, parents, and teachers. The Edison School District is committed to appropriately integrating technology into all areas of the curriculum and, as part of this commitment, technology resources have been aligned with instruction to enhance student learning in all curriculum areas. Technology is integrated into the classroom through the development of curriculum, the implementation of identified research-based instructional methods and ongoing professional development.

In support of its educational mission, Edison School District will:

Strive to ensure that every student has access and the skills necessary to use technology to learn appropriate academic, life and career skills, in and out of the classroom.

Strive to ensure that all staff members have access and the skills necessary to use the technology needed to perform his or her job effectively.

Easy data access and effective analysis tools and skills support information-based decision-making and reporting.

Expedite the utilization of technology to enhance and support the instructional program.

Edison School District's technology plan will include monitoring and evaluating technology use. The plan seeks to improve and measure learning, provide technology training for teachers, and develop technology support services. It also seeks to provide new learning opportunities for students, and strengthen communication links between the school, home and community. This technology plan will guide the district through 2008 -2011.

ii. DISTRICT PROFILE

The Edison Elementary School District is partially rural but primarily a suburb on the east side of Bakersfield, California. The enrollment is 872 and the Orangewood Elementary School serves the primary children while Edison Senior Elementary School provides classrooms for grades 4 to 8.

District Name:	Edison Senior Elementary School District
CDS Code:	15-63438
District Phone Number:	(661) 363-5394
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1. PLAN DURATION

Administrators are supportive of technology and knowledgeable as to how technology can be used to improve teaching and learning.

The Edison School District plan covers 5 years and will serve as the primary tool to guide the district’s acquisition, sustainability, and integration of technology. This plan will be reviewed annually by our District Technology Committee to monitor all components and objectives set forth in this plan. Any modifications required through such review will be communicated to the District Superintendent. The District Director of Special Programs will then work with the Superintendent to implement any required revisions directly with District Site-Based Administrators.

2. STAKEHOLDERS

- District Superintendent and Board of Trustees
- Director of Special Program
- Site Administration – Site Principals and Assistant Principals
- Site Teachers – Classroom teachers and teacher mentors
- Parents/Students – Parents of all students enrolled in our elementary and middle schools.
- All District Staff
- Kern County Superintendent Of Schools

A District Technology Use Plan Committee was formed in order to recommend specific actions that need to be taken to meet short and long-term goals. The Committee, which met various times, consisted of a variety of stakeholders who will implement the plan, as listed in the following chart.

The District Technology Committee consists of District and site administrators; teachers from elementary and middle school levels, school site and district classified staff; and staff from the Technology Services Department. The Technology Committee has reviewed the goals and objectives of this plan and recommended specific actions to achieve the goals of this plan. In addition, this committee will continue to review the implementation of this plan and make specific recommendations for changes to the plan as needed.

Name	Title	Affiliation
Erica Andrews	Director, Special Programs	Edison School District
Jennifer Delmarter	Principal	Orangewood Elementary School
Loreda Clevenger	Principal	Edison Middle School
Brian Holle	Technology Teacher	Edison Middle School
Tina Barrett	Consulting Technology Manager	District Technology Consultant
Monika Slikker	Teacher	Edison Middle School
Jessica Hallowell	Administrative Assistant	Edison School District
Karin Hunter	READ 180 Teacher/Coach	Edison Middle School
Christa Mahaffey	Special Day Teacher	Edison Middle School

All staff and community members are invited to participate on the technology committee. Representatives on the technology committee include teachers at all grade levels, the computer teacher, mentor teachers, special education teacher, the Director of Special Program, the superintendent and the principals from both sites.

The following conclusions were developed by the Technology Committee and were used to formulate the goals, objectives, and benchmarks for this plan:

- increase student academic achievement;
- enrich the curriculum;
- maximize the potential of technology; and
- empower students for a changing technological society.

Students need to:

- improve reading, language arts, and mathematics skills;
- develop, practice, and demonstrate critical thinking skills in all areas;
- use technology as a tool for a variety of activities; and
- explore beyond their neighborhood through the use of technology.

3. CURRICULUM

3a. Description of teachers' and students' current access to technology tools

- Based on district curricular needs
 - LEA Plan
 - Curriculum Master Plan
 - Curriculum Maps

The goal of the Edison School District is to provide equal access to high quality instruction and instructional materials for all District students. All students, teachers and staff have access to computers during traditional school hours in classrooms, computer labs, and Library Media Centers. Both sites offer some student access during non-traditional hours, e.g., ACES, after-school program and after school tutoring. Both schools have access to digital projectors, scanners, digital cameras, color printers, and networked software.

All teachers have a multi-media computer with Internet access and a projector in their classrooms. All school offices and administrative offices have computers and shared printers for staff to use. The Middle school has numerous new computers and shared printers that can be used by all teachers, staff, and students. Teachers and staff can access their school email accounts via any web browser.

3b. Description of the district's current use of technology to support teaching and learning

A variety of instructional and administrative software is in use by teachers and students in the District.

The standard productivity software for Edison School District is Microsoft Office, which is installed on all computers in the District. Teachers use Word for lesson-planning, composing student materials such as tests and other assignments, developing instructions, scaffolding files, and communicating with parents and students via letters home and classroom newsletters. Students use Word for assignments, writing samples, presentations and development of word processing skills.

Teachers use Excel for grade and data management and for graphing. PowerPoint is used for presentations both in class and with parents at "Back to School Nights" and other events. The district has also purchased the Adobe Creative Suite for students and teachers to design and express creative ideas using full-featured, industry-standard tools for digital communication.

Teachers use the Internet to research, augment and create lesson plans. They use web-based email for parent, student and District communication and peer collaboration. Students use Internet Explorer for research on the Internet. Video streaming through Discovery Learning United Streaming is available to teachers at both sites. Discovery

Education *unitedstreaming* provides teachers with the tools to incorporate digital media into student learning environments. Teachers have access to a collection of more than 50,000 video segments from among 5,000 full-length educational videos from Discovery School and other producers and more than 1,000 new titles are added every year. *unitedstreaming* is aligned to the PASS standards so that the use of this system can directly increase student achievement. The Edison School District also has the Safari Montage with the current proposed Erate cycle, the system that will be implemented will allow teachers and students to create their own segments and then sequence them together for convenient playback. Safari Montage programs are correlated to all available State Standards. The standards can be searched for finding programs that support specific benchmarks.

