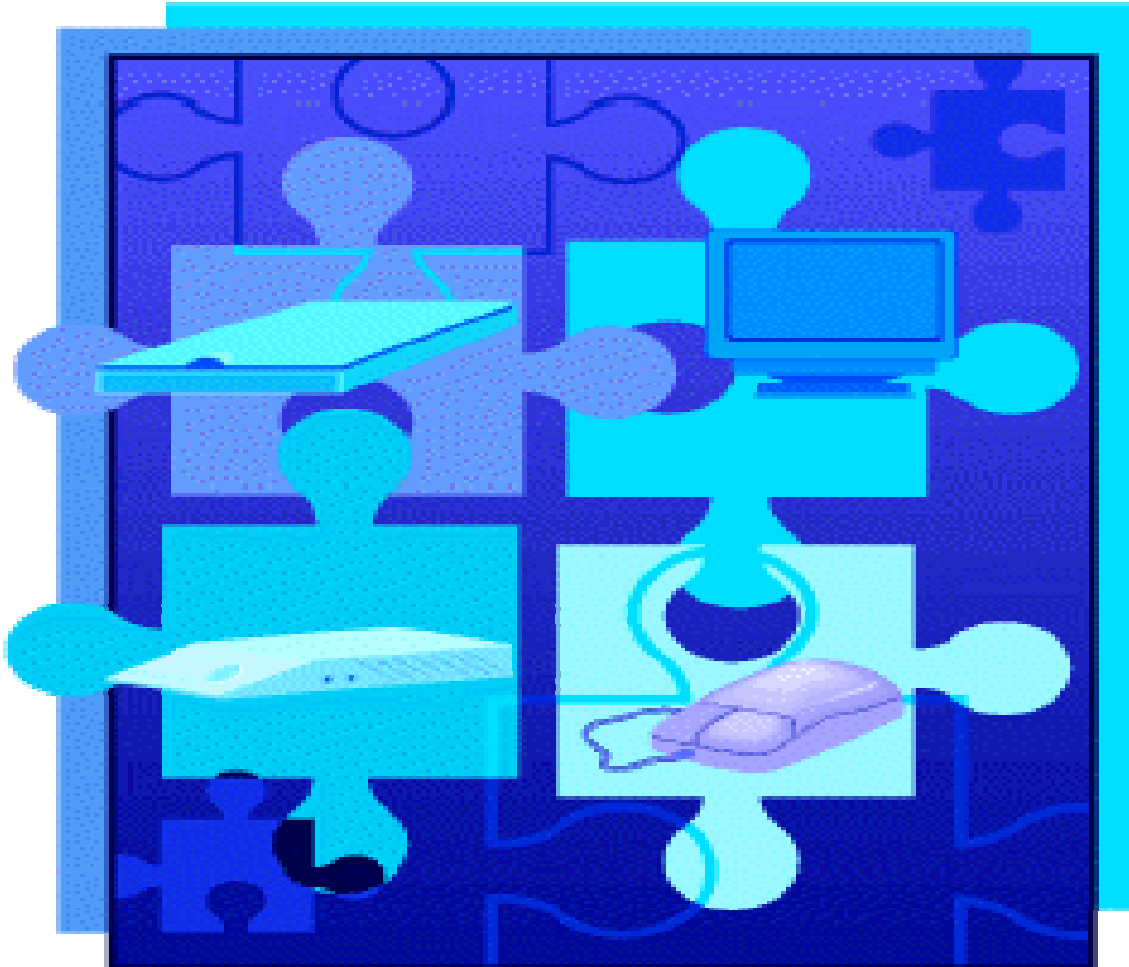


TECHNOLOGY PLAN

(2005-2008)



*Putting the Pieces Together for
Successful Technology Integration*

Prepared by the
Long Range Technology Planning Committee

Ilion Central School District

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Introduction

In 1999, the Ilion Central School District initiated a \$32 million dollar building project to enhance facilities at all three of the district schools. Technology planning was conducted as a component of the feasibility study by the architects James Jordan Associates. In hind sight, as the building project nears completion, it is clear the planning conducted was inadequate in its projection of the district's needs. Significant omissions in infrastructure had compromised the implementation of the district's previous technology plan. Many of these concerns have since been remedied.

The district views technology integration as a critical component of Comprehensive District Educational Planning and has reconvened and augmented multi-disciplinary committees to address planning and implementation of corrective and proactive solutions to align our plan with the outcomes that we desire for our students, parents, faculty and community.

Vision





Vision Statements

Management of technology resources will occur to insure their availability and accessibility to students, the staff and the community. Appropriate technology tools will be readily accessible to meet most, if not all, of student and staff needs in the majority of classrooms and offices.

Orientation of staff to technology concerns will occur through staff development, committee participation and improved communication practices. Professional development will be aligned with the introduction of new technology. Staff development opportunities will be available and participation in training will be encouraged and monitored.

Needs Assessment will be on-going and incorporated into the plan to reflect changing and evolving requirements. Financial planning will occur to sustain the plan. Grant opportunities that support identified needs will be pursued.

Integration practices will be developed, applied and evaluated for their effectiveness on student learning.

Teaching practices that evidence a balance between traditional instruction and facilitation will be encouraged. The application of technology to real world problems will be embedded in curricula.

Optimal use and informational yield of all resources will be considered.

Revaluation will occur on an annual basis. Staff students and community will be kept well informed about and involved in implementing and evaluating components of the plan.

Technology Plan

Standards-based Learning and Student Academic Achievement through Technology

Technology Plan Checklist Items to be addressed in this section:

(B) An explanation of how acquired technologies will be integrated into the curriculum to help the LEA enhance teaching, training and student achievement.)

H-3 A) Description of how the acquired instructional based technologies will help the local agency promote equity in education in order to support State content standards and Student performance standards

H-4) Describe a process for the ongoing evaluation of how technologies acquired under this section—A) will be integrated into the curriculum B) will affect student achievement and progress toward meeting the National Educational goals and any challenging State content standards and State Student Performance Standards

The Ilion Central School District is committed to the integration of technology into our curriculum. We plan to dedicate the resources needed to move our teaching staff along the continuum of technology use from entry, to adoption, to adaptation, to appropriation and ultimately to innovation as they work to facilitate the growth of our students. Our previous plan included a somewhat sketchy outline for technology skills acquisition. During the 2004-05 year, a team of teachers, chaired by Mrs. Mays-Smith worked in concert to develop a new Technology and Information Literacy curriculum for the Elementary schools. This very detailed document outlines

Access to Advanced Technology for Effective Teaching and Learning

NCLB Technology Plan requirements to be addressed in this section:

2. Access to Advanced Technology for Effective teaching and Learning

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help that teachers are prepared to use technology effectively into curricula and instruction.
- A description of the supporting resources, such as services, software electronically delivered learning materials, and print resources that will ensure successful and effective uses of technology

Technology Plan Checklist Items to be addressed in this section:

A) A description of the type of technologies to be acquired, including specific provisions for inter-operability among such technologies and to extent practicable with existing technologies.

E) A description of the supporting resources, such as services, software and print resources, which will be acquired by the district to ensure successful and effective use of technologies acquired in this section.

Technology Integration and Use Through Effective Professional Development

NCLB Technology Plan requirements to be addressed in this section:

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

Technology Plan Checklist Items to be addressed in this section:

D-i) a description of how the LEA will ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the LEA to further the use of technology in the classroom or library media center.

D-ii) A List of the source or sources of ongoing training and technical assistance available to schools, teachers and administrators served by the LEA, such as NYSED, BOCES, Teacher Centers, NYSC&TE, regional educational laboratories or institutions of higher education.

H3B) Description of how the acquired instructional based technologies will help the local agency provide access for teachers, parents and students to the best teaching practices and curriculum resources through technology.

Professional Development: A Generalist Approach to Technology Integration

Regardless of plan or protocol, content area or grade level, the integration of technology into the curriculum demands that appropriate professional development be made available for instructors and that the school's philosophy of education supports the enhancements that technology can provide. These components are crucial if teachers are to effectively provide technology-infused instruction.

Teachers should be trained in both the "technical" and the "instructional"; only through a careful combination of the two will the classroom environment come together for enduring learning. Learning to use a computer is certainly important, and integration usually will not occur without that knowledge. However, teachers might not develop their capacities to integrate technology if their professional development opportunities

cover only operational skill training and are conducted in an environment unrelated to curricular application.

While technological skills can be taught within the context of instructional outcomes, a number of strategies for professional development are evident, but contingent on curricular alignment. Technological expectations and curriculum design must be in sync for effectiveness: "Not all lessons or teaching styles fit all schools. Likewise, not all technology strategies are compatible with all schools' approaches to teaching and learning. As with all school programs, technology choices should match the school's philosophy" (Britto, Fish & Throckmorton, 2002, p.104). And, of course, the school's philosophy should match the overall learning environment.

