



*Orange Unified School District*

# ED TECH PLAN REVISION PROCESS\*\*

*September 2013*

\*\*Modified from the original version presented Dana Greenspan, CTAP Specialist at the Ventura County Office of Education, Steve Hillery, Coordinator of Educational Technology Services, at the Santa Barbara County Education Office, Jenny Thomas, Project Specialist, CTAP Region 10, and Doris Stephen, Education Programs Consultant at CDE on September 11, 2013.

September - October, 2013



# Ed Tech Plan Criteria

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## Plan sections include:

1. Plan Duration
2. Stakeholders
3. Curriculum
4. Professional Development
5. Infrastructure, Hardware, Software, Technical Support
6. Funding and Budget
7. Monitoring and Evaluation
8. Adult Literacy
9. Research

# Your input is important to our process

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- Review the Technology Plan
  - ▣ Located on eClassroom
- Give Input on [Technology Plan Google Form](#)
  - ▣ Link will be sent in an email
- Please give your input by [Friday, October 4<sup>th</sup>](#)
- Our Timeline
  - ▣ Plan to OCDE for review end of October
  - ▣ Plan to Board on December 12
  - ▣ Plan to CDE January 2013



# Section 1 Plan Duration

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- Three year plan
- July 1, 2014 - June 30, 2017



## *Section 2: STAKEHOLDERS*

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- Describes each group solicited to serve as stakeholders: curriculum experts, information technology staff, administrators, teachers, students, parents, non-profits, businesses, and/or others
- Involved in plan development
  - ▣ contributed ideas, reviewed drafts, etc.
- Involved in plan implementation
  - ▣ review progress, advise, oversight, etc.



## Section 3: Curriculum

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*3a: Description of teachers' and students' **current access** to technology tools both during the school day and outside of school hours.*

- Describes current access to technology for teachers and students (in classrooms, library, media center, labs)
  
- States access before/during/after school



## Section 3: Curriculum

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*3b: District's **current use** of hardware and software to support teaching & learning.*

- States details on how technology is actually used
- Could be organized by grade level, subject area, curriculum, skills used, information literacy, technology integration into the curriculum, types of schools, etc.



## Section 3: Curriculum

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*3c: Summary of the district's **curricular goals** that are supported by this tech plan.*

- Summarizes district goals
  
- States academic goals and outcomes for students, by subject, or grade levels, etc. that will be supported by plan (links to 3d through 3i and 4b, 5a, 5c)
  
- References/lists other district guidance documents (LEAP, WASC, SPSA Plan, PI Plan, etc.)





## Section 3: Curriculum

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

- States clear, specific, realistic, measurable technology goals, objectives, and annual benchmarks for curriculum support of academic outcomes listed in 3c
- Includes implementation plan that describes strategies to be taken



## Section 3: Curriculum

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

- Describes technology goals, objectives, and annual benchmarks, for STUDENTS to acquire both tech skills, and information literacy skills
  
- Implementation/action steps support the goals



## Section 3: Curriculum

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

- Includes goals and an implementation plan to address the appropriate and ethical use of technology
- Plan delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use and plagiarism; the implications of illegal file sharing and/or downloading
- Describes specific plan that delivers subjects to both students **and** teachers and how teachers /staff (e.g. Librarians) acquire the knowledge in this area to deliver to students



## Section 3: Curriculum

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

- CIPA compliance
- Includes **goals and an implementation plan** for students to learn Internet safety including online privacy, avoidance of online predators, etc.
- Describes how students will be educated on these topics no less than annually
- Describes how staff will be trained annually



## Section 3: Curriculum

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*3h: Description of Policy and Practices that ensure equitable technology access for all students.*

- May state GOBs, but not required
  
- Includes supporting ALL STUDENTS with equitable access to technology; should address Special Ed., GATE, English Language Learners or other significant student populations
  
- Lists action steps and/or current policies that accomplish this goal



## Section 3: Curriculum

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

- Implementation/action steps support goals for record keeping and assessment
  
- May include data driven classroom instruction



## Section 3: Curriculum

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

- How we use technology to improve two-way communication between home and school
- Implementation/action steps support the goals of improving two-way communication



## Section 3: Curriculum

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

- Describes process used to monitor whether the goals, objectives , benchmarks, activities of the Curriculum section are being implemented according to action steps throughout





## Section 4: Professional Development

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*4a: Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.*

- Lists current level of tech skills for both teachers and administrators
  
- Lists needs for Professional Development based on skill assessment (they are linked) and the plan's needs (sections 3d through 3j)



## Section 4: Professional Development

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*4b: List of **clear goals, measurable objectives, annual benchmarks, and an implementation plan** for providing professional development opportunities based on your district needs assessment data and the curriculum component objectives of the plan.*

- ❑ Specific implementation for providing professional development, based on needs identified in the curriculum section



## Section 4: Professional Development

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*4c: Describe the process that will be used to monitor the Professional Development goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.*

- Process used to monitor Professional Development goals (4b) are being met and implemented
  
- Describes monitoring process in *sufficient detail*



## Section 5: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, & SOFTWARE

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*5a: Describe the **existing hardware**, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.*

- Describes **EXISTING hardware**, Internet access, electronic learning resources, tech support that supports the Curriculum and Professional Development sections of plan
- Inventory or summary of equipment is provided



## Section 5: INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, & SOFTWARE

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*5b: Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support **needed by the district's** teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.*

- Summarizes hardware, resources, networking, physical plant modifications, technical support that will **be needed/acquired to implement** the Curriculum and Professional Development sections of plan



## Section 6: FUNDING & BUDGET

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*6a: List **established** and **potential** funding sources.*

- Describes current resources (sources of funds, in-kind services, donations, etc.) that are available or could be obtained to implement overall tech plan

*6b: **Estimate** annual implementation costs for the term of the plan.*



## Section 7: MONITORING & EVALUATION

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

- Describes how technology's impact on student learning, curricular goals, and classroom and school management will be evaluated
- Describes process for evaluation, utilizing the goals and the benchmarks of each component
- Evaluation timeline supports the implementation of the technology plan



## Section 8: COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS

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*Section 8: If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)*

- Describe how plan was developed/implemented in collaboration with adult literacy providers





## Section 9: EFFECTIVE RESEARCH-BASED METHODS & STRATEGIES

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

- Describes relationship between goals, objectives, and benchmarks, and/or plan activities, and how they are supported by research studies
  
- Describes plans for future innovative, technology based strategies to deliver rigorous academic courses