

Sherburne-Earlville Technology Plan



**Sherburne-Earlville Central School
Sherburne, NY 13460**

**For School Years:
2015-2016
2016-2017
2017-2018**

Sherburne-Earlville Central School
District Technology Plan
July 2015

District Mission Statement:

Sherburne-Earlville is committed to students. By providing an environment of educational excellence which emphasizes the learning of academic and life skills, nurtures self-respect and fosters life long learning, we enable our students to pursue challenging individual goals and to become positive, contributing members of society.

Mission of Technology:

The role of technology is to support the district mission by providing the learning community with the tools and training necessary for preparing students to effectively communicate and compete in a technological society.

Background

In the spring of 1996 a research committee was formed to create a “technology frame” document. This frame was to be used as a foundation to guide the development of technology integration in the Sherburne-Earlville Central School District (SECS). Included in the plan was a mission of technology (see above), the functions of technology integration and goals for implementation.

Using a Technology Network Support System as criteria, six functions have been established to guide the District’s decision makers to achieve this mission.

Supporting Teaching and Learning

- Students, faculty, and administrators will have access to a range of appropriate technologies including computers, tablets, interactive systems, multi-media, Internet, video conferencing, teleconferencing, blogs and wikis.
- Technology training will be available and all staff will be encouraged to become competent in using technology to enhance the teaching and learning process.
- The district campus will be networked both internally and externally. The district network will be maintained and improved to support the network users in their use of current and future technologies.

Managing Curriculum and Instruction

- Software applications will be provided for such activities as, but not limited to, grading, scheduling, curriculum planning and individual student assessment. These may include online subscription services.
- Student work will be published and shared utilizing digital tools and media.
- Student schedules will be created using a student information system in order to achieve optimal allocation of resources based on student requests.

Processing Information

- An array of technology applications will be provided in order to increase productivity.
- Databases of district-wide personnel information will be maintained.
- District curriculum and performance data will be maintained in online databases.

Supporting Communications

- Services will be provided for the distribution of data, voice, and video throughout the campus.
- Administrative functions will be enhanced by digital communications.
- District/Community linkages via data, voice, and video networks will be expanded.

Administering and Managing Organizations Resources

- All school records and data will be maintained in online databases.
- Data will be accurately maintained to meet state reporting requirements.

Managing Learning Resources

- Access to information including libraries and other information sources will be provided.
- Processes for inventory control of district assets and learning resources will be streamlined.
- The use of online resources will be encouraged.

Duration of the Plan

The reality of technology is that it is a process not an event. This plan serves as an outline for the process rather than providing the blueprint for any particular event. The goals and activities proposed in this document will be evaluated and adjusted on an on-going basis as the district's needs and technologies continue to evolve.

Primary Goals for Users

Technologies, particularly multimedia and digital networks, can foster educational change. These technologies impact the methods and economics governing how people produce, disseminate and use information. Technological change in turn affects the curriculum: what is taught, how students access curriculum and what achievements result. Enhancing the curriculum through digital communications holds potential for advancing both intellectual excellence and equity.

High-speed wired and wireless networks can deliver, to any person at any place at any time, digital curricular materials that integrate multiple resources and forms of information. In addition to providing curricular materials, networks enable a means of communication among students, teachers, and the world. The world culture becomes a significant part of the classroom while students and teachers are given the opportunity to make their own creative contributions. High-speed wired and wireless networks link classrooms to the Internet offering access to resources for inquiry by all, creating a rich educational environment that empowers teachers and students to develop new and liberating roles.

A technology committee and the Computer Services Department, in conjunction with the Administrative Council, SECSB Board of Education and the District's faculty, will work on a regular basis to create a culture that will achieve the following goals:

- To use the appropriate technology to benefit teaching and learning.

- To provide technology-rich environments and tools necessary to meet individual curriculum needs.

- To have a technology competent staff.