Classrooms in public and independent schools will most likely vary in the pedagogy employed. The type of learning environment will in many ways dictate the extent technology can be integrated into the classroom; in addition, technology itself will ultimately drive teaching approaches: "When this new environment emerges and students are no longer simply the recipients of the broadcast delivery of centrally held knowledge, the result is a paradigm shift in the role of content, teaching, and learning" (Britto, Fish & Throckmorton, 2002, p.109). The implications for professional development are obvious.

Traditional learning environments must be replaced with new learning environments that are student-centered, multisensory, multimedia, collaborative and authentic. Teaching should be designed to focus on critical thinking and inquiry-based learning. Each of these areas are challenging *without* the utilization of technology. Schools must assess where they register with teacher effectiveness in designing such classroom environments. Designing professional development, then, would combine these pedagogical approaches with technological integration that would prove dynamic and efficient.

Ultimately, teachers need to be trained to teach for understanding, for enduring learning. Grant Wiggins states that understanding is not just about coverage of knowledge...but about "uncoverage"—being introduced to new ideas and being asked to think more deeply and more carefully about facts, ideas, experiences, and theories previously encountered and learned (Wiggins, 1998). Again, this alone provides a conceptual framework for an extensive program for training teachers about lesson plans and assessment designs. However, technology integration elevates this learning focus in a substantial, meaningful way.

Modern learning psychology describes three areas of evidence as related to teaching and learning (Sherman & Kurshan, 2004-2005). First, preconceptions influence all learning. Second, understanding comes from knowing facts and principles. And third, metacognition is essential for understanding. As for addressing preconceptions in the learning process, teachers can be trained to engage concept mapping tools in order for

students to witness misconceptions and actually correct them. They can also be exposed to technology-assisted learning tools which simulate intellectual challenges and “through which students can confront the inconsistencies between the knowledge they have and the new knowledge in a lesson” (Sherman & Kurshan, 2004-2005, p.8).

As for understanding facts and principles, these points must be “fused” in a way that allows for clear organization. Teachers must learn to teach students how to develop conceptual frameworks to organize content knowledge. Computer-based programs (graphic organizers) can be introduced to teachers that can ultimately help their students develop broad organizational networks. Finally, “thinking strategies” associated with metacognition can be enhanced through utilizing technology: “With the simulations, students develop problem-solving skills as they form hypotheses, manipulate variables, generate and collect data, analyze relationships, and draw conclusions” (Sherman & Kurshan, 2004-2005, p.10). The advantage of a well-designed constructivist approach to learning is the opportunity to make very direct—purposeful—decisions regarding technology-based teaching.

In the article by Hannah Nudell entitled “Time to Experiment: The Role of Professional Development” from Learning & Leading with Technology, three components of an effective program are discussed and apply to the previously discussed notion of mixing strong educational theory with appropriate educational technology.

First, teachers must be treated as active learners. Direct teachers to create or revise a unit plan that incorporates technology: “The process of adding this new element (technology integration) into a familiar activity (writing curriculum) created a context for learning in which teachers could gradually test the opportunities technology might offer their students, while also creating something of immediate relevance and value to them (a revised and improved unit plan)” (Nudell, 2004-2005, p.52).

Second, collaborative opportunities must be provided. Having teachers develop unit plans in small groups for immediate and safe feedback increases motivation and sustained work and support. In our model of delivery, placing a planning period following the lab experience provides fodder for developing technology infused learning experiences.

Finally, extended time is crucial. The key to a successful program is exploration defined as “...engaging in an activity simply for the pleasure of achieving mastery, free of any immediate expectation to perform or produce anything for an audience...allows them to experiment with meaningful technology integration in the context of project-based pedagogy” (Nudell, 2004-2005, p.51).

Of course, the International Society for Technology in Education (ISTE) provides national technology standards for teachers at www.iste.org. Professional development could at times focus its attention on the alignment of library, media and information literacy standards.

In conclusion, to meet the outcomes for the library and information literacy program in relation to technology, teacher training must simultaneously develop pedagogical skills embedded in the school's learning philosophy and technological skills to enhance curricular goals in ways that increase student achievement.

The Ilion Central School District is committed to the integration of technology into our curriculum. We plan to dedicate the resources needed to move our teaching staff along the continuum of technology use from entry, to adoption, to adaptation, to appropriation and ultimately to innovation as they work to facilitate the growth of our students. Like many districts, our teachers have skills that place them at varying places along the spectrum from navigational use to proficient integration. As such our staff development will take a variety of forms. In the period covered under this plan, we will continue to promote participation in Model Schools training available through the BOCES consortium. At least annually, we will revisit our plan for technology related staff development with our technology committees at each building. The professional development plan for 2005-06 is included in this document.

Professi



Professional Development Needs
for Technology Training
for Summer 2005, and 2005-2006
(Related to Technology Plan and as incorporated
into the District's Professional Development Plan)

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
An Overview of the new Project ENTER curriculum (Elementary Nexus of technology Education Requirments) and new district software/hardware and technology training agenda	Mavis Beacon Visual Communicator Kid Pix Larson's Manila Fluent Reader Miscellaneous early child hood packages	K-6 grade teachers	<ul style="list-style-type: none"> ➤ Orient staff to new elementary curriculum ➤ Orient staff to new hardware and software ➤ Review in district training program ➤ Have someone from Model School go over regional training opportunities and procedures. 	September Conference Day 2 hours	Curriculum Coordinators & Select members of Technology Committee & Marsha Mays-Smith Model School representative	In Respective Elementary labs

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
	Web Cams Elmo					
Tandberg Distance Learning	Tandberg	K-6, Special Education	<ul style="list-style-type: none"> ➤ Describe how Tandberg equipment can be used to provide distance learning experiences. ➤ Identify sites/experience appropriate for different grade levels. ➤ Review operation of equipment and related procedures. ➤ Have participants participate in a distance learning field trip experience. 	September 2-3 hours		Ilion High School - Large Group Instruction
Tandberg Distance	Tandberg	7-12 Special Education	<ul style="list-style-type: none"> ➤ Describe how Tandberg equipment 	September		Ilion High School -

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
Learning			<p>can be used to provide distance learning experiences.</p> <ul style="list-style-type: none"> ➤ Identify sites appropriate for different grade levels. ➤ Review operation of equipment and related procedures. ➤ Have participants participate in a distance learning field trip experience. 			Large Group Instruction
Introduction to Groupwise for new staff	Groupwise	New Staff in all areas	<ul style="list-style-type: none"> ➤ Review basic use of Groupwise email including creating, filing and printing mail ➤ using address books ➤ sending attachments 	<p>August</p> <p>(90 minutes to 2 hours)</p>		High School Lab

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
			<ul style="list-style-type: none"> ➤ other appropriate introductory topics 			
Advanced Topics in GroupWise	Groupwise	Office Staff, Interested Faculty	<ul style="list-style-type: none"> ➤ Review setting up personal address books, calendar and other bells and whistles that promote efficiency. 	August		High School Lab
Introduction to Powerpoint	Powerpoint	K-12, Special Education	<ul style="list-style-type: none"> ➤ Provide basic training in how to create a powerpoint presentation. 	2 2 hour sessions after school in October		Remington Elementary
Basic Web Page Design Using Dreamweaver	Dreamweaver	Interested Faculty and Staff	<ul style="list-style-type: none"> ➤ How to create a basic web page in Dream weaver ➤ Include images ➤ Include email addresses and hyperlinks 	4 2 hour sessions in November		Barringer Road
Using data from Earobics to inform instruction	Earobics	K-3 grade teachers	<ul style="list-style-type: none"> ➤ Managing computer learning centers to promote student learning 	August 17 th (2 hours)		High School lab

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
			<ul style="list-style-type: none"> ➤ Utilizing management reports from Earobics to inform instruction 			
Using Excel for managing classroom data	Excel	All interested Faculty	<ul style="list-style-type: none"> ➤ Using a spreadsheet to perform routine classroom calculations ➤ Entering data, sorting data, summing data ➤ Using average function ➤ Graphing 	4 2 hour sessions in January		Remington Lab
Coordinating Larson's K-2 Math with the Madison Oneida Math project, the new Math Standards and to provide AIS	Larson's Math	K-2 Teachers including Special Ed	<ul style="list-style-type: none"> ➤ Provide an overview of how Larson math coordinates with the math standards and the Madison Oneida math curriculum ➤ Practical suggestions for integration of the 	August		High School Lab

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
			<p>software into the curriculum</p> <ul style="list-style-type: none"> ➤ Utilization of management reports to inform instructional decision making. ➤ Setting up a child's experience with the software to address individual needs 			
<p>Coordinating Larson's K-2 Math with the Madison Oneida Math project, the new Math Standards and to provide AIS</p>	<p>Larson's Math</p>	<p>3-6 Teachers including Special Ed</p>	<ul style="list-style-type: none"> ➤ Provide an overview of how Larson math coordinates with the math standards and the Madison Oneida math curriculum ➤ Practical suggestions for integration of the software into the curriculum ➤ Utilization of 	<p>August</p>		<p>Barringer Lab</p>