Both school sites are connected to the district office using wired and wireless networking. Orangewood is connected to the Edison site with a T1 and the district office is connected to the Kern County Superintendent of Schools Office via a T1. The offices use the Schoolwise attendance and lunch program and are updating equipment/training to handle the new CSIS program thru Schoolwise. Every classroom has at least one computer and one printer. There is also a computer lab at each site for student and teacher instruction. Each site has classrooms with a teacher laptop and projector and at least one student computer. Both school sites have digital and video cameras, Alphasmarts, photo scanners and network printers.

Edusoft is program that Administration and Teachers use to benchmark each student's progress. Staff utilizes Edusoft to look at data that is California Standards based and see where each student is and where they need to be. This program breaks down the standards and allows the student, teachers and Administration to know which standards have been mastered and which need to be learned. District mentors and administrative staff, also attended Data Team Training with the Kern County Superintendent of Schools, in order to aggregate student test data thus providing decision-makers with tools and information necessary to make informed, data-driven decisions about education.

Students work with computers and software as early as Kindergarten. Students begin typing classes in 3rd grade teaching them the home-row keys and typing for speed and accuracy. ***Accelerated Reader*** is useful for Administration and teachers to assess the student's abilities and needs. Accelerated Reader Program is used so that each student can be challenged at their own ability level. This program is used in grades 1st - 8th to monitor student progress in reading. The ***Star Reading Assessment Program*** is used to help determine each student's reading level. Edison Middle school use ***Accelerated Math, Star Math*** to access and adjust the curriculum based on each student's individual needs. ***Rosetta Stone*** is utilized at Edison Middle School for English Language Learners. Rosetta Stone individualizes and accelerates the earliest stages of new language acquisition.

Both library media centers use ***Follett software***. The books, periodicals, videos, computer programs and library cards are bar coded. The Library and Computer Labs are open daily. Each classroom has scheduled times each week to use the Library/Media Center

The District maintains a District Website where parents and community members can view the SARC, LEAP and other important information and statistics regarding Edison School District. Each site, also, has its own site with important information for staff and the community.

Teachers at all sites are expected to access their email daily. Teachers use the internet to search and obtain facts and information and lesson plans to assist them in delivering instruction.

3c. Summary of the district’s curricular goals that are supported by this plan.

The Technology Plan has been aligned with the curricular goals and academic content standards for student achievement, based on the California State Content Standards, School Improvement Plans, School Site Plans, and II/USP Plans. The implementation of this plan will be assessed and reported to stakeholders annually. This District Technology Plan governs activities at both sites. The plan will be updated annually to address changing conditions within the District.

Edison School District strives to provide all students with a rich and rigorous academic environment directly aligned to grade-level knowledge and skills established by the California Academic Content Standards. The curricular goals for Edison School District are tied to the Academic Content Standards, which are measured by state mandated norm-referenced testing, district-wide and site-based curriculum-referenced assessment systems (EduSoft), and referenced in comprehensive planning documents.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Technology will be integrated throughout the curriculum to help student's master the state standards. Students will be given the opportunity to use technology in their daily classwork.

Curricular Goals (reading/language arts, math, science, social science)	Student Population Focus	District and/or Site-Based Assessment(s) Measuring Goal	Comprehensive Planning Document(s) Identifying Goal
Increase Students’ Reading/Language Arts Scores	All Students	Calif. Standards Test for Language Arts	SSC Plan at each K-8 site
Increase Students’ Writing Proficiency	All Students	District Standards-Based Writing Proficiency Exam	District Adopted Promotion/Retention Guidelines District Graduation Requirements
Increase Math Proficiency	All Students	Calif. Standards Test	SSC Plan at each K-8 site
Increase Students’ Reading Proficiency	ELL Students	District Reading Profiles Diagnostic Exam	District Curriculum Guidelines
Increase Students’ Information Literacy	6 th -8 th Students	Assignments, Portfolios, Student Surveys	District Adopted Computer Technology Use Goals and Objectives
Increase Math Proficiency	Special Education Students	Calif. Standards Test	District Special Education Policies and Procedures Plan (SEP3)

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

The Edison School District Technology Plan has a number of goals:

- Edison School District will enhance classroom activities by continuing to update curriculum for computers in the classroom.
- Edison School District will improve program management utilization of technology by: assessing and upgrading computer systems, continuing to access internet and email, maximizing computerized database management.
- Edison School District will provide staff development and training to maximize technology benefits.
- Edison School District will improve student learning as measured by growth in assessment outcomes.
- Edison School District will provide training in strategies and curricula that is research based to help students with vocational disabilities and learn appropriate tasks.
- Edison School District will develop staff skills in the use of technology for student learning, data management and assessment.
- Edison School District will develop a customized and dynamic curriculum to meet students' changing needs.
- Edison School District will identify and implement approaches for using technology to enhance student achievement and support district goals and learning priorities.

Edison Middle School's curricular goals for students are to improve academic skills in the areas of math and reading, achieving at least one year's growth for each 6 months in the program. Achievement is measured using the STAR scores, curriculum based measurement, and teacher evaluation.

Special Education's curricular goals are based on California State Standards, IEP goals, and the individual student's performance. The individual student's STAR results are blended within the individual district's API.

Effort will be made to focus technology and curriculum initiatives on areas such as:

- English Language Development
- Literacy Skill Development
- Special Education
- Students at Risk
- Program Improvement
- Information Literacy

Technology will be integrated throughout the curriculum to help student's master the state standards. Students will be given the opportunity to use technology in their daily classwork.