- To provide for the efficient and effective management of digital resources.

- To organize and enhance access to resources that support teaching and learning.

- To organize and manage information to facilitate effective teaching and learning opportunities.

- To provide for the exchange of information between all sites on the campus.

- To use appropriate technologies to support and expand communication between the District and the community.

Specific Technology Plan Goals

Students

- Goal: Incorporate technology competencies into curricular objectives.
- Objectives: To develop strategies for incorporating benchmarks by grades 2, 5, 8 and 12.
- Activities: Provide professional development opportunities for integration of student competencies into the learning process.
Develop models of successful practices.
Create a process to measure and assess student technology competencies.

ISTE* Standards for Students

[*International Society for Technology in Education]

1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology.
 - a. Apply existing knowledge to generate new ideas, products, or processes
 - b. Create original works as a means of personal or group expression
 - c. Use models and simulations to explore complex systems and issues
 - d. Identify trends and forecast possibilities
2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
 - d. Contribute to project teams to produce original works or solve problems
3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
 - a. Plan strategies to guide inquiry
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - d. Process data and report results
4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
 - a. Identify and define authentic problems and significant questions for investigation
 - b. Plan and manage activities to develop a solution or complete a project
 - c. Collect and analyze data to identify solutions and/or make informed decisions
 - d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - a. Advocate and practice safe, legal, and responsible use of information and technology
 - b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
 - c. Demonstrate personal responsibility for lifelong learning
 - d. Exhibit leadership for digital citizenship
6. Technology operations and concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - a. Understand and use technology systems
 - b. Select and use applications effectively and productively
 - c. Troubleshoot systems and applications
 - d. Transfer current knowledge to learning of new technologies

ISTE's National Education Technology Competencies for Students by Grade Level

Prior to completion of Grade 2, students will:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
- Communicate about technology using developmentally appropriate and accurate terminology. (1)
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- Demonstrate positive social and ethical behaviors when using technology. (2)
- Practice responsible use of technology systems and software. (2)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Prior to completion of Grade 5, students will:

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
- Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
- Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5,6)
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Prior to completion of Grade 8, students will:

- Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
- Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
- Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
- Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
- Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
- Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
- Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Prior to completion of Grade 12, students will:

- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
- Make informed choices among technology systems, resources, and services. (1, 2)
- Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
- Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
- Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
- Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
- Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
- Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Assistive Technology

Assistive Technology (AT) devices will be provided to a student as determined by the IEP. An AT Team will convene to complete an assessment of the student's needs. The Team will consist of school district professionals that work with the student (i.e. classroom teachers, instructional assistants, the school psychologist, service providers, a school technology contact, AT providers, etc.). The student and the parents or primary caregivers will also participate in the process. Once an AT device has been chosen, all professionals working with that student, as well as the student and parents or primary caregivers, will be trained to use the device. The Team will meet regularly to assess the effectiveness and use of the device in order to make any necessary adjustments or changes.

Teachers

Goal: Establish and maintain a professional learning environment that will result in a technology competent faculty

Objectives: Provide all teaching professionals at SECS D with the most up-to-date technologies for their regular duties including instructional responsibilities
Address the challenge of developing technology proficient educators
Transform the SECS D network and online presence into powerful environments for teaching and learning

Support Staff

Goal: Learn and apply emerging and/or appropriate technology on a continuing basis

Objectives: Identify needs for specific functions
Make available in-service training

Administrators

Goal: Implement supporting technologies for the management of building level activities.