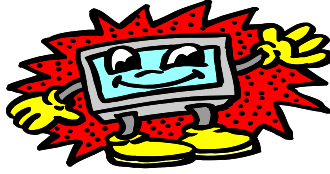
Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
			<p>management reports to inform instructional decision making.</p> <ul style="list-style-type: none"> ➤ Setting up a child's experience with the software to address individual needs 			
Using The Mays-Smith Method to manage your grade book	Access	Elementary Teachers	<ul style="list-style-type: none"> ➤ Provide participants with a developed application to produce grades for the report card. ➤ Teach them how to customize its use to reflect the weighting of their assignments. ➤ Teach them how to produce reports that detail performance on a 	After School in September for 3 Sessions	Marsha Mays-Smith	High School Lab

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
			<p>particular measure for the whole class, individual student reports that detail grades by subject area and type and that generate report card data.</p> <ul style="list-style-type: none"> ➤ Show teachers how to query their grade data ➤ Training will be navigational in nature and will not lead to application development skills. 			
Blogging in the Elementary Schools	Manila	4-6 grade teachers	<ul style="list-style-type: none"> ➤ How to set up, monitor and manage student blogs ➤ Guidelines for introduction into the curriculum. 	September Conference Day	Marsha Mays-Smith 3 hours	
Smart Mobs	Manila	7-12 English	<ul style="list-style-type: none"> ➤ How to set up, 	September	Marsha Mays-	

Topic	Hardware/Software	Audience	Broad Objectives of Training	Schedule	Provider	Location
and Blogging in the JR SR High School		Language Arts, Social Studies and Foreign Language teachers	<ul style="list-style-type: none"> monitor and manage student blogs ➤ Guidelines for integration of blogging into ELA, Social Studies and Foreign Language curriculum and assessment of student projects 	Conference Day	Smith 3 hours	
Orientation to new Student Information System when selected.	Software to be determined.	Varying Constituencies (Secretaries, Administrators)	<ul style="list-style-type: none"> ➤ Provide overview for all and specific training related to job responsibilities for varying constituencies. 	To be determined	To be determined	To be determined

Research-based Technology Programs and Accountability Measures

Administrative staff will be encouraged to reflect on technology integration as part of the APPR process. In addition, to promote cognizance of the level of integration, administrators will be encouraged to occasionally take stock of the status of building conducting technology walk throughs. These walkthroughs will be guided by the document contained on the following page developed for this purpose. Impressions will be shared by administrators with the technology committee as planning is conducted.



TECHWALK

(Points to consider when doing a Technology Walk Through of Your Building)

Technology Access

- Is technology strategically placed?

Engagement

- Are students engaged with the technology?
- Are students engaged with other students in relationship to technology?
- Are students engaged in use of the technology related to the intended instructional purpose?
- Beyond the intended instructional purpose?

Communication

Direction and Balance

Teacher/ Student

Student/ Student

Student/World

Teacher/ World

Hardware/Software Utilization

Work

- Is technology aligned with Instructional Objectives?

Assessment

- Feedback from Software
- Teacher Monitoring of Student Proficiency

Learner Responsiveness

- Learning styles respected?
- Special needs

Knowledge Building (Creativity, Synthesis & Expansion)

- Self Directed learning

NCLB Technology Plan Requirements to be addressed in this section:

- Promotion of curricula and teaching strategies that integrate technology based on a review of relevant research and leading to improvements in academic achievement.
- Accountability measures – a description of the process and accountability that the applicant will use to evaluate the extent to which activities from the program are effective in integrating technology into curricula and increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.

Effective and Integrative Uses of Resources for Educational Technology Infusion

Technology Plan Checklist items to be addressed in this section:

H-1) A description of how the LEA staff will coordinate the technology pursuant to subpart of other grant subfunds available for technology from State and local resources

F) The projected timetable of implementing such plans in schools

G.) The projected cost of technologies to be acquired and related expenses needed to implement such a plan

H-1) A description of how the LEA staff will coordinate the technology pursuant to subpart of other grant subfunds available for technology from State and local resources

Stakeholder & Agency Involvement

NCLB Technology Plan Requirements to be addressed in this section:

Technology Plan Checklist Items to be addressed in this section:

H-2) Description of how the LEA will involve parents, business leaders and community leaders in the development of such plan;

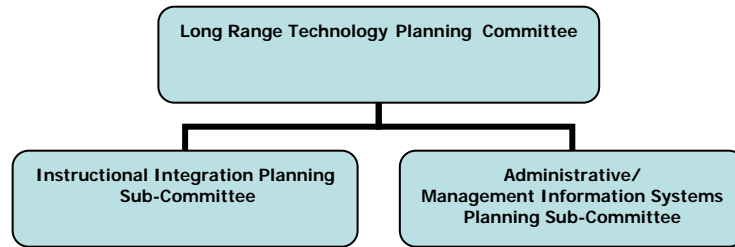
I) Explanation of how public libraries will be included in the planning and implementation of this project

J) Explanation of the involvement of site based teams in the development of the plan.

K) Explanation of how teachers from all participating districts and nonpublic schools have been involved from the earliest stages in the planning, development, implementation and evaluation of the project.

L) Description of how nonpublic schools have been involved in the planning and the provisions of the plan that enables their equitable participation in the project.

Technology Planning Committees



Long Range Technology Planning Committee

Function

This committee functions as a district wide steering committee and is utilized to coordinate all technology activities. The charter of the committee includes ascertaining that the following duties are distributed across committees and personnel:

Planning

- ◆ Preparation of the district Technology plan
- ◆ Professional Development Planning through assessing computer literacy of staff and proposal of training strategy to improve that literacy.
- ◆ Annually assess the inventory, placement and utilization of equipment and develops plan to Refresh, Reuse, Recycle per priorities in the Technology plan.
- ◆ Evaluates emerging technologies (software, hardware, telecommunication etc.) for their relevance to the district.

Supervisory/Coordination

- ◆ Compliance with resolution of work orders is monitored.
- ◆ Staffing solutions necessary for planning
- ◆ Training plan for Sys Ops to develop/enhance skills.is established
- ◆ Evaluates staffing and analyzes the cost effectiveness of staffing alternatives (e.g. utilizing RIC staff where appropriate)

Technology Integration

- ◆ Assesses utilization of technology equipment in the classroom.
- ◆ Participates in Model Schools training/symposiums and works to enhance the level of integration through the delivery of appropriate training opportunities.
- ◆ Models appropriate technology integration practices.

Financial

- ◆ Prepares grant materials to support the technology plan.
- ◆ Identifies funding to support plan.
- ◆ Technology purchase prioritization and coordination with Technology plan

Training

- ◆ Assures that a training plan that incorporates the most cost effective delivery of training opportunities through Model Schools, turnkey training via our own internal staff or the delivery of training by the Technology Coordinator is developed.

System Management

- ◆ Secures and evaluates recommendations for system changes from personnel skilled in system analysis Coordinates the development and implementation of the Acceptable Use Policy (AUP)
- ◆ Works to ensure that a security plan is in place and that development and execution of a system backup plan for all system resources.

Current Membership

District

Robert Service, Superintendent
Marsha Mays-Smith, District Director of PPS

High School

Renee Rudd, Interim Principal
Pat O'Brien, Teacher
Mattie Sagaas, Librarian

Barringer Road Elementary School

Fran Lapaglia, Principal
Teffany White, Teacher
Sue Zaccaria, Teacher

Remington

Jeremy Rich, Principal
Margaret Haggerty
Charles Maxson

District

BOCES

Fran Brewer, Model Schools

Community /BOE

Tom Golden, Remington Arms and BOE
Vince Durant, BOE

Parents

Karen Fogerty

Instructional Integration Sub-Committee

Function

This committee will be chaired by an instructional leader and will be staffed with teacher representatives from elementary education, each of the content areas at the secondary level, and a special education teacher. The primary function of this committee will be to address the Orientation of Staff to Technology Concerns, Integration and Teaching Practice aspects of the district technology plan.

This committee will be staffed in January, 2003 and will meet routinely by March, 2003.

District Administration/Management Information Systems Sub-Committee

Function

This committee will be chaired by a technical or business leader and will be staffed with representatives from the business office, System Operators and will call upon occasional support from BOCES technical staff. The primary function of this committee will be to address the Management of technology Resources, Needs Assessment and Optimal Use aspects of the technology plan.

This committee will be staffed in January, 2003 and will meet routinely by March, 2003.

Technology Coordinator Job Description

Title: Technology Coordinator

Reports to: Superintendent

Broad Functions: To assist the Superintendent substantially and effectively in the task of providing leadership in developing, achieving and maintaining technological systems that provide for technological integration in the classroom and support the district's information systems requirements.