K-3	4-6	7-8
<p>Goal: Orangewood Elementary School will use technology to support and enhance the curriculum. Research has shown that at-risk students respond to a variety of learning modalities. The interactive nature of computer instruction addresses different learning styles</p>	<p>Goal Both Schools will use technology to support and enhance the curriculum. Research has shown that at-risk students respond to a variety of learning modalities. The interactive nature of computer instruction addresses different learning styles.</p>	<p>Goal Edison Middle School will use technology to support and enhance the curriculum. Research has shown that at-risk students respond to a variety of learning modalities. The interactive nature of computer instruction addresses different learning styles.</p>
Year 1 Activities		
<p>Annually, purchase and ensure state adopted instructional materials and supplemental, curriculum-based, adopted and/or California Learning Resource Network (CLRN) approved technology resources are being used in the classroom</p>	<p>Evaluate ELA research-based District purchased intervention software Read 180 as appropriate. Read 180 Coach will help all Read 180 teachers prepare and present reports.</p>	<p>Develop, evaluate, and disseminate technology-integrated lessons that exemplify best practices related to ELA adopted curriculums.</p>
Year 2 Activities		
<p>Ongoing classroom observations by site administrator/principal aligned to teachers' evaluation schedule.</p>	<p>Develop, evaluate, and disseminate technology - integrated lessons that exemplify best practices related to math adopted curriculums.</p>	<p>Continue to provide and track teacher participation in technology based professional development. Collect data regarding usage with databases such as EduSoft and Ed Tech Profile.</p>
Year 3 Activities		
<p>Track the development and implementation of all activities and accomplishments, and report progress at monthly management team meetings and district site administrator meetings.</p>	<p>Site Leadership Teams will provide a forum for teachers to also have input into the development, implementation, and evaluation of curriculum, strategies, and interventions.</p>	<p>The Educational Services Department will work with the Media/Technology Department to maximize the effective use of technology resources, including software and web platforms such as Schoolwise, EduSoft, Accelerated Reader, or</p>

		Accelerated Math
Evaluation Instrument(s): Data to be Collected:		
Site and district administrator reports regarding use of on-line technology resources, i.e., EduSoft and Schoolwise.	District benchmark assessments three times per year, and annual STAR/CST test results in mathematics.	Ongoing classroom observations by site administrator/principal aligned to teachers' evaluation schedule.
Schedule for Evaluation:		
Instructional materials will be reviewed during the appropriate adoption cycle, and needs for professional development to support the effective implementation of adopted materials to improve student achievement will be reviewed annually and during monthly principal and management team meetings. As part of the ongoing cycle of improvement, progress towards goals and efficacy of each activity will be measured and next steps will be determined in a variety of forums.	Instruction in the use of technology specific to integrated classroom assignments will be provided at the time of the assignment and integrated throughout the year. When assessing student work products, teachers will monitor both mastery of curricular standard being taught and mastery of specific technology skills	The Director of Special Programs and all grade level mentors will develop professional development plans and provide appropriate opportunities throughout the year.
Program Analysis and Modification Process:		
Evaluate student technology-based work processes and products; teach/re-teach as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard)	Revise annual action steps to ensure full implementation of the Technology plan	Train, support and monitor teachers' use of technology to drive instructional improvement

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

To empower student use of technology as a tool to improve academic achievement, the District will ensure that all students have the opportunity to gain computer knowledge and skills including; word processing, internet search and retrieval, email, spreadsheets, electronic publishing, and courseware. These skills will be taught through a variety of courses and instructional opportunities and presented in various educational settings, beginning in Kindergarten and continuing through grade 8.

Objective 1 of 1: Edison School District students will be instructed in grade level appropriate computer knowledge and skills.		
End of year 1: Students will demonstrate grade level appropriate technology skills in the development and presentation of technology based work products.		
End of year 2: Teachers will consider the quality of the student's work product with respect to demonstrated mastery of the technology skill and the relevant curriculum standard.		
End of year 3: Students will achieve the district Technology Curriculum Goal – “Students will be technology literate by the completion of 8 th grade” to promote achievement of the academic standards in the classroom, district curriculum		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teacher observations regarding student proficiency using Internet and other software resources for research. Assessment of District Technology Benchmarks.	Students are to be instructed throughout the year with a full assessment each spring of the District Technology Benchmarks.	Teachers will regularly evaluate student work and online activity, looking for evidence of student progress and the need for additional resources allocated to technology.
Objective 1 of 1: By June 2009, both school sites will strive to have at least 50% of all students who can demonstrate grade level appropriate computer knowledge and skills, as described in the District Instructional Technology Curriculum Matrix.		
End of year 1: Students will demonstrate grade level appropriate technology skills in the development and presentation of technology based work products.		
End of year 2: Teachers will consider the quality of the student's work product with respect to demonstrated mastery of the technology skill and the relevant curriculum standard.		
End of year 3: Students will achieve the district Technology Curriculum Goal – “Students will be technology literate by the completion of 8 th grade” to promote achievement of the academic standards in the classroom, district curriculum		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teachers will use the above observational data to collaboratively determine next steps with respect to instruction in the curriculum standards and technology skills.	Students are to be instructed throughout the year with a full assessment each spring of the District Technology Benchmarks.	Teachers will regularly evaluate student work and online activity, looking for evidence of student progress and the need for additional resources allocated to technology. The technology mentors will collect data, analyze the results, and make recommendations for program modification.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307)

Objective 1 of 1: Students will learn about information literacy, copyright, and the appropriate and ethical use of information technology.		
End of year 1: By 2009, a minimum of 60% of all student work will exhibit the use of ethical and legal principles as they relate to the use of copyrighted works, downloading, and file sharing digital information, and plagiarism.		
End of year 2: By 2010, a minimum of 70% of all student work will exhibit the use of ethical and legal principles as they relate to the use of copyrighted works, downloading, and file sharing digital information, and plagiarism.		
End of year 3: By 2011, a minimum of 80% of all student work will exhibit the use of ethical and legal principles as they relate to the use of copyrighted works, downloading, and file sharing digital information, and plagiarism.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teachers will monitor students' knowledge of the technology standard(s) relating to the ethical and legal use of information technology, based on NETS, and will provide assistance as needed.	Students are to be instructed throughout the year with a full assessment each spring of the District Technology Benchmarks.	Teachers will regularly evaluate student work and online activity, looking for evidence of student progress and the need for additional resources allocated to technology. The technology mentors will collect data, analyze the results, and make recommendations for program modification.

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.

The district has a Children's Internet Protection Act-compliant Acceptable Use Policy (AUP). Information and permission slips normally go home with the annual parent information packet. The district filters the World Wide Web locally using the County Superintendent of School filter. The district has also purchased a Barracuda filter to further filter access.

Objective 1 of 1: Students will learn about Internet safety.
End of year 1: By 2009, a minimum of 60% of all student technology activity and work will exhibit the use of safe and responsible online practices as they relate to the use of Internet safety, cyberbullying, online privacy, and online predators, as outlined in the district's Acceptable Use Policy.

