

McLouth USD 342
Technology Plan

Contact Information

Plan # (KSDE Use Only):

School District Number: 342

School District Name: McLouth

Superintendent First Name: Jean

Superintendent Last Name: Rush

School District Address: 217 Summit St.

School District City: McLouth

School District Zip: 66054

School District Phone: 913.796.2201

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Is the Lead Contact for your Technology Plan the same as the Superintendent? No

Lead Contact First Name: Phillip

Lead Contact Last Name: Thomas

Lead Contact Address: 217 Summit St.

Lead Contact City: McLouth State: KS Zip: 66054

Lead Contact Phone: 913.796.2201 ext. 124

Lead Contact Fax: 913.796.6440

Lead Contact E-mail: thomasp@mclouth.org

Plan Effective from 06/01/2009 to 7/1/2012

Date Technology Plan Approved by District School Board: April 13, 2009

Board Approved District Policies Section

1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?

Yes

2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?

Yes

3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?

Yes

4. Has your district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars access to obscene, pornographic, and other inappropriate materials as mandated by the Children's Internet Protection Act, in order to qualify for federal e-rate funds and other federal grant programs?

Yes

5. Does your district have a plan and an adequate budget for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?

Yes

6. Does your district have a plan that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?

Yes

7. Question 7 has now been deleted from the questionnaire.

8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools' staff - such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?

The McLouth District School has a district classified technology coordinator who provides opportunities for training in the area of technology. Staff members are given the opportunity to take staff development group offerings and/or one-to-one assistance on a schedule to fit the availability of the staff, as well as additional opportunities through online training.

Committee Membership

1a. Committee Membership / Stakeholder Representation

Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, and the community.

Awareness

A list of contributors is provided but does not describe the constituencies they represent. Equitable representation is not apparent due to the lack of detail.

Emerging

A list of contributors is provided with the constituencies they represent. Representation is not provided across all constituencies.

Leadership

A comprehensive list of contributors is provided with the constituencies they represent. Representation is provided across all constituencies.

Administrators:

Jean Rush (Superintendent)
Mike Bogard (Secondary Principal)
Butch Batman (Elementary Principal)
Phillip Thomas (Technology Coordinator, Chairperson)

Staff (Teachers):

Steve Gish (High School)
Linda Martin (Elem. School)
Gina Holwick (Elem. School)
George Karn (Middle School)

Parents/Community:

Dan Evans
Leah Bristol

Students:

Cassidy Bristol
Haley Holwick
Jeri Holwick

Outside Educational

Institute Consultants:
Dan Holwick

Membership in this committee will be maintained to ensure a broad representation from both within and outside the school. This broad representation will enhance the ability of the committee to develop and implement a comprehensive plan which best meets the needs of students, staff and community. A minimum of twenty-five percent of the committee membership will be composed of members not employed by the school district. Membership will be reviewed annually to ensure that all stakeholder groups have adequate representation. If a member is to be replaced, the replacement will be determined to maintain representation of the same constituency. The chairperson will be elected from the committee as a whole.

Are all recommended constituencies represented? Yes

Technology Needs Assessments

1b. Technology Needs Assessments

This response identifies and explains the technology assessment process that is used to drive decisions made by the technology planning committee. Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide school improvement criteria, plans, and progress reports.

Awareness

School district staff is surveyed to determine hardware needs in their classrooms. Staff evaluation of software in use and requests for software and hardware to be added are included in the survey.

Emerging

All contributing groups are surveyed yearly, including staff, administration, parents, educational institutions, students, and the community. The results of the district-wide technology needs assessments are used to drive decisions regarding implementation of the technology plan.

Leadership

All contributing groups are surveyed yearly, including staff, administration, parents, students, educational institutions and the community. The results of district wide technology needs assessments are aligned with district wide school improvement criteria, plans, and progress reports. Qualitative and quantitative data from the assessments is used to drive decisions regarding implementation of the technology plan.