Objectives: Identify needs for specific functions
Make available in-service training

Parents and Community

Goal: Promote community awareness of information technologies and policies at SECS D

Objectives: Communicate technology information and policies
Explore technological solutions to improve District/Community communications

District

Goal: Maintain and continue to upgrade instructional technology infrastructure

Objectives: Continue to increase technical support and equipment as needed
Review the equipment procurement process and adjust when appropriate
Update software acquisition plan to reflect new software types, licensing, and distribution methods

Goal: Implement resources and methods, which allow the Computer Services Department staff to be more efficient in responding to users

Objectives: Increase knowledge base of department staff and cross training based on positions
Work to continue to reduce response time to address all support requests by leveraging and standardizing support tools and methods

Needs/Service Assessment

Methodology

1. Ongoing monitoring and adjusting of the technology plan project timeline and resource acquisitions by the Computer Services Department, a technology committee, and appropriate administrators to improve education services
2. Utilize department chairs, faculty meetings, building advisory meetings and Administrative Council to provide up-to-date needs assessments, in addition to regular daily communications
3. Ongoing feedback from users throughout the school district to the Computer Services Department
4. Questionnaires as needed for specific purposes
We encourage users to express themselves on a more personal level and timely manner than can be achieved by an annual survey.
5. After the appropriate course of action is selected, the Computer Services Department will implement the plan and report back to the district stakeholders.

**Sherburne-Earlville Technology Plan
Implementation Timeline**

	2015-2016	2016-2017	2017-2018
Classroom Workstations	Evaluate classroom workstation needs as the district transitions into a 1:1 paradigm and replace as needed.	Replace Macs/PCs purchased for 2009-10 and older (as needed).	Evaluate classroom workstation needs as the district transitions into a 1:1 paradigm and replace as needed.
Core Servers	Continue server replacements.	Continue server replacements.	Continue server replacements.
Internet/ Telecom	Maintain Gig-E line from ION.	Maintain Gig-E line from ION.	Maintain Gig-E line from ION.
Multimedia Rooms	Replace projectors, document cameras, and DVD/VCR's.	Upgrade room multimedia connections to reflect new technologies.	Evaluate multimedia setup replacements and improvements. Perform as needed.
Technology Exploration	Implement 1:1 mobile device initiative.	Continue with 1:1 mobile device implementation.	Continue with 1:1 mobile device implementation.
Network Infrastructure	Replace aging network hardware. And prepare for expansion of wireless network.	Continue to evaluate and expand wireless and wired networks as needed.	Continue to evaluate and expand wireless and wired networks as needed.
Software	Review current license agreements and renew as needed. Define process to acquire mobile device apps.	Review current license agreements and renew as needed. Purchase apps as appropriate.	Review current license agreements and renew as needed. Purchase apps as appropriate.
Supplies	Normal purchases under \$1000	Normal purchases under \$1000	Normal purchases under \$1000
Teacher Laptops	Evaluate current equipment for possible purchase. Purchase for new hires as needed.	Purchase new staff laptops through multi-year BT BOCES IPA.	Maintain legacy equipment. Purchase for new hires as needed. Year 2 of IPA.
Professional Development	In-house PD to support district initiatives, as well as access to BOCES courses	In-house PD to support district initiatives, as well as access to BOCES courses	In-house PD to support district initiatives, as well as access to BOCES courses

Sherburne-Earlville Audio Visual Plan

Services	Goal	Action	Timeline
Copyright Law	Work diligently to assure compliance.	Research law changes and update staff manuals.	Ongoing
Curriculum Support	Increase assistance to students, staff and faculty.	Work with stakeholders to increase resources and available services.	Ongoing
Equipment Inventory	Monitor and maintain District inventory.	Continue current service.	Ongoing
Equipment set-up for classrooms and special events	Continue present services, update for digital format. Evaluate mobile multi-media set-ups.	Research, evaluate and update equipment.	Ongoing
New technologies	Continually update skills to support teaching and learning.	Attend workshops, training on equipment and working with suppliers.	Ongoing
Public Access Channel	Serve as a community resource.	Work with staff to develop programming.	Ongoing