End of year 2: By 2010, a minimum of 70% of all student technology activity and work will exhibit the use of safe and responsible online practices as they relate to the use of Internet safety, cyberbullying, online privacy, and online predators, as outlined in the district's Acceptable Use Policy.		
End of year 3: By 2011, a minimum of 80% of all student technology activity and work will exhibit the use of safe and responsible online practices as they relate to the use of Internet safety, cyberbullying, online privacy, and online predators, as outlined in the district's Acceptable Use Policy.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Teachers will use the above observational data to collaboratively determine next steps with respect to instruction in the curriculum standards and technology skills.	Students are to be instructed throughout the year with a full assessment each spring of the District Technology Benchmarks.	Teachers will regularly evaluate student work and online activity, looking for evidence of student progress and the need for additional resources allocated to technology. The technology mentors will collect data, analyze the results, and make recommendations for program modification.

3h Description of the district policy or practices that ensure equitable technology access for all students.

All teachers have district email. The district website is up-to-date; both schools also have websites. The capability for teacher websites exists, but setting these up is currently a low priority.

The district uses Schoolwise and gradequick and hopes to add a component that will make grades, attendance, and assignments available to parents and students via the Web.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Objective 1 of 1: Technology will be used to foster home-school communication.		
End of year 1: District is currently updating all school phone systems and network cabling with ERATE funding		
End of year 2: Home/school communication component of schoolwise or other student database will be explored across the district for grades K-8		
End of year 3: District will investigate a district-wide solution for a parent notification system.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Staff/Teacher/ Parent Surveys	Annually	Principals will report on activities monthly and will track cooperation

Objective 1 of 1: All Edison School District teachers will use technology, i.e., EduSoft to develop assessments and analyze assessment data to make data-driven decisions regarding instruction, student academic needs, and target interventions, and use Schoolwise for attendance and grading purposes.		
End of year 1: All teachers and administrators will use technology to share student achievement results with parents, i.e., <i>Schoolwise</i> , <i>Gradequick</i> and <i>EduSoft</i> reports at all grade levels.		
End of year 2: All site and district administrators will use technology, i.e., EduSoft and Schoolwise to collect, disaggregate, and analyze student data from a variety of sources including district benchmarks and standardized assessments and use this data to make data driven decisions regarding instruction, student academic needs, appropriate interventions, and to target professional development needs		
End of year 3: All teachers and administrators will use technology, i.e., <i>EduSoft</i> to develop assessments and analyze assessment data to make data-driven decisions regarding instruction, student academic needs, and target interventions.		
Evaluation Instrument(s): Data To Be Collected	Schedule for Evaluation	Program Analysis and Modification Process
Evidence of use of EduSoft and Schoolwise generated data by district and site administrators and teachers to guide analysis and inform decisions about next steps. Evidence of use of these reports by district and site administrators and teachers to target student skills gaps and identify professional development needs.	Quarterly and annual evaluation by Grade Level Mentors, Site Administrators and District Administrators.	District and site professional development sessions and site peer planning/collaboration sessions will continue to incorporate analyses of student achievement data to develop differentiated instructional plans and appropriate interventions.

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Monitoring Activity	Person Responsible	Schedule
Classroom and library walkthroughs for observations of activities, including use of technology; communicate with teachers via email; monitor assessment results & provide teachers with time to analyze EADMS data; monitor AUP notification process.	Principals and Director Special Programs	Weekly Daily Quarterly
Monitor curriculum integration implementation at schools; oversee development of district approved software list; analyze EdTechProfile & student survey	Director of Special Projects	Monthly Annually
Monitor curriculum integration implementation at schools; oversee development of district approved software list; analyze EdTechProfile and student survey	Director of Special Projects	Monthly Annually

data; oversee development of technology/information literacy skills pacing schedule; direct work of Site Instructional Technology and CAHSEE coaches; develop email protocol.		
Assess success of pilot projects based on gains in student achievement and impact on technology resources.	Director of Special Projects	Annually
Assist with development and annual review of technology/information literacy skills pacing schedule; revise District Library Plan; assist with teaching information literacy skills.	Principals Library/Media; Site Personnel Teachers	Annually
Take EdTechProfile Technology Assessment Profile.	Teachers	Annually, in the spring
Take district student technology survey and state and district assessments; use courseware.	Students	Survey biennially
<ul style="list-style-type: none"> • <i>Repeat this procedure each year</i> • <i>Monitored by Principals, Deputy and Assistant Superintendents</i> • <i>Reported to District Technology Committee</i> • <i>Reported to Board of Trustees</i> 	District and Site administration	Annually

3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Individual(s) Responsible	Responsibilities
District/Director of Special Programs	<ul style="list-style-type: none"> •• Review district plan progress each semester to ensure goals are met Identify plan modifications involving curricular issues
Site Administrators/ Site Technology Committees	<ul style="list-style-type: none"> Review site plan progress each semester to ensure goals are met Collect and compile data regarding student performance, staff proficiency levels, and technology integration to determine the effectiveness of the curriculum on student learning Identify plan modifications involving curricular issues
District Technology Committee	<ul style="list-style-type: none"> •• Provide annual progress report to school stakeholders Evaluate/ assess technology implementation, usage and progress towards meeting yearly goals, objectives, and benchmarks

4. Professional Development

4a. Summary of teachers' and administrators' current technology skills and professional development needs

The majority of administrators in the Edison school district have intermediate skills in general computer knowledge, email, and word processing. The majority have beginning to intermediate skills in presentation, spreadsheet, and database software.

The majority of Edison School District teachers are intermediate or proficient in overall computer knowledge and skills. Strengths are word processing, general computer skills, email, and Internet. Weaknesses include skills in presentations, spreadsheets and databases.

4a. Technology Skills

In order for students to master technology and be able to use it in alignment with curricular goals, teachers will need to be provided with the necessary training and support to learn and utilize technology in the classroom.

4a1. Current Skills

The CTAP2 Technology Assessment Survey will be used as baseline data. The self-assessment is based upon rubrics established in each area of technology competency and aligned with the California Commission on Teacher Credentialing (CTC) "Factors to Consider", which is the Technology Standard for a California K-12 Preliminary Teaching Credential.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals (sections 3d through 3j).