McLouth USD 342 gathers data, utilizing a wide variety of qualitative and quantitative sources and analyzes this information to monitor goal attainment or revision if necessary. McLouth USD 342 evaluates student achievement and assessment, staff development, budget, and other formal and informal data to make decisions about technology utilization, curriculum integration, and technology needs for the next school year. Curricula committees evaluate the technology components of the new materials to determine if they meet curriculum goals and assist in student learning, as each curricular area identifies and develops curriculum for students, technology needs are reviewed and appropriate staff input is solicited. Technology needs (software, hardware, infrastructure, and staff development) are assessed regularly using multiple methods of data collection from formal and informal sources. These include:

- Online, phone messaging system, and hardcopy print surveys of parents, students, administrators, and staff
- Professional development survey for teachers
- Individual Professional Development Plans record
- State reviews of vocational technology courses
- Tech support logs
- Review of goals and objectives from standing technology plan
- Website hits reports
- Site council's comments
- Staff development requests
- Teacher professional development requests
- Website feedback comments from community and students
- Reviews of current research
- Technology purchases and requests

Vision

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

2a: District Mission Statement:

The mission of USD #342, McLouth, Kansas is:
Together, we learn in a community that promotes:
Academic Excellence
Respect
Life-Long Learning
Responsible Citizenship

2. Instructional Technology Vision Statement

The Vision for the use of Instructional Technology conceptualizes the outcome of implementing the instructional technology plan. How is your school district using and planning to use instructional technology to reach the goal of improving student learning as defined in your schools' individual school improvement plans?

Awareness

Vision is skill based only and does not address the larger outcomes of the school district improvement plans.

Emerging

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration.

Leadership

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration. The vision statement goes beyond just a plan. The district makes decisions regarding instruction and learning outcomes based on the vision. "Walks the Talk."

2b: Instructional Technology Vision Statement

The instructional technology vision of McLouth USD 342 is to support students and staff in the application of technology knowledge, skills, resources, and systems in the enhancement of classroom instruction and outcomes that extend the individual's capabilities. To this end, all students, upon completion of their education at McLouth USD 342, will have experienced an environment where technology is a part of the academic culture; empowering students to use technology to research, explore, and communicate for the enhancement of their academic focus and individual achievements as technological literate life-long critical thinkers and learners with 21st Century Skills necessary to be productive citizens.

Alignment to the Vision Section

3a. District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Clearly stated goals for broadbased learning outcomes are stated. Goals are linked to site improvement plans, district plans, and state plans.

Objectives are the means/methods to reach the goals.

Awareness

Goals are equipment based instead of based upon student learning outcomes. Goals may be focused on teaching instead of student learning. Objectives are not linked to goals or are absent. Objectives and/or goals do not appear to be measurable or attainable.

Emerging

Goals are comprehensive addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans.

Leadership

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans and transform the learning process from teacher centered to student learning centered.

3a. District Technology Use Goals and Objectives

In order to accomplish the vision for increased student learning with the use of technology, the following goals and objectives must be achieved. These goals align with the overall district strategic plan, school improvement plans, state and national technology plans, curriculum standards, staff development strategies, other initiatives, and also consider factors such as student achievement and instructional objectives, level of staff expertise, existing inventory and infrastructure, budget, and personnel.

Goals

1. All students, upon completion of their education at McLouth USD 342 will be able to use technology to research, explore, produce and communicate.
2. All students, when they complete their education at McLouth USD 342 will be able to use technology to enhance and promote their academic achievement and productivity employment skills.
3. All staff will be proficient in the utilization of technology in management and course instruction.

Objectives

1. Equal Access:
 - a. Provide students and staff with equitable access to instructional technology tools including hardware and software
 - b. Implement grade level technology goals to ensure equity of delivery to all students as outlined in ISTE NETS for Students
2. Development of Lifelong Learners:
 - a. Facilitate staff and student use of technology to support the development of essential lifelong learning and process skills such as: flexibility, adaptability, critical thinking, problem-solving and collaboration.
 - b. Administrators will provide leadership and vision for technology use in district schools
 - i. by supporting teachers in developing lessons and assessments that integrate technology
 - ii. by encouraging students to display technology knowledge, skills, and abilities in assignments and projects
 - iii. by demonstrating effective, personal application in conducting professional responsibilities

3. Integration of Technology in the Classroom:

- a. Enhance student learning across the curriculum using technology as measured by the school improvement plan, district and state academic performance assessments, and other assessments used by the district
- b. Provide for the integration of technology resources in curriculum to facilitate the use of technology among students to increase productivity as they work toward attaining learning outcomes. Teachers will use technology to:
 - i. plan and design effective learning environments and experiences for teaching the curriculum and assessing student learning
 - ii. enhance their productivity, professional development, and communication with students and parents
 - iii. increase the number of teachers using Web 2.0 tools
- c. Expand classroom use of technology for teaching and learning
 - i. the number of students using technology in the classroom for learning will increase and be evident in student lessons, assignments, and projects
 - ii. create a collaborative environment for project-oriented activities
 - iii. increase the number of students using available technology tools such as Kan-Ed desktop and MOODLE
- d. Enable students to communicate more effectively, access and process information, and work productively