Performance Responsibilities: (Include but are not limited to the following)

Planning

- ✚ Prepares district Technology plan after collaboration with committee
- ✚ Participates in Professional Development Planning through submission of assessment of computer literacy of staff and proposal of training strategy to improve that literacy.
- ✚ Annually assesses the inventory, placement and utilization of equipment and develops plan to Refresh, Reuse, Recycle per priorities in the Technology plan.
- ✚ Evaluates emerging technologies (software, hardware, telecommunication etc.) for their relevance to the district.

Supervisory/Coordination

- ✚ Assigns priority to work orders and distributes to staff.
- ✚ Preparation of bi-weekly report for administrative cabinet that details status, responsible staff and priority of work orders.
- ✚ Preparation of monthly newsletter highlighting activity from committees, status of installations, and training opportunities.
- ✚ Monitors compliance with resolution of work orders.
- ✚ Prepare job descriptions and performance evaluations of all technology staff.
- ✚ Establishes training plan for Sys Ops to develop/enhance skills.

- ✦ Evaluates staffing and analyzes the cost effectiveness of staffing alternatives (e.g. utilizing RIC staff where appropriate)
- ✦ Serve as chair on district wide technology planning committee.

Technology Trouble shooting

- ❑ Address all concerns not promptly addressed by the Technology Support staff keeping users informed of the status of their concern.

Technology Integration

- ❑ Assesses utilization of technology equipment in the classroom.
- ❑ Participates in Model Schools training/symposiums and works to enhance the level of integration through the delivery of appropriate training opportunities.
- ❑ Models appropriate technology integration practices.

Financial

- ❑ Prepares grant materials to support the technology plan.
- ❑ Monitors departmental budget.
- ❑ Technology purchase prioritization and coordination with Technology plan

Training

- ❑ Coordinates a training plan that incorporates the most cost effective delivery of training opportunities through Model Schools, turnkey training via our own internal staff or the delivery of training by the Technology Coordinator.

Executive Information Analysis

- ❑ Assists with preparation of reports from a variety of systems to support the Superintendents needs.

System Management

- ❑ Perform system analysis functions seeking opportunities to coordinate systems to alleviate duplication in data collection, migrate data between systems and assures that systems work in concert with one another to meet the information al and instructional management needs of the organization.

- ❑ Coordinates the development and implementation of the Acceptable Use Policy (AUP)
- ❑ Responsible for system security plan.
- ❑ Responsible for the development and execution of a system backup plan for all system resources.

Curriculum Integration Plan

Scope and Sequence

UNIVERSAL PRE-K

GOAL:

The classroom teacher will introduce UPK students to the computer through use to practice letter and emergent reader skills, mathematics concepts

OBJECTIVE:

1. Students will use computers to practice letter and word recognition skills.
2. Students will use software that assists with shape, size and color discrimination.
3. Students will use software to explore cause and effect relationships.

KINDERGARTEN

GOAL:

The classroom teacher will introduce UPK students to the computer through use to practice letter and emergent reader skills, mathematics concepts

OBJECTIVE:

1. Students will use computers to practice letter and word recognition skills.
2. Students will use software that assists with shape, size and color discrimination.
3. Students will use software to explore cause and effect relationships.
4. Students will use software to develop phonemic awareness.
5. Students will use software to create drawings.
6. Students will utilize word processing software to pair pictures and words.
7. Students will utilize computers to support mathematical instruction in addition and subtraction.

FIRST GRADE

GOAL:

Students will become familiar with the names of the components of a computer system and the processes necessary to select software and save their work.

OBJECTIVE:

1. Students will be able to find letters and numbers on a keyboard.
 2. Students will use a mouse to point at and select items..
 3. Students will use technology to support their early emergent and emergent ELA skills.
 4. Students will improve their directional knowledge (left/right)
 5. Students will observe models as they access the internet and will direct the user to make selections.
 6. Students will utilize computers to support mathematical instruction in addition and subtraction
-

SECOND GRADE:

GOAL:

Students will use computers to enrich, reinforce and supplement the curriculum.

OBJECTIVE:

1. Students will publish stories and projects in conjunction with the content area curriculum..
 2. Students will use software (Accelerated Reader, Earobics, etc.) to increase their appreciation of supplementary literature and to assess their reading skills.
 3. Students will utilize technology to reinforce classroom reading and math concepts.
 4. Students will learn to log on and off of the network.
 5. Students will use a mouse to start and quit programs.
-

THIRD GRADE:

GOAL:

Students will use computers to enrich, reinforce and supplement the curriculum.

OBJECTIVE:

1. Students will publish stories and projects in conjunction with the content area curriculum..
2. Students will use software (Accelerated Reader, Earobics, etc.) to increase their appreciation of supplementary literature and to assess their reading skills.
3. Students will utilize technology to reinforce classroom reading and math concepts

FOURTH GRADE - EIGHTH GRADE

GOAL:

Students will become more technology fluent and competent and will select from an array of available technologies to support their academic achievement.

OBJECTIVES:

1. Students will master input technologies (keyboard, mouse, voice)
2. Students will have planned library media center projects where they will utilize internet, scanning, digital photography and other research technologies to complete cross curricula projects.
3. Students will develop keyboarding skills
4. Students will develop word processing skills including formatting.
5. Students will create presentations that include graphs.
6. Students will produce a spreadsheet.

Fifth Grade:

NINTH GRADE - TWELFTH GRADE

GOAL:

Students will become independent users of technologies and will refine their use based upon their academic plans.

OBJECTIVE:

1. Students will access, generate, process and transfer information using appropriate technologies.
2. Students will produce final products of written assignments using a word processor.
3. Students will access information via the internet and library technologies demonstrating mastery of searching techniques and advanced searching techniques using Boolean logic.
4. Students will be proficient with the desktop publishing process and related technologies (scanner, photo editing, digital cameras.)
5. Students will be proficient in the use of electronic devices including thesauruses, dictionaries and graphing calculators.

Technology Use Survey



Ilion Central School District
Spring, 2005

Survey conducted by
Long Range Technology Planning Committee

Data summarized by
Marsha L. Mays-Smith, District Director of Pupil Personnel Services

Acceptable Use Policy

Hardware Acquisition Plan

Inventory by School

The Ilion Central School District is committed to providing equitable opportunities for exposure to and training in a variety of technology applications and information literacy competencies. As such, this planning and curriculum document was developed to accomplish the following for grades K-6:

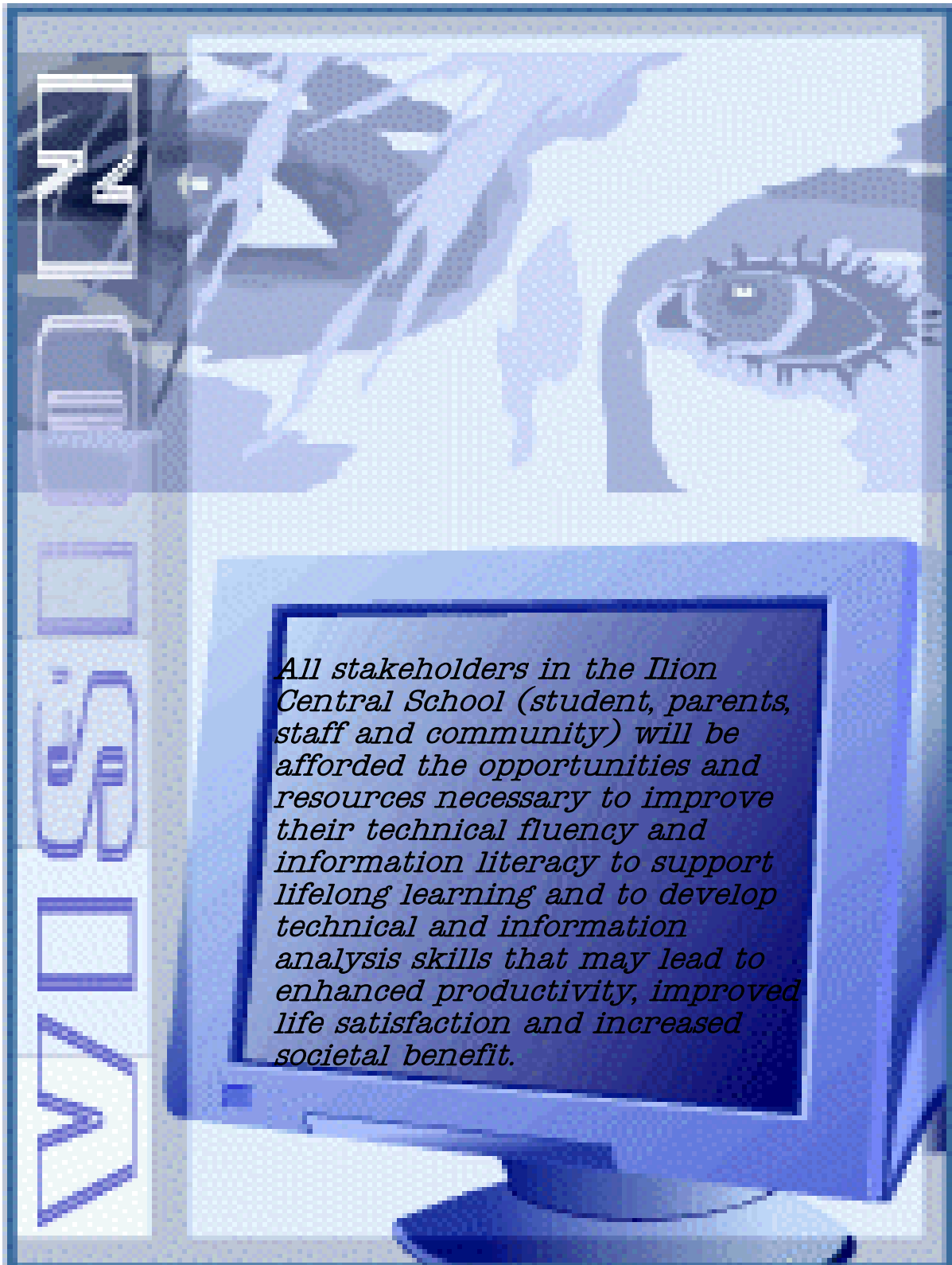
- To develop a set of foundational technology, media and information literacy competencies for each grade level
- To assure that these competencies reflect the expectations raised for technology by the New York State Education Department as described in the Math, Science and Technology Standards and/or to assure that these competencies also tie to a national standard as represented by the ISTE NETS performance indicators. Further, the competencies are tied to the Leatherstocking standards for Library Media Services which are tied to NYS English Language Arts standards.
- To assure that the plans are reflective of the district vision statement for technology use and the directives that support that vision statement
- To connect teachers with concrete learning experience plans that assist them with **integrating technology** into other content areas.
- To promote equity of opportunity to access and utilize technology for all students in the district.
- To determine a model of delivery utilizing current staffing and that can be accommodated in the master schedule

History of Planning

In 1999, the Ilion Central School District initiated a \$32 million dollar building project to enhance facilities at all three of the district schools. Technology planning was conducted as a component of the feasibility study by the architects James Jordan Associates. In hind sight, as the building project nears completion, it is clear the planning conducted was inadequate in its projection of the district's needs. Significant omissions in infrastructure have compromised the implementation of the district's previous technology plan.

The district views technology integration as a critical component of Comprehensive District Educational Planning and has reconvened and augmented multi-disciplinary curriculum and technology committees to address planning and implementation of corrective and proactive solutions to align our plan with the outcomes that we desire for our students, parents, faculty and community.

Vision





Vision Statements for Technology Use

Management of technology resources will occur to insure their availability and accessibility to students, the staff and the community. Appropriate technology tools will be readily accessible to meet most, if not all, of student and staff needs in the majority of classrooms and offices.

Orientation of staff to technology concerns will occur through staff development, committee participation and improved communication practices. Professional development will be aligned with the introduction of new technology. Staff development opportunities will be available and participation in training will be encouraged and monitored.

Needs Assessment will be on-going and incorporated into the plan to reflect changing and evolving requirements. Financial planning will occur to sustain the plan. Grant opportunities that support identified needs will be pursued.

Integration practices will be developed, applied and evaluated for their effectiveness on student learning.

Teaching practices that evidence a balance between traditional instruction and facilitation will be encouraged. The application of technology to real world problems will be embedded in curricula. Teachers will develop and maintain a student assessment database and reflect upon the implications of the data on their teaching practices.

Optimal use and informational yield of all resources will be considered.

Revaluation will occur on an annual basis. Staff students and community will be kept well informed about and involved in implementing and evaluating components of the plan.

Organization of the Guide

As technology is ever in flux, the curriculum portion of this document was developed as a Microsoft Access database application to afford easy modification and reorganization as priorities shift and new applications are considered. Tables were developed for Standards and Performance Indicators. A local list of competencies was developed, assigned to grade level and tied to the standards. Competencies are grouped into the following clusters:

- Academic Support
- Application Manipulation
- Calculator Skills
- Communication
- Computer Hardware and Software Awareness
- Desktop Manipulation
- Desktop Publishing
- File Management
- Graphing
- Information Systems
- Keyboard Skills
- Mouse Manipulation
- Network Utilization
- Paint, Draw and Graphics
- Presentation
- Research Skills
- Social, Ethical & Human Issues Related to Technology Use
- Spreadsheet
- Word Processing

In keeping with the format that is being utilized with other curriculum documents in the district, all competencies are assigned to an Introduction Cycle and an Assessment Cycle. Competencies may be reflected in more than one grade level as appropriate.

Hardware Description

The new labs will be equipped with 1 teacher station and 25-28 student stations. The teacher station will have a tablet, remotes for ceiling mounted projector and screen and A/V ports. An ELMO will also be positioned at the teacher station. The student station will have DELL computers with flat panel monitors, and DVD and CD ROM drives.

Philosophy of Use

The use of technology should, of course, be integrated into the classroom as much as possible but we learned that placement of a computer in a classroom alone does not promote its use. We have discovered that significant barriers to integration lie in the development of a core set of explicitly taught competencies. All students access will be immediately enhanced by scheduled hands-on opportunities that will address the grade level competencies.

This should not be interpreted that the district is not committed to technology integration. Rather, we believe that teachers must be supported as they move along the continuum of technology use to independently and appropriately integrate its use. Both teachers and students must be prepared to master the technology as a step along the way to implementing its use as they engage in critical thinking about how it can be engaged creatively and analytically to solve problems, enhance communication and communicate ideas.

Model of Delivery

A plan to address the barriers described in the Access section was developed. Staffing and scheduling were addressed.

Staffing

Technology and Information Specialists

The libraries at both elementary schools are staffed with professionals that are experienced in the classroom and that are well versed in technology and information literacy. These professionals, who will now be referred to as Technology and Information Specialists, will plan lessons to address the competencies established in this guide. They will both serve as specialists who plan for and develop the common foundation for all students and who work in tandem with classroom teachers to promote enhanced technology and information literacy integration.

Classroom Teacher

Classroom Teachers will participate in a minimum of 30 minutes of scheduled lab time and will be held to increasingly higher standards for integration over the next three years.

Lab Monitor

The district currently employs System Operators at both elementary schools. They assist with supporting the network on a part-time basis and perform clerical and classroom aide functions for the balance of the time. The role of the Sys Op will be expanded to include supporting student use in the lab. The lab schedule will afford some free periods when teachers can send students down or bring their class down for additional time. The lab monitor will perform a variety of duties including assisting with the following:

- communicate with technicians regarding malfunctioning equipment or network concerns
- perform network management functions including assigning passwords
- routine maintenance of equipment
- monitoring student use
- assessing student proficiency via competency checklists
- generating progress reports from software

Library Clerk

The Library Clerks will support information literacy development through addressing competencies as directed by the Technology and Information Specialists.

Scheduling

The existing master schedule includes a 30 minute Library/Information Literacy period. It is treated as a special and classroom teachers do not participate in the experience with their children. At the suggestion and behest of the teachers preparing this guide, an alternative approach to this experience was proposed. With the support of the superintendent and principals, this period will be expanded to 1 hour and a computer lab experience will be incorporated to address the competencies. Teachers will be required to participate in 30 minutes of this experience and will continue to have the other 30 minutes for planning purposes. The benefits of this approach were perceived to be the following:

- Teachers can learn along side their students. Dr. Alan November indicated in Empowering Students with Technology, "At the top of my list of letting go is the idea that teachers must learn new skills before the students. It would be folly to take advantage of how fast students can learn technical skills and how willing they are to be helpful.." (p. 38)
- Technology use will be demystified. Commensurate with Dr. Alan November's philosophy as expressed in Empowering Students With Technology "Teachers do not need a lot of technical skills. Teachers need an ability to manage the use of many technologies in the classroom without having to know the technical details."
- A routine opportunity for collaboration between classroom teacher and the Technology and Information Specialists will likely promote staff development and enhance integration.