Professional development opportunities will be offered to administrators, teachers and support staff based on the needs assessment (4a) and the Curriculum Component goals, objectives and action plan. Training will focus on providing teachers with the level of technology proficiency necessary to teach their students technology and information literacy skills, to access and use assessment data to improve instruction, and to use technology more frequently in student assignments to develop higher order thinking skills for lifelong learning.

Over the past year, Edison School District teachers have had the opportunity to attend trainings provided by the District and by individual schools. Topics include(d) Edusoft, Accelerated Math and group data analysis of benchmark assessments.

Objective	Benchmarks 2011			
4b.1a By June 2009 a team Technology Lead Teachers (TLTs), with representatives from both school sites, will be trained to provide training and just in time support to staff at their site.	TLTs selected	TLTs trained	TLT will lead collect and disseminate data	TLT will guide peers in technology integration
4b.1b By June 2010, 80% of all teachers will score at the proficient level in six of the nine areas on the CTAP2 survey, to include word processing, email, Internet search and retrieval, and instructional technology.	2008 60%	2009 70%	2010 80%	2011 90%
4b.1c By June 2011, 90% of all teachers will demonstrate integration of technology to enhance student academic achievement, as evidenced by student work, teacher lesson plans, and observations.	2008 60%	2009 70%	2010 80%	2011 90%

4c. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented.

Each goal and objective has specific monitoring components embedded it. Monitoring will be overseen by the Director of Special Programs.

Implementation Plan and Activities	Responsible Person	Time Line	Monitoring and Evaluation Activities
A district professional development schedule will be developed each year	Director of Special Programs	Spring, annually for following year	Professional Development Schedule
Identify staff members to serve as technology coaches	Director of Special Programs	Spring, annually for following year	List of technology coaches
Identify teachers to receive training	Principals	August, annually	Training Attendee Lists
Identify and/or establish professional development training centers to provide various training formats.	Director of Special Programs	June, annually	List of training facilities

Conduct staff development	Director of Special Programs	Ongoing Fall & Spring	Sign in sheets and evaluations
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5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.

Hardware

Classrooms

All classrooms have the following standard technology configuration provided by the district:

- Phone with voicemail access
- A networked wireless teacher laptop with a printer (no more than four years old)
- One network connection with WAN/LAN access
- All Middle school teachers have a projector and a document camera
- All middle school classrooms have at least one dedicated student computer
- All elementary school classrooms have a teacher laptop and a projector
- All elementary school classrooms have at least one student computer

READ 180 Classrooms

All Read 180 classrooms (five at the middle school and one at the elementary school) have the following standard technology configuration provided by the district:

- Phone with voicemail access
- A networked wireless teacher laptop with a printer (no more than four years old)
- One network connection with WAN/LAN access
- All Middle school teachers have a projector and a document camera
- Seven dedicated student computers and a networked laser printer

EDUSOFT SCANNING STATION

The middle school has 4 dedicated Edusoft scanning stations and the elementary school has 2 dedicated scanning stations. The district office has one dedicated Edusoft scanning station. (Configuration includes a dedicated workstation and all in one laser printer/scanner)

EXISTING APPLICATION SOFTWARE

The District runs the Student Information System, Schoolwise and EduSoft for district-wide use. Training is offered annually to train teachers and administrators in the use of these web-based platforms.

Most instructional software systems have been purchased by individual sites and are supported by a wide variety of district and site staff and contract support services. Software include basic keyboarding, presentations, skills building systems, self-guided learning systems and intense

intervention systems. Additionally, the district purchased the Read 180 intervention program which is used at both sites.

Application software at the district office includes the Microsoft Office 2003, Microsoft Office 2007 and Office 2004 suites, the Schoolwise student information system, Exchange email system, an automatic substitute call out system, and the district Website.

EXISTING LEARNING SOFTWARE

In order to meet Edison School District's curricular goals, teachers use developmentally appropriate multimedia resources (i.e., interactive books, educational software, elementary multimedia encyclopedias) to support learning. Tools include Leap Pad, AlphaSmarts, video cameras, digital cameras, and laptops. Notable software includes Kid Pix, Jump Start, Read, Write and Type, Mavis Beacon, Oregon Trail, Reader Rabbit, Accelerated Reader, Accelerated Math, Star Reader, Star Math, Math Crunchers, Rosetta Stone and various other grade level appropriate software. The district has purchased remediation/skills building software, such as Read 180 and Rosetta Stone.

INTERNET ACCESS

All teachers, staff and students have available and equitable access to the world wide web and network resources. The district is currently working with vendors to finish a structured cabling project which will improve the reliability of the network.

TECHNICAL SUPPORT

The technical support model for Edison School District has historically been site-based as each site purchased and supported its own technology systems. The two major exceptions have been the district's email (MS Exchange) and the student information system, Schoolwise. Although the email system has been supported centrally, there has also been an expectation that each site support individual teacher workstations for email and other uses.

5c. Benchmarks and timeline for obtaining the needed hardware, infrastructure, learning resources and technical support

Objective 1 of 2: The District will monitor, maintain and upgrade the district’s infrastructure bandwidth to meet the needs of each school site and district.
End of year 1: Finish structured re-cabling project by June 2009. Purchase and install new servers proposed through current Erate project.
End of year 2: Work with the site technology committees and the district Technology Department, communicating at least monthly, to continually revise and update purchasing guidelines as needed.
End of year 3: The District will communicate monthly with site to plan for future growth needs, and review the needs of each site and best practices.
Objective 1 of 2: The Technology Department will monitor district computer maintenance needs in order to meet the technology needs of each school site.
End of year 1: Train all district personnel in the use of the schooldude IT maintenance request program
End of year 2: Work with the site technology committees and the district Technology Department, communicating at least monthly, to continually revise and improve technology support.
End of year 3: The district will to continually monitor the needs of the district and sites in regards to maintenance.
Description of process to monitor whether goals and benchmarks are being reached
Review of Schooldude IT help desk management system by district administrators and site administrators, along with site surveys provided quarterly to personnel by site administrators.

6. Funding and Budget

6a. List of established and potential funding sources.