4. Technology Support

- a. Develop strategies for providing instructional technology support to teachers in the classroom including technology facilitators in the form of:
 - i. building-level coaches proficient in technology and instructional best practice
 - ii. student technology team
 - iii. teacher para technology assistants
- b. Provide adequate support to buildings and support offices in terms of administrative data processing and record keeping, ensuring accurate reporting of district data.

5. Parent and Community Partners

Provide parents and the community online access to current student and/or school information through email communication, parent student information system portal, teacher websites, district website, and phone messaging systems

3a-1. Technology Use Assessments

Baseline data is gathered to assist the technology committee in determining what goals and objectives are established.

*Awareness
Assessments are mentioned but it is not clear what is being assessed to use in establishment of the goals and objectives.*

*Emerging
Baseline data has been established and attainment of the technology goals and objectives are assessed and monitored on a yearly basis.*

*Leadership
Baseline data has been established, and attainment of the technology goals and objectives is assessed and monitored on a yearly basis. Qualitative and quantitative data from assessment is used to drive decision making regarding technology integration into the curriculum.*

3a-1. Technology Use Assessments

The assessments outlined in Section 1b provided valuable information on both current technology usage and training needs at the building and district levels. In addition, student achievement on various measures of academic performance such as KCA online testing, MAP examination surveys, formative testing, STAR examinations, Compass Odyssey Learning platform outcomes, and course grades are examined in gauging technology implementation in the classroom. LOTI (Levels of Technology Implementation) for the 21st Century Questionnaire completed by teaching staff and building level administrators.

Spring 2009 staff technology survey results:

Question	Responses		
Regarding your personal comfort level and familiarity, do you consider yourself to be:	Advanced user 10 18.18%	Intermediate user 33 60.00%	Novice User 12 21.82%
Do you consider most of your students' familiarity with the available technology to be:	Advanced user 5 9.09%	Intermediate user 34 61.82%	Novice user 16 29.09%
When there are technology hardware problems in your school, they are normally addressed in an acceptable time frame.	Agree 46 83.64%	Neutral 9 16.36%	Disagree 0 0.00%
When you have difficulty using the available technology in your school, you are normally able to receive assistance in an acceptable time frame.	Agree 44 80.00%	Neutral 11 20.00%	Disagree 0 0.00%
The current project to install interactive boards and projectors in regular classrooms in the district will enhance the educational process.	Agree 49 89.09%	Neutral 5 9.09%	Disagree 1 1.82%
The mobile lab of notebook computers in your school has increased the students' accessibility to technology and your inclusion of technology in your instructional day.	Agree 13 23.64%	Neutral 31 56.36%	Disagree 11 20.00%
Technology is properly integrated into most of your classes to provide students with technology skills needed for 21st century learners.	Agree 24 43.64%	Neutral 17 30.91%	Disagree 11 20.00%
Are you normally aware of new technology and/or changes in current technology that is or will be available in your school?	Yes 27 49.09%	Sometimes 23 41.82%	No 5 9.09%
How frequently do you access some form of online instructional technology resource (not including record keeping)?	Daily 22 40.00%	Monthly 20 36.36%	Rarely or Never 13 23.64%
Do you use your e-mail to communicate with parents and/or students on a regular basis?	Yes 41 74.55%	No 13 23.64%	N/A 1 1.82%
How often do you seek technology assistance?	Daily 0 0.00%	Weekly 20 36.36%	Rarely 35 63.64%
Do you typically report your technology problems/requests via:	Email Tech Coordinator 38 69.09%	Reporting to school office 2 3.64%	In person 15 27.27%
The amount of technology training I receive on a yearly basis to be able to utilize the available instructional technology to the fullest potential of my students/job function is:	More than I need 13 23.64%	An appropriate level 31 56.36%	Inadequate to prepare me 11 20.00%

I would prefer to receive technology training via:	Group instruction 20 36.36%	Online self paced instruction 20 36.36%	One-on-one instruction 15 27.27%
My position would best be describe as	Teacher 46 83.64%	Support Staff 7 12.73%	Administrator 2 3.64%