Sherburne-Earlville Technology Plan Implementation Budget

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Classroom Devices	270,000.00	270,000.00	270,000.00
Core Servers	20,000.00	20,000.00	20,000
Staff Development	63,000.00	63,000.00	63,000.00
Internet/Telecom ion and BT BOCES	72,000.00 21,000.00	72,000.00 21,000.00	72,000.00 21,000.00
Multimedia in Classrooms	40,000.00	40,000.00	40,000.00
Technology Exploration	20,000.00	20,000.00	20,000.00
Network Infrastructure	30,000.00	30,000.00	30,000.00
Software	40,000.00	40,000.00	40,000.00
Supplies	20,000.00	20,000.00	20,000.00
Sub Total	\$596,000.00	\$596,000.00	\$596,000.00
Teacher Laptops (BT BOCES IPA)	105,000.00	105,000.00	105,000.00
Total	\$701,000.00	\$701,000.00	\$701,000.00

**Smart Schools Bond Act
Budget Proposal**

Item Description	Total Cost
Wireless Network Upgrade	\$140,000.00
Refresh mobile devices	\$721,000.00
Mobile Device Cases	\$24,000.00
Apps	\$15,000.00
Update PA System MS/HS	\$69,872.00
New Servers for Storage/Cloud	\$25,000.00
Storage Array for Cloud Storage	\$12,000.00
Auditorium AV System	\$15,000.00
New Network Hardware	\$120,000.00
New 10Gb Fiber Cable for Switches	\$100,000.00
New Video Servers and Storage	\$120,000.00
New Security Software	\$100,000.00
Cameras for Transportation and Fields	\$40,000.00
More Outside Doors	\$40,000.00
Intercoms	\$20,000.00
Inside Doors	\$30,000.00
New Doors	\$55,000.00
New Cameras	\$75,000.00
Projectors	\$70,000.00
Document Cameras	\$40,000.00
LED Displays (1/2 rooms and halls)	\$20,000.00
New Computers: Bugbee (24) and Nourse (12)	\$36,000.00
Miscellaneous Technology	\$73,150.00
RapidRun Update	\$20,000.00
TOTAL	\$1,981,022.00

Miscellaneous Technology Purchases

Item Description	Quantity	Cost	Total Cost
3D Printer	1	\$10,000.00	\$10,000.00
Tricaster	1	\$6,000.00	\$6,000.00
Badge Printing System	1	\$6,000.00	\$6,000.00
Teleprompter	2	\$1,100.00	\$2,200.00
Hallway Video Displays: ES 4, MS/HS 8	12	\$700.00	\$8,400.00
Create 2 Robots	30	\$200.00	\$6,000.00
Network Xerox Copier/Scanner/Faxes	5	\$800.00	\$4,000.00
TVs for Admins and Cabling, Raceway	11	\$700.00	\$7,700.00
Electric Screens	4	\$1,100.00	\$4,400.00
TVs for ½ rooms and Cabling, Raceways	14	\$700.00	\$9,800.00
New Batteries for Data Center	16	\$540.63	\$8650.08
Total Miscellaneous			\$73,150.08

Other

Professional Development (<i>to be funded locally</i>)	\$63,000.00
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**Smart Schools Bond Act
Investment Plan**

January 2016 – June 2016

Goal 1: Network and wireless upgrades

1. Identify locations for new access points and switches
2. Order and install access switches
3. Order and install access points
4. Testing and implementation
5. Provide training to users
6. Evaluate, upgrade, and monitor

Goal 3: Begin purchases for one-to-one initiative

1. Identify the number of mobile devices for purchase, and determine number of replacement/loaner devices required
2. Order and configure mobile devices
3. Provide staff development on mobile devices, apps, and websites
4. Distribute devices to students
5. Evaluate effectiveness and usage

Goal 2: Begin building security upgrade

1. Identify areas needing camera coverage
2. Confirm areas for additional intercoms
3. Obtain specifications for replacement of security camera video storage array
4. Order and install hardware and software
5. Testing and implementation
6. Provide training to users
7. Evaluate installed hardware and software