District Level	Site Level
<ul style="list-style-type: none"> • General Fund • Categorical: <ul style="list-style-type: none"> Title I Title II A Title II D Title III (ELA) Title V (Innovative Programs) GATE PAR Lottery Professional Development Block Grant • Information Technology Budget • Facilities Budget: <ul style="list-style-type: none"> Developer fees • Teacher Credentialing Block Grant • ELAP (English Language Acquisition Program) <ul style="list-style-type: none"> • Grants • E-Rate discounts and rebates • K12 Ed Tech Voucher • Donations • Community Based English Tutoring • Adult Education Funds • Economic Impact Aid • School and Library Improvement Grant <ul style="list-style-type: none"> • District Block Grant • CSIS 	<ul style="list-style-type: none"> • All categorical funds • Site budgets • Local fund-raising efforts • Donations • Grants <ul style="list-style-type: none"> • IMFRP (Instructional Materials Fund Realignment Program) • IMELL (Instructional Materials for ELL) • CAHSEE Intensive Instruction • Instructional Materials/Library • Economic Impact Aid • K12 Ed Tech Voucher • Site Block Grant

Options for reducing costs include maintaining standards for hardware and software, hardware and software purchasing agreements, State contracts/master purchasing agreements, leasing, and coordination of network and telecommunications upgrades with the E-Rate cycle.

6b. Estimate annual implementation costs for the term of the plan. (3-5 years)

Item/Activity	Year 1	Year 2	Year 3	Funding
Infrastructure				
Electricity	\$2,500	\$2,500	\$2,500	
Hardware				
Computers (new and replacement)	\$7,000	\$7,000	\$7,000	Site Categorical Funds
LCD projectors (new and replacement)	\$5,000	\$5,000	\$5,000	Site Categorical Funds
Document Cameras (new and replacement)	\$5,000	\$5,000	\$5,000	Title II, Grants
Printers (new and replacement)	\$3,000	\$3,000	\$3,000	Site Categorical Funds
Server Upgrades	\$15, 000			
Network Maintenance Contracts	\$15,000	\$15,000	\$15,000	ERATE
Server/Hardware Maintenance	\$5,000	\$5,000	\$5,000	ERATE

6c. Describe the district’s replacement policy for obsolete equipment.

As part of its instructional technology planning, each school site will develop guidelines for acquiring electronic resources. The district will assist schools with developing and implementing these plans, however it is important that the plans be created at the site level. The District recommends adaptation of the following model for hardware acquisition and re-purposing of existing hardware at the site level:

Each site will designate a number of new computers to be purchased each year.

For example, “...each year we will purchase 5 new computers for the computer lab.”

Upon installation, 5 lab computers will be repurposed into the classroom.

Each year a different group will be the focus of the repurposed computers.

- Sites will also plan for retiring computers that have passed their usefulness.
- Sites will use District guidelines for determining specifications for new equipment as well as for determining which machines are in need of retirement or upgrade.

This hardware acquisition model can be applied to both school levels. The District feels strongly that each site maintains its autonomy with respect to its planning. The Hardware Acquisition Model listed above is one model that both schools may follow. It is important that whatever model a school adopts includes rationale for how hardware is repurposed. It must also be noted that any plan for resource acquisition is dependant upon necessary funding being available. The District would like both schools to adopt a model similar to the one suggested in

which annual acquisition and repurposing take place, and a replacement cycle exists (3-year, 5-year etc.). The District understands the budgetary considerations that each school faces. All technology purchase requests will be reviewed and approved by the district.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Schools create a purchase order request for each item to be purchased. Site administrators approve the requisition, and the requisition is then submitted to the District. The submission process will check for available funds. If funds are available, the funds are automatically encumbered and the request is routed to Purchasing. A purchase order is generated and sent to the vendor. The item is delivered to the district, where it is added to inventory, tagged and routed to sites. A clerk or site administrator verifies that the delivery was correct.

Individual Responsible	Responsibilities	Feedback Loop
Site Administrators	<ul style="list-style-type: none"> • Develop and monitor site budgets • Work with site-based planning teams to determine site technology needs and priorities • Budget to meet those needs and priorities as appropriate • Complete required surveys & reports 	Report progress and needs as assessed Submit recommended plan changes Address in Site Single Plan
District	<ul style="list-style-type: none"> • Monitors all Tech PO's (hardware and software) • Provides quotes & suggestions 	<ul style="list-style-type: none"> • Resolves problems/issues with principals
Superintendent	Review for categorical program compliance and for alignment to site and district plans	<ul style="list-style-type: none"> • Report to other stakeholders as appropriate (School Board)

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

In order to maintain the effectiveness and relevance of this Education Technology Plan, it is essential to monitor, and if necessary, revise each component of this plan on an ongoing basis. The ongoing collection of data and the use of that data to inform decision-making are embedded in the objectives in the Technology Plan components in the monitoring and evaluation sections in this plan's criteria components 3, 4, and 5.

7b. Schedule for evaluating the effect of plan implementation.

The District Technology Planning Team, as described in section 2, in collaboration with appropriate Stakeholders, will review and evaluate each identified objective in this Education Technology Plan. This review will take place each semester under the leadership of the Director of Educational Technology.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The focus of the review and evaluation meeting that will take place in the fall of each school year will be to review the collected information garnered from the various measurement instruments and data resources from the previous year, and make adjustments as needed. The winter review and evaluation would track progress made during the school year and make sure that the plan is on course to meet its objectives.

8. Collaborative Strategies with Adult Literacy Providers

8a. Description of how the program will be developed in collaboration with those providers.

Edison will work with the Kern County Superintendent of Schools, Target Reading First Collaboration and will provide necessary facilities, technical support as needed.

9. Effective, Researched-Based Methods and Strategies

9a Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.

The use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when applications directly support curriculum objectives being assessed. Alignment of content with state content standards is an important first step to infusing technology into the curricula. A survey of 465 teachers in California resulted in 92% affirming that the starting point for infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of respondents indicated that an online resource that profiles electronic learning resources with the specific skills and knowledge in areas that align with the content standards would facilitate the selection of programs enabling the integration of technology with the curriculum (Cradler & Beuthel, 2001).

In a study completed by Apple Classrooms of Tomorrow (ACOT), student engagement remained highest when technology use was integrated into the larger curricular framework rather than being an “add-on” to an already full curriculum (Sandholz et al, 1997). Research suggests that when technology is integrated into the larger instructional framework, students will gain

both technical expertise and content knowledge (Silverstain et al, 2000). Moreover, using technology within the curricular framework can enhance important skills valued in the workplace, such as locating and accessing information, organizing and displaying data, and creating persuasive arguments (Sandholtz et al, 1997; “Critical Issue,” 1999).

9b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies

The Edison School District Technology Plan lists clear goals and strategies for integrating technology into the curriculum to improve student learning in the specific areas of English/ Language Arts, Mathematics, History/Social Science and Science. The learning objectives are based on the California State Academic Content Standards. The following relevant research guided the development of the plan.

The use of concept-mapping software can assist teachers in assessing student success in problem-solving activities by fostering their understanding of content knowledge, their motivation to perform problem solving activities, and their metacognitive ability to plan and monitor their own progress toward solving problems.

The availability of Inspiration concept-mapping software in all classrooms will provide the opportunity and support for Edison School District students to solve problems, brainstorm and plan projects, and plan writing or research projects. This software has proven effective in classrooms through grant activities in middle schools previously.

Appendix A - Technology Content Standards

KINDERGARTEN

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: The student will use a computer and disks.

- 1.1 Start, restart, and shut down a computer.
- 1.2 Treat disks and computer with respect.
- 1.3 Demonstrate acceptable behavior at the computer and in the laboratory.
- 1.4 Insert a disk into the computer.

COMPETENCY GOAL 2: The student will use painting, drawing, and writing tools.

- 2.1 Select and use drawing, painting, and writing tools.
- 2.2 Use shape tools, such as rectangle and oval.

GRADE ONE

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: The student will use a computer and disks.

- 1.1 Choose a command from the menu bar using a mouse.
- 1.2 Launch and exit programs.
- 1.3 Save and print projects.
- 1.4 Identify fundamental computer terms (disks, software, hardware, cursor, booting).
- 1.5 Begin keyboarding skills, using both hands on both sides, and thumbs on the spacebar.
- 1.6 Understand relative position of the keys on a keyboard (for example: shift, delete, arrow, enter, return).
- 1.7 Identify and use letter and number keys.

COMPETENCY GOAL 2: The student will use painting and drawing tools.

- 2.1 Draw a picture using basic tools.
- 2.2 Create a graphic to illustrate an idea in a story.

COMPETENCY GOAL 3: Student will use a basic word processing program.

- 3.1 Understand concepts of insertion point, cursor, word wrap, and character deletion.

GRADE TWO

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: Student will demonstrate keyboard skills appropriate to grade level.

- 1.1 Apply keyboarding skills (using both hands and both sides of keyboard, thumb on spacebar).
- 1.2 Use shift, arrow keys, special keys, and spacebar.

COMPETENCY GOAL 2: The student will use painting and drawing tools.

- 2.1 Select and change the size or shape of a graphic using the edge handles.

COMPETENCY GOAL 3: Student will use basic word processing programs.

- 3.1 Understand the concepts of insertion point, cursor, and word wrap.
- 3.2 Enter, select, delete, cut, copy and paste text.
- 3.3 Save, retrieve, and print word processing files/documents.

COMPETENCY GOAL 4: Student will design and create multimedia projects using a variety of sources.

- 4.1 Create single screen projects.
- 4.2 Plan and create a linear sequence which tells a story using text and/or graphics.
- 4.3 Use a multimedia encyclopedia.

GRADE THREE

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: The student will demonstrate keyboard skills appropriate to grade level.

1.1 Identify and use the punctuation and special symbol keys.

COMPETENCY GOAL 2: The student will use painting and drawing tools.

2.1 Highlight a graphic using the lasso or frame/marquee tool.

2.2 Move a graphic to another location on the screen.

2.3 Apply special effects (e.g., rotate, stretch, shrink, etc.).

2.4 Change the fill pattern of a graphic shape.

2.5 Duplicate an object using copy and paste method.

COMPETENCY GOAL 3: The student will use basic word processing programs.

3.1 Use a word processing program to open, close, save, and print text.

3.2 Know editing tools, such as cut, copy, paste, select all, and undo.

3.3 Format a document using different fonts, text sizes, and styles.

COMPETENCY GOAL 4: The student will design and create multimedia projects using a variety of sources

4.1 Create single and multiple screen projects with transitions.

4.2 Use digital cameras and/or scanned images.

4.3 Insert sounds and clip art.

4.4 Use a multimedia encyclopedia.

COMPETENCY GOAL 5: The student will use a web browser to access information relevant to class projects in a variety of subject areas.

5.1 Use appropriate electronic information resources.

5.2 Use teacher selected Internet sites.

GRADE FOUR

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: The student will demonstrate keyboard skills appropriate to grade level.

1.1 Use formal keyboarding skills with home keys and correct posture.

1.2 Touch type at a speed of 5 to 15 words per minute.

COMPETENCY GOAL 2: The student will use painting and drawing tools.

2.1 Move and copy objects between paint and draw layers.

2.2 Export graphic to another program.

COMPETENCY GOAL 3: The student will use advanced word processing functions.

3.1 Use spell check function within a word processing program.

3.2 Use keyboard shortcuts for formatting and file management.

3.3 Change the margins, columns, spacing, and creating page breaks.

3.4 Import a graphic into a document.

COMPETENCY GOAL 4: The student will design and create multi-media projects using a variety of sources.

4.1 Operate a video camera.

4.2 Operate a digital camera.

4.3 Operate a scanner.

4.4 Include digitized movies that can be played from a particular screen.

COMPETENCY GOAL 5: The student will use a web browser to access information relevant to class projects in a variety of subject areas.

5.1 Are aware of the appropriate uses of electronic information resources.

5.2 Learn simple search syntax

COMPETENCY GOAL 6: The student will use computer file management functions.

6.1 Create, organize, and delete files and folders.

6.2 Respect copyright laws related to computer software.

COMPETENCY GOAL 7: The student will use electronic encyclopedias.

7.1 Use atlas, timeline, and gallery functions of encyclopedias.

7.2 Apply simple search techniques.

GRADE FIVE

INTRODUCTION OF SKILLS: (INDEPENDENT AND GROUP ACTIVITIES)

COMPETENCY GOAL 1: The student will demonstrate keyboard skills appropriate to grade level.

1.1 Type at rate of 10 to 20 words per minute.

COMPETENCY GOAL 2: The student will use advanced word processing functions.

2.1 Create and use indent and tabs in word processing documents.

2.2 Use spell check, thesaurus, and other reference tools within the program.

2.3 Move and copy text and graphics between two word processing documents.

2.4 Use the find and replace functions.

2.5 Create tables within word processing applications.

COMPETENCY GOAL 3: The student will design and create multimedia projects using a variety of sources.

3.1 Operate a video camera.

3.2 Operate a digital camera.

3.3 Transfer digital images to the computer.

3.4 Operate a scanner.

3.5 Create an animation sequence from a series of screens.

COMPETENCY GOAL 4: The student will use Internet resources.

4.1 Use appropriate electronic information resources.

4.2 Explain terminology related to network access and use.

4.3 Apply appropriate search techniques to locate and retrieve information.

4.4 Print documents to network printers.

COMPETENCY GOAL 5: The student will use electronic encyclopedias.

5.1 Use keyword searches.

COMPETENCY GOAL 6: Student will use simple spreadsheet functions.

6.1 Describe the parts of a spreadsheet.

6.2 Move to and select specific cells in a spreadsheet.

6.3 Add new text or numbers to a spreadsheet.

6.4 Create a chart or graph using graphing function of a spreadsheet.

6.5 Save an updated spreadsheet to disk.

GRADE SIX

COMPETENCY GOAL 1: Students discuss, write, and interpret issues of a technology-based society.

- 1.1 Identify ways that telecomputing promotes a global community.
- 1.2 Identify examples of copyright law violations and possible penalties.
- 1.3 Understand the concepts of the Internet.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology.

- 2.1 Identify and use the functions of word processing utilities (e.g., spell check, thesaurus, grammar check, outliner, insert headers and footers) through the production of classroom assignments.
- 2.2 Use simple spreadsheet functions (build a formula into a cell, format cells, copy and paste values and formulas into cells.) Sort a selection of rows into a spreadsheet. Insert or delete rows, columns, or blocks of cells.
- 2.3 Keyboarding skills: type at a sustained rate of 20 - 30 words per minute, stressing accuracy over speed.

COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, and synthesize information.

- 3.1 Use an electronic encyclopedia and/or curriculum-based software.
- 3.2 Use a CD-ROM to search for desired information.
- 3.3 Use software to organize and visually display data to draw conclusions (i.e. build a report.)
- 3.4 Use telecomputing hardware and software to communicate with a distant computer or an on-line service.
Upload and download files attached to messages.
- 3.5 Design and create multimedia products using a variety of sources.

COMPETENCY GOAL 4: The student will plan and create video projects.

- 4.1 Operate a video camera.
- 4.2 Operate a digital camera.
- 4.3 Transfer digital images to the computer.
- 4.4 Operate a scanner.

COMPETENCY GOAL 5: The student will use Internet and network resources.

- 5.1 Choose the most appropriate information resource that matches their need.
- 5.2 Use advanced search techniques.
- 5.3 Print documents to network printers.

GRADE SEVEN

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

- 1.1 Identify the role of technology in a variety of careers.
- 1.2 Discriminate between ethical and unethical access to information stored on a computer system.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology.

- 2.1 Identify terms related to computer-generated productions (e.g., desktop publishing, clip art, hypertext, multi-media, laser disc, CD-ROM, VCR, scanners, camcorders, templates, digital camera, masters, backgrounds, and color schemes.)

- 2.2 Describe the advantages of using computers to generate various types of productions.
 - 2.3 Use a spreadsheet to enter and edit data and explain the results of the operation and graph the results to produce a meaningful summary.
 - 2.4 Design and create multimedia projects by using a variety of sources.
 - 2.5 Plan and create video projects.
 - 2.6 Keyboarding skills: Touch type at a sustained rate of 30 – 40 words per minute, stressing accuracy over speed.
- COMPETENCY GOAL 3:** The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.
- 3.1 Design and create database files.
 - 3.2 Sort, retrieve, and print specific records from a database file.
 - 3.3 Differentiate between various on-line services and use client tools to send and receive mail.
- COMPETENCY GOAL 4:** The student will use Internet and network resources.
- 4.1 Choose the most appropriate information resource that matches student’s need.

GRADE EIGHT

COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

- 1.1 Identify technological skills required for various careers.
- 1.2 Discriminate between ethical and unethical access to information stored on a computer system.

COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in using computer technology.

- 2.1 Use advanced word processing functions to transfer data from spreadsheets and database in work products to support their conclusions.
- 2.2 Keyboarding Skills: Touch type at a sustained rate of 30 – 40 words per minute, stressing accuracy over speed.

COMPETENCY GOAL 3: The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply, and communicate information.

- 3.1 Use databases for sorting and searching to solve a specific problem.
- 3.2 Create charts from spreadsheet data and be able to modify types, titles, scales, and legends for charts.
- 3.3 Suggest trends in data.
- 3.4 Use advanced search techniques using key words and phrases in electronic searching and choose the most appropriate information resource.
- 3.5 Plan a multimedia presentation, capture images from video camera, VCR, or digital still camera.
- 3.6 Enhance a word product with text, clip art, graphs, hyperlinks, and video clips.
- 3.7 Create a simple web page.

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year).		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION			
Corresponding EETT Requirement(s): 7 and 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.		The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA

Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.		The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.		The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.		The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

	Page in Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism (AB 307: Optional in 2007-08, required July 1, 2008).		The plan describes or delineates clear goals outlining how students will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading (as stated in AB 307).	The plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307: Optional in 2007-08, required July 1, 2008)		The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to

home and school.		way communication between home and school.	accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.		The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.		The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA			
Corresponding EETT Requirement(s): 6 and 12 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (sections 3 & 4) of the plan.		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in section 5b.		The annual benchmarks are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor the annual benchmarks including roles and responsibilities.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.		The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified.
b. Estimate annual implementation costs for the term of the plan.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.		The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.		Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process		The plan describes the	The plan does not provide a

and frequency of communicating evaluation results to tech plan stakeholders.		process and frequency of communicating evaluation results to tech plan stakeholders.	process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
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8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).			
	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.		The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.		The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