Spring 2009 LoTi results

Organization	Number of Surveys	LoTi	PCU	CIP
Mclouth Unified School District	47	Level 2	Level 5	Level 4
District Level Staff	2	Level 2	Level 5	Level 5
Mclouth Elementary School	21	Level 2	Level 5	Level 4
Mclouth High School	15	Level 2	Level 5	Level 3
Mclouth Middle School	8	Level 1	Level 4	Level 3

LoTi, PCU, and CIP level descriptions Appendix A

Spring 2009 DETAILS for the 21st Century Data Summary

Organization	Number of Surveys	Skillset #1 Priority	Skillset #2 Priority	Skillset #3 Priority	Skillset #4 Priority	Skillset #5 Priority
Combined	47	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level
District Level Staff	2	Low-Level	Low-Level	Mid-Level	Mid-Level	Mid-Level
Elementary School	21	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level
High School	15	Mid-Level	Mid-Level	Mid-Level	Mid-Level	Mid-Level
Middle School	8	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level

DETAILS Skillset level descriptions Appendix B

3b. Curriculum Integration and Enhancement

This statement presents a description of technology as it is currently used for instruction, and then proposes ways for technology to integrate more completely into the learning environment.

Awareness

The plan mentions curriculum integration and enhancement, but lacks detail.

Emerging

The plan specifically identifies how technology enhances the curriculum and gives specific grade level benchmarks. The plan addresses the implementation of research base student learning models that are enhanced technology integration.

Leadership

Teachers and students are integrating researched base technology strategies of teaching and learning, and there is evidence that student learning has been enhanced and transformed through the integration of technology into student learning models. The impact is documented through measurable grade level benchmarks.

3b. Curriculum Integration and Enhancement

Current Access to Technology

The district maintains approximately 290 computers, including one for every full-time teacher and every administrative/staff employee who requires one for the performance of his or her duties. Student records are managed with PowerSchool Premier with Internet access to both PowerSchool and PowerTeacher.

All schools have computers for student use in labs, libraries, and many classrooms throughout the district. Each school has multiple wireless access points, with access to a mobile computer lab cart consisting of 24 notebook computers with wireless access. All schools have 100 Mb Intranet access throughout with 3.0 Mps external connection.

Alignment of curricula with KSDE standards, ISTE NETS, and 21st Century Learner Profiles is an ongoing process to ensure every child's success as a citizen and worker with 21st century skills.

Software utilized in classroom instruction

PowerSchool
PowerTeacher
Microsoft Office Professional (Access, Excel, Word, Publisher, PowerPoint, Outlook)
Moodle
Kan-ed Desktop
DIBELS
NWEA MAP Assessment
BAIP
SMART Notebook
Learn360
Audio Recording/Editing
Image Editing Software
Inspiration
Kidspiration
PhotoStory
S.A.M. 2003

Follet/Opac Library Software
AutoCad
Flash
Dreamweaver
In-Design
Photoshop
Synergistics Learning Systems (Pitsco Technology Lab)
Accelerated Reader
Star Reading Assessments
Accelerated Math
Star Math Assessments
Microtype
Sunburst Type to Learn
21st Century Accounting
Vision Classroom
Management

Hardware utilized in classroom instruction

SMART interactive whiteboards
SMART Airliner tablets
Document scanners
Digital video and still photo cameras
DVD, DVD-R, CDR-RWs
Multi-media LCD projectors
Quick-Pen
Polycom IDL codec
Color laser printers
Podcasting hardware
Listening stations
Flex neck cameras
Elmo document cameras
Pitsco Technology Lab
Promethean interactive whiteboard

Students with IEP's have access to specialized software such as screen readers, text to speech, word prediction, voice activated, scanning, and cause and effect to meet their IEP goals.

Plans

McLouth USD 342 strongly encourages teachers to use instructional technology tools such as Moodle, Kan-Ed desktop, and interactive distance learning. Moodle benefits students by giving students the opportunity to become familiar with a standard online learning management application that enhances communication, collaboration, and enforces 21st Century skills. Utilization of Moodle provides a means for a focus on finding innovative ways to use emerging technologies such as Web 2.0 tools including blogs, wikis, podcasts, and other tools. An interactive distance learning lab (IDL) has recently been installed and is still being investigated for live classroom connections with real sites, IDL instructors and facilitators will develop the skills and knowledge of IDL technology use in the classroom. One of the goals for the IDL is