July 2016 – June 2017

Goal 1: One-to-one initiative (continued)

1. Continue to provide professional development and support for instructional staff
2. Perform device updates, maintenance, and repairs
3. Determine if additional replacement devices are needed
4. Continue to provide staff development on mobile devices, apps, and websites
5. Evaluate effectiveness and usage

Goal 3: Classroom multimedia upgrade

1. Identify the number of multimedia devices for purchase, and determine number of replacement devices required
2. Order and install multimedia devices
3. Provide staff development on multimedia devices
4. Provide routine maintenance of multimedia devices

Goal 2: Building security upgrade (continued)

1. Continue installation of hardware and software related to the building security upgrade
2. Testing and implementation
3. Provide training to users
4. Evaluate installed hardware and software

July 2017 – June 2018

Goal 1: Building security upgrade (complete)

1. Final installation of hardware and software
2. Testing and implementation
3. Provide training to users
4. Evaluate installed hardware and software

Goal 2: One-to-one initiative (continued)

1. Continue to provide professional development and support for instructional staff

Professional Development

Technology Enhanced Curriculum

Every classroom on campus is equipped with various technologies to support one or more of the three instructional strategies for enhancing a curriculum. These strategies are intended to aid the process of learning the curriculum content, not learning the technology itself. The strategies include:

1. **One-to-One Computer/Student Ratio** – This strategy enables teachers to allow students to use technology individually. Each building has a computer lab and/or mobile device carts for class usage.
2. **One-to-Many Computer/Student Ratio** – Most classrooms are equipped with a small number of desktop computers for cluster learning activities. Small teams can access the technology during regular classroom lessons. This strategy may be altered as appropriate when 1:1 mobile devices are implemented at every grade level.
3. **One-to-All Computer/Student Ratio** – Each teacher has his/her own workstation. Peripherals will be made available such as document cameras, interactive whiteboards, and digital projectors, which allow teachers to access technology resources to enhance lecture type activities.

Technology as a Curriculum

Students need to develop technological skills. The District has a comprehensive K-12 Computer Curriculum to support this educational need. Multiple computer labs in each building support the instruction of specific technology related courses across the curriculum. On-going curriculum mapping and aligning are used to improve effectiveness.

Instructional Technology Model

Sherburne-Earlville's model for instructional technology focuses on three domains and a common infrastructure. The three domains include productivity, teaching and extended learning. Key terms are defined as follows:

Productivity

Technology is used to improve the efficiency of the regular duties of the many users in the District in this domain. Common examples include, using software to build worksheets, generating exams for test banks, communicating via email, digital grade reporting, using a database to generate reports and using presentation software. This domain deals with the tools required to facilitate the operation of an educational institution.

Teaching Environment

Technological resources had been made available in many classrooms throughout the District for instructional support. Teachers continue to design activities and modify methods to focus on problem solving skills, as well as alternate means to construct knowledge. Technology is a powerful tool that can greatly enhance these activities and ultimately assist students in meeting the New York State Standards.

Extended Learning

Environments have been created throughout the District to support continued learning beyond direct instructional contact times. Both media libraries have acquired technologies to help users conduct research and access digital resources. Each building has open labs with equipment to allow students to access technologies they may not have at home. The core planning of the 1:1 mobile device initiative is designed to increase these opportunities by providing every student with a mobile device throughout the school day, and in many cases outside of the school itself. Continued development of the District website and public access channel will support this domain.

Common Infrastructure

To facilitate technology integration, a common infrastructure must be established to support the varied activities. Infrastructure is defined as the basic facilities, services, and installations needed for the functioning of a community, such as networking, communications systems, and power lines.