Network Site License Software

Product Name	Software Description	LICENSE	NOTES
Accelerated Reader	Reading Skills	NETWORK SITE LICENSE	Available on all computers
<p>Helps students pay careful attention to books. Helps guide students to appropriate books.</p>			
Curious George Learns Phonics	Phonics software	NETWORK SITE LICENSE	Available on all computers
Earobics1	Reading	NETWORK SITE LICENSE	Available on all computers in primary grades
<p>Use to increase reading speed and comprehension through phonological awareness. Teaches students strategies for decoding unfamiliar words and determining meaning. Produces progress monitoring records. For ages 4 to 7. Stresses phonological awareness and processing skills such as syllables and sound blending, segmenting, rhyming and sound discrimination, 6 interactive games with over 300 levels of play. Systematically teaches the critical phonological awareness, auditory processing and introductory phonics skills required for learning to read and spell.</p>			
Earobics2	Reading	NETWORK SITE LICENSE	Available on computers K-3
<p>Reading software for ages seven to ten. Includes insertion, deletion and substitution of sounds to make new words, as well as more advanced phonics skills and oral language processing skills. 5 games with nearly 600 levels of play.</p>			

Product Name	Software Description	LICENSE	NOTES
Graph Club	Charts/Graphs	NETWORK SITE LICENSE	Available on all computers

Create picture, bar, circle and line graphs, plus tables. Reproducible assessment tools including rubrics, checklists and sample graphs. Can graph up to 12 categories with a scale of up to 1000. Built in tutorial.

GroupWise	Email	NETWORK SITE LICENSE	
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Leap Into Phonics	Reading program	NETWORK SITE LICENSE	Available on all computers
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Used to build a strong phonics foundation for beginning readers. Emphasizes phonemic awareness and phonics for beginning learners. Through 26 activities, students begin to understand the relationship between sounds, letters and words. The software focuses on eight areas of phonemic awareness and phonics: Environmental sounds, Nursery Rhymes; Rhyming and Auditory Memory, Hearing Syllables in Words; Hearing Beginning, Middle and Ending Sounds; Alphabet Letter Sounds and Formation, Substituting Beginning, Middle and End Sounds; Blending Sounds to Make Words. Provides Student progress reports.

Mavis Beacon Teaches Typing for Kids	Keyboard skills	NETWORK SITE LICENSE	Available on all computers
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Microsoft Suite	Works, Excel, Access, PowerPoint, Publisher	NETWORK SITE LICENSE	Available on all computers
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Product Name	Software Description	LICENSE	NOTES
OPAC	Library	NETWORK SITE LICENSE	
Open Court Phonics	Reading Software	NETWORK SITE LICENSE	Available on all computers
Skills Bank Cornerstone		NETWORK SITE LICENSE	Available on all computers
Star Math Student	Math program	NETWORK SITE LICENSE	Available on all computers
Star Reading Student	Reading Software	NETWORK SITE LICENSE	Available on all computers
Timeliner	Creating timelines	NETWORK SITE LICENSE	Available on all computers

Visually organizes information on a time line or number line.

Product Name	Software Description	LICENSE	NOTES
Ultimate Writing/Creativity	Writing software	NETWORK SITE LICENSE	Available on all computers

Child friendly word processor and desktop publishing software

Wiggle Works	Reading Software	NETWORK SITE LICENSE	Available on all computers in primary grades
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Provides leveled reading practice.
Friday, December 17th, 2005

Page 4 of 4

Academic and Behavioral Expectations

Competencies by Grade Level

Excerpt faxed

Competencies Clustered and Linked To Standards

Excerpt faxed

Staff Development

Professional Development: A Generalist Approach to Technology Integration

Regardless of plan or protocol, content area or grade level, the integration of technology into the curriculum demands that appropriate professional development be made available for instructors and that the school's philosophy of education supports the enhancements that technology can provide. These components are crucial if teachers are to effectively provide technology-based instruction.

Teachers should be trained in both the "technical" and the "instructional"; only through a careful combination of the two will the classroom environment come together for enduring learning. Learning to use a computer is certainly important, and integration usually will not occur without that knowledge. However, teachers might not develop their capacities to integrate technology if their professional development opportunities cover only operational skill training and are conducted in an environment unrelated to curricular application.

While technological skills can be taught within the context of instructional outcomes, a number of strategies for professional development are evident, but contingent on curricular alignment. Technological expectations and curriculum design must be in sync for effectiveness: "Not all lessons or teaching styles fit all schools. Likewise, not all technology strategies are compatible with all schools' approaches to teaching and learning. As with all school programs, technology choices should match the school's philosophy" (Britto, Fish & Throckmorton, 2002, p.104). And, of course, the school's philosophy should match the overall learning environment.

Classrooms in public and independent schools will most likely vary in the pedagogy employed. The type of learning environment will in many ways dictate the extent technology can be integrated into the classroom; in addition, technology itself will ultimately drive teaching approaches: "When this new environment emerges and students are no longer simply the recipients of the broadcast delivery of centrally held knowledge, the result is a paradigm shift in the role of content, teaching, and learning" (Britto, Fish & Throckmorton, 2002, p.109). The implications for professional development are obvious.

Traditional learning environments must be replaced with new learning environments that are student-centered, multisensory, multimedia, collaborative and authentic. Teaching should be designed to focus on critical thinking and inquiry-based learning. Each of these areas are challenging *without* the utilization of technology. Schools must assess where they register with teacher effectiveness in designing such classroom environments. Designing professional development, then, would combine these pedagogical approaches with technological integration that would prove dynamic and efficient.

Ultimately, teachers need to be trained to teach for understanding, for enduring learning. Grant Wiggins states that understanding is not just about coverage of knowledge...but about “uncoverage”—being introduced to new ideas and being asked to think more deeply and more carefully about facts, ideas, experiences, and theories previously encountered and learned (Wiggins, 1998). Again, this alone provides a conceptual framework for an extensive program for training teachers about lesson plans and assessment designs. However, technology integration elevates this learning focus in a substantial, meaningful way.

Modern learning psychology describes three areas of evidence as related to teaching and learning (Sherman & Kurshan, 2004-2005). First, preconceptions influence all learning. Second, understanding comes from knowing facts and principles. And third, metacognition is essential for understanding. As for addressing preconceptions in the learning process, teachers can be trained to engage concept mapping tools in order for students to witness misconceptions and actually correct them. They can also be exposed to technology-assisted learning tools which simulate intellectual challenges and “through which students can confront the inconsistencies between the knowledge they have and the new knowledge in a lesson” (Sherman & Kurshan, 2004-2005, p.8).

As for understanding facts and principles, these points must be “fused” in a way that allows for clear organization. Teachers must learn to teach students how to develop conceptual frameworks to organize content knowledge. Computer-based programs (graphic organizers) can be introduced to teachers that can ultimately help their students develop broad organizational networks. Finally, “thinking strategies” associated with metacognition can be enhanced through utilizing technology: “With the simulations, students develop problem-solving skills as they form hypotheses, manipulate variables, generate and collect data, analyze relationships, and draw conclusions” (Sherman & Kurshan, 2004-2005, p.10). The advantage of a well-designed constructivist approach to learning is the opportunity to make very direct—purposeful—decisions regarding technology-based teaching.

In the article by Hannah Nudell entitled “Time to Experiment: The Role of Professional Development” from Learning & Leading with Technology, three components of an effective program are discussed and apply to the previously discussed notion of mixing strong educational theory with appropriate educational technology.

First, teachers must be treated as active learners. Direct teachers to create or revise a unit plan that incorporates technology: “The process of adding this new element (technology integration) into a familiar activity (writing curriculum) created a context for learning in which teachers could gradually test the opportunities technology might offer their students, while also creating something of immediate relevance and value to them (a revised and improved unit plan)” (Nudell, 2004-2005, p.52).

Second, collaborative opportunities must be provided. Having teachers develop unit plans in small groups for immediate and safe feedback increases motivation and

sustained work and support. In our model of delivery, placing a planning period following the lab experience provides fodder for developing technology infused learning experiences.

Finally, extended time is crucial. The key to a successful program is exploration defined as "...engaging in an activity simply for the pleasure of achieving mastery, free of any immediate expectation to perform or produce anything for an audience...allows them to experiment with meaningful technology integration in the context of project-based pedagogy" (Nudell, 2004-2005, p.51).

Of course, the International Society for Technology in Education (NSTE) provides national technology standards for teachers at www.iste.org. Professional development could at times focus its attention on the alignment of library, media and information literacy standards.

In conclusion, to meet the outcomes for the library and information literacy program in relation to technology, teacher training must simultaneously develop pedagogical skills embedded in the school's learning philosophy and technological skills to enhance curricular goals in ways that increase student achievement. State and international standards offer needed and notable frameworks for developing sound technology plans.

The Ilion Central School District is committed to the integration of technology into our curriculum. We plan to dedicate the resources needed to move our teaching staff along the continuum of technology use from entry, to adoption, to adaptation, to appropriation and ultimately to innovation as they work to facilitate the growth of our students. Like many districts, our teachers have skills that place them at varying places along the spectrum from navigational use to proficient integration. As such our staff development will take a variety of forms. In 2004-05, we will continue to promote participation in Model Schools training available through the BOCES consortium. We will also offer 20 minute learning academies after school twice a month that isolate brief topics that we believe will make training more palatable to reluctant teachers

Evaluation of Technology

Assessment of Competency

Insert Later – Under Development

Assessing Impact on Student Achievement

Evaluating educational technology programs can be a challenging endeavor. As more and more states, districts, and schools develop technology plans to ensure that technology will be used effectively to benefit student learning and achievement, the need to understand technology's impact on improving student achievement will become even greater. Furthermore, the funding that states and districts receive to implement components of technology plans often requires some type of evaluation. The question thus becomes, how do you evaluate educational technology programs that vary in:

1. the types of students they serve
2. the curriculum areas in which teachers use technology, and
3. the type of technology itself?

Think about the questions that you would like to have answered about your technology program. First, what evidence would you need to have to answer your questions? What evidence will others be looking for? Examples of evidence might include:

1. Improvement (or lack of improvement) in test scores
2. Information on quality and quantity of professional development
3. Data on numbers of computers and Internet connections
4. Information on student use (e.g., types, amount, what technology is used for and in what subjects)

The national technology goals are as follows:

1. All teachers in the nation will have the training and support they need to help students learn using computers and the information superhighway;
2. All teachers and students will have modern multimedia computers in their classrooms;

3. Every classroom will be connected to the information superhighway; and
4. Effective and engaging software and online resources will be an integral part of every school's curriculum.

The ultimate goal of many technology programs is to increase various aspects of student achievement and, in some cases, teacher performance. For instance, a district may want to use technology to improve the quality of student writing. However, there are steps that must occur before determining whether the use of technology has improved student writing. There must be (a) enough technology available to make a difference, (b) teachers adequately trained to use that technology, and (c) integration of technology into the curriculum and classroom activities. In this case, the outcome is improved student writing through the availability of technology, professional development, and curriculum integration.

Professional Development	All teachers will have the training they need to help students learn using computers and the Internet.
Availability of Technology	All teachers and students will have modern multimedia computers in their classrooms.
Curriculum Integration	Teachers will use and view technology (e.g., effective and engaging software and online resources) as an integral part of the curriculum and daily classroom activities.
Outcome	
Reading and Writing	Student reading and writing will significantly improve.
Computer Literacy	Both teachers and students will display increased computer literacy.

Professional Development

Increasing numbers of teachers will be trained to integrate technology into their teaching.

Teachers will learn how to integrate technology into their teaching.

Availability of Technology

Teacher:computer and student:computer ratios will steadily decline.

Students will actively use computers for projects and assignments.

Curriculum Integration

Technology will increasingly be incorporated into the curriculum in all subject areas.

An increasing percentage of teacher lessons will incorporate technology.

Outcome

Reading and Writing

Students will produce reports and presentations that teachers judge to be of higher quality.

Students will display increasingly higher performance on tests assessing reading ability.

Computer Literacy

Both teachers and students will display increased computer literacy.

Goals	Indicators	Benchmarks	Measures
Professional Development	Increasing numbers of teachers will be trained to integrate technology into their teaching. Teachers will learn how to integrate technology into their teaching.	By the end of the school year, 50 percent of teachers will have had technology training. After training, teachers will be able to devise at least three examples of how technology could be integrated into their lessons.	Number and percent of teachers requesting and receiving training by type of training Lesson plans produced at professional development activities Teacher responses from professional development survey
Availability of Technology	Teacher:computer and student: computer ratios will steadily decline. Students will actively use computers for projects and assignments.	By next year, teacher: computer and student: computer ratios school-wide (counting all computers) will be 4:1 and 6:1. All students will use computers at school at least 4 hours per week.	Teacher:computer ratios Student:computer ratios Percent of students who use computers at least four hours per week at school
Curriculum Integration	Technology will increasingly be incorporated into the curriculum in all subject areas. An increasing percentage of teacher lessons will incorporate technology.	In two years, English, science, and social studies curricula will have at least 25 percent of lessons incorporating technology. All trained teachers will have at least 25 percent of lessons incorporating technology.	By subject area, the percentage and frequency of lessons included in the curriculum that incorporate technology From classroom observations, the percentage of teacher lessons that incorporate technology Percentage of lesson plans that incorporate technology.
Outcome			
Reading and Writing	Students will produce reports and presentations that teachers judge to be of higher quality.	Within two years, student grades on reports and presentations will increase, on average, by 10 points	Student letter or numerical grades on reports and presentations

Computer Literacy	<p>Students will display increasingly higher performance on tests assessing reading ability.</p> <p>Both teachers and students will display increased computer literacy.</p>	<p>or one letter grade.</p> <p>Within two years, student scores on the reading portion of standardized tests (e.g., ITBS, CAT) will increase by 10 percent.</p> <p>After one year, at least 75 percent of teachers and students will display at least an intermediate level of computer literacy.</p>	<p>Student standardized test scores</p> <p>Student and teacher self-report of computer literacy</p> <p>Student and teacher results from a skills test requiring performance of various tasks on a computer.</p>
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Policies for Review of Plan

Policy for Annual Review of Project Enter Guide

Insert Later – Under Development

Policy for Hardware Needs Assessment & Purchasing

Insert Later – Under Development

Policy for Software Review and Purchasing

Software Review Calendar for 2004-05

Month(s)	Tasks
September – January	Technology committee solicits input from staff regarding software needs. Software Recommendation Forms are solicited and processed per steps in <i>Flowchart of Procedure for Major Software Purchases</i>
February	Technology Committees complete review of products and submit ranked Software Recommendation forms to Superintendent by February 28 th for inclusion in Superintendent's Cabinet agenda in March.
March	Superintendent's cabinet discusses priorities for purchase based upon district planning and priorities established by technology committee. Superintendent and cabinet review requests as presented by principals and/or committee members. Cabinet prepares a ranked purchasing list identifying funding sources. Technology Committees are notified of ranked purchasing list.
April	Purchasing is initiated per the ranked list.
May	Installation and implementation are planned. BOCES staff publish an installation calendar. Professional development needs are identified and a calendar for professional development is established.
June	Any remaining software aid is spent down from prioritized lists. District Director of PPS considers if additional software can be included in grants and requests additional scientifically based research to support recommendation.
July	Installation is completed for all new products. Training calendar is published including Model Schools calendar.
August	New software is available for staff use.

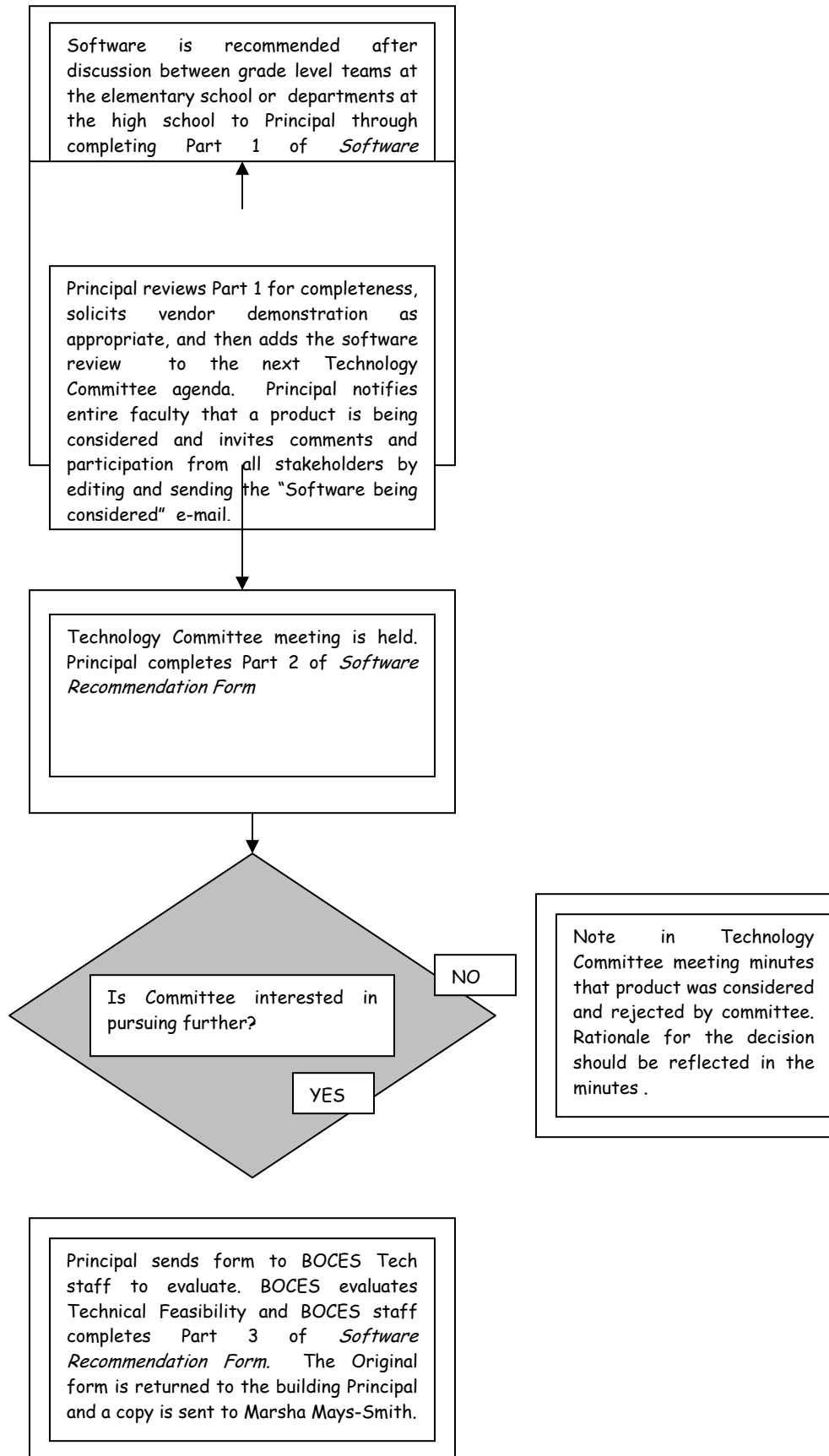
Software is embedded into Technology Curriculum document. New software orientation and technology integration training are delivered.