Professional Development Modes

1. The Instructional Technology (IT) Coach, the IT Instructional Staff, and the IT Technical Staff will provide professional development throughout the year that directly relates to the equipment/software being used and what the users need to accomplish. In addition, training under this methodology enables individualized instruction under time critical constraints.
2. The District will fully utilize BOCES services to provide development opportunities for users. There are many offerings each school year that would be beneficial to many users. In addition, there is a BOCES Technology Integration Specialist available to provide on-site training on a wide range of topics.
3. The more advanced users within the District will be utilized to mentor others and facilitate technology integration within the curriculum.

2015-2016

Topic: Wireless Network Expansion
Audience: IT Staff
Method: Training provided via Webex by Aruba Networks

Topic: Casper Suite
Audience: IT Staff
Method: Training provided via Webex by Casper JAMF

Topic: Casper Suite
Audience: K-12 Staff
Method: Training provided by IT Staff in-house during conference day

Topic: Edmodo
Audience: K-12 Staff
Method: In-house via IT Coach

2016-2018

Topic: Incorporating the Mobile Device into the Classroom
Audience: K-12 Staff
Method: Combination of in-house training via IT Coach and available BOCES workshops

Topic: Individual Device Apps
Audience: K-12 Staff
Method: Teachers Teaching Teachers Mode, IT Staff, IT Coach and available BOCES workshops

Evaluation of Staff Progress

In June 2000, the SECSB Board of Education adopted professional performance standards for which all will be evaluated annually. The following is the standard regarding technology; in addition, the associated rubric is included as **Appendix A**.

Technology

The professional shall demonstrate that they shall understand the basic computer/technology operations and concepts, uses these tools for enhancing their own professional growth and productivity and applies computers and related technologies to support instruction in their grade level and subject areas.

Teachers Teaching Teachers

Numerous workshops have been presented within the District using in-house trainers and job embedded connections in a format based on research collected by the District's Staff Development Committee. Feedback was collected from participants in the many activities. A sample of the comments regarding the improvement of future offering were shared:

Find out what teachers need to know.

Give teachers the equipment and support to learn.

Provide convenient scheduling for sessions.

Use on-line lessons, directions and examples to supplement instruction so that teachers can learn and practice at their own convenience.

Use email for keeping in touch during and after learning.

Individualize as much as possible.

Make the learning applicable to the equipment teachers have in their classrooms and make sure their equipment works.

Provide concrete examples teachers can use or modify to fit their classroom situation.

Provide hands-on experiences.

Have teachers create lessons, presentations or materials they can use right away.

Showcase excellent teaching techniques related to technology.

Honor teachers by sharing their ideas and work with other teachers.

Help teachers understand where they can get help at school and on-line.

Schedule on-going staff development opportunities.

Let teachers know learning must continue.

Have teachers teach teachers.

The Computer Services Department will use this information to develop future staff development programs. In addition, the District will continue to develop and explore other staff development approaches such as, technology mentors, on-line documents, computer services resources and instruction via streaming video.

Evaluation of the Plan

Methodology

1. Ongoing monitoring and adjusting of the technology plan project timeline and resource acquisitions by the Computer Services Department and a technology committee
2. Utilize department meetings, faculty meetings and Administrative Council to provide up-to-date needs assessments, in addition to daily communications
3. Ongoing feedback throughout the school district from users to the Computer Services Department
4. Questionnaires as needed for specific data gathering purposes
We encourage users to express themselves on a more personal level and timely manner than can be achieved by an annual survey.

Stipulations and Restrictions

1. Disaster recovery for current critical systems will take precedence over expansion plans in this plan's funding allocations.
2. Training will be available for all users in the operation of software and hardware, as well as, curriculum integration.
3. The District will utilize BOCES bid and/or purchasing services when procuring equipment via E-Rate and/or local funds. E-Rate funds will be utilized to advance the state of technology within the district through funding support for equipment, software and training or as specified in the E-Rate application. The Smart Schools Bond Act will also be utilized to advance the level of technology available and reduce the age of the District's infrastructure.
4. The District will actively participate in programs that advance and/or integrate technology within the district, such as E-Rate and Model Schools.