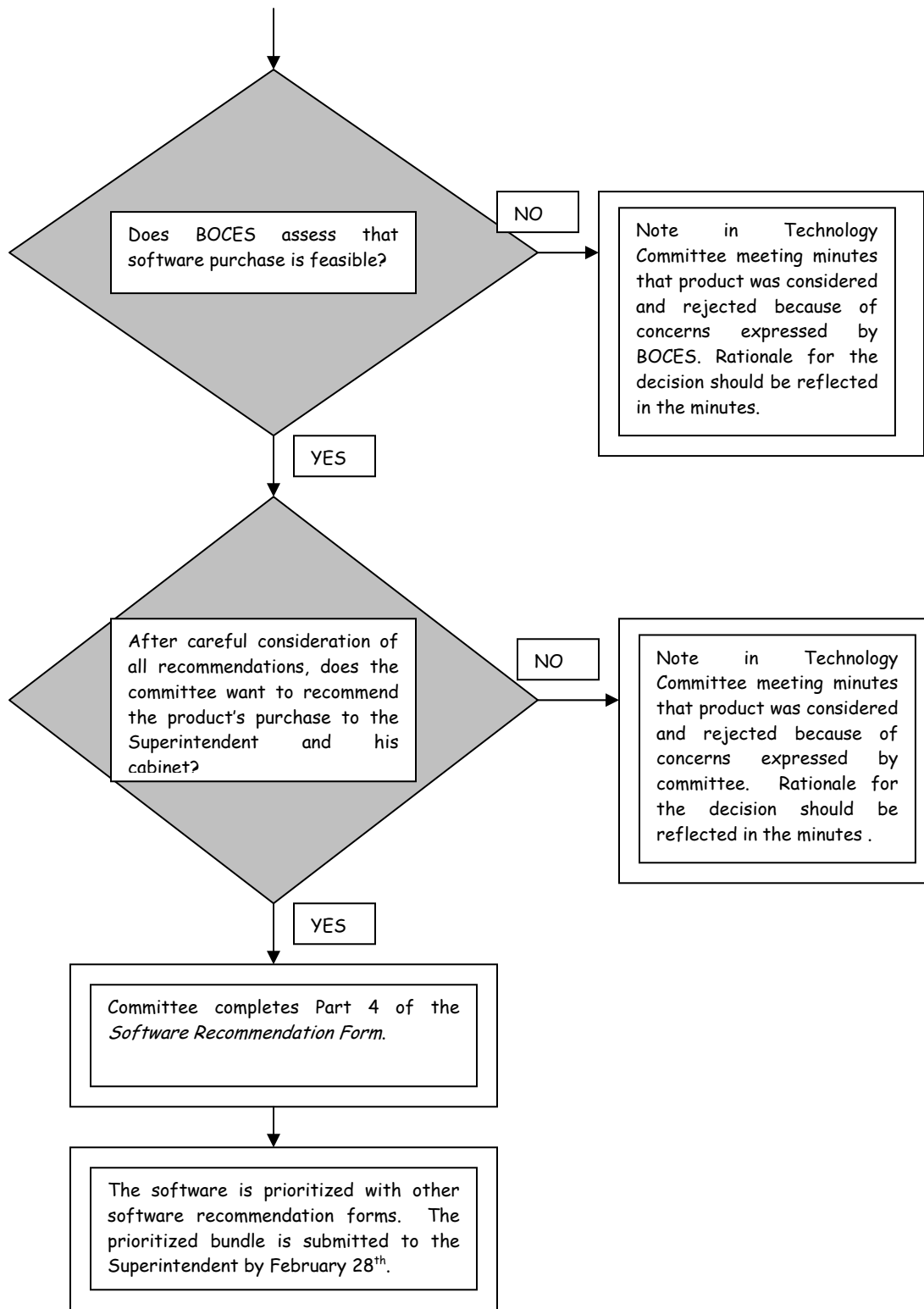
Software Review Calendar for 2005-06 and subsequent years

Month(s)	Tasks
September – December	Technology committee solicits input from staff regarding software needs. Software Recommendation Forms are solicited and processed per steps in <i>Flowchart of Procedure for Major Software Purchases</i>
January	Technology Committees complete review of products and submit ranked Software Recommendation forms to Superintendent by January 30th for inclusion in Superintendent's Cabinet agenda in March.
February	Superintendent's cabinet discusses priorities for purchase based upon district planning and priorities established by technology committee. Superintendent and cabinet review requests as presented by principals and/or committee members. Cabinet prepares a ranked purchasing list identifying funding sources. Technology Committees are notified of ranked purchasing list.
May	Purchasing is initiated per the ranked list pending budget vote. Installation and implementation are planned. BOCES staff publish an installation calendar. Professional development needs are identified and a calendar for professional development is established.
June	Any remaining software aid is spent down from prioritized lists. District Director of PPS considers if additional software can be included in grants and requests additional scientifically based research to support recommendation.
July	Installation is completed for all new products. Training calendar is published including Model Schools calendar.
August	New software is available for staff use. Software is embedded into Technology Curriculum document. New software

orientation and technology integration training are delivered.

Flowchart of Procedure for Major Software Purchases





Ilion Central School District

Software Recommendation Form

PART 1 (To be completed by person or persons recommending the software)

Software Recommendation:

Product Title: _____

Publisher: _____ Estimated Cost: \$

Content Area(s), Grades and schools software is intended for:

Reading (Fluency, Vocabulary Comprehension Phonics Phonemic Awareness)

Writing Spelling Mathematics Science Social Studies Music Art

Other _____

Grade levels intended for: PK K 1 2 3 4 5 6 7 8 9 10 11 12

School: Barringer Road Elementary Remington Elementary Jr Sr High School

Description of Product:

Rationale for purchase including description of how software will be used:

as necessary)

(Attach additional sheets

Web based product is recommended and initial quote is attached

Available in Network Version and initial quote is attached

Available in Single User Version Only and initial quote is attached

Research:

Product was researched through Model Schools web site.

Contacted other schools who use it. Schools:

Visited other schools who use it. Schools:

Researched through software review databases or literature Source(s):

Scientifically based research attached (Required for purchase with some grant funds)

Sales Contact Information:

Company: _____

Salesman: _____

Address: _____

Sales Phone Number: _____

Sales Fax Number: _____

- Demo Available and will be brought to next meeting
- Demo available on-line at (insert web address) _____
- Investment is over \$1000 so salesman should be invited to provide demonstration at upcoming meeting

Recommended by: _____

Date:

Signature(s) of grade level teachers or department chair:

Date Original submitted to Building Principal and copy sent to Director of PPS:

PART 2 (To be completed by Principal serving as Technology Committee Chairperson)

Date Software Review to be included in the agenda: _____

Date Faculty emailed that software has been recommended and reminded of committee members that they may contact with questions or information useful for decision making: _____

Outcome of Group Consideration:

- Majority consensus to have BOCES consider feasibility of implementation
Date Form sent to BOCES personnel for assessment of feasibility: _____

- Postpone decision until _____

- Technology committee decided that product does not warrant further consideration.

PART 3 (To be completed by BOCES Staff)

- The software described in the preceeding can be installed or utilized using current district technology
- The software will require an upgrade to current technology(including infrastructure) at an approximate cost of \$_____ and detailed in the attached.
- The committee should reconsider their choice because:

Signature of BOCES evaluator _____

Date Form completed and returned to principal with copy to Marsha Mays-Smith _____

PART 4 (To be Completed by Technology Committee)

- The committee has considered the information provided and would like to recommend this product to the Superintendent's Cabinet for consideration of purchase.
- Committee Signatures:

Date of Signature(s): _____

Description of Attachments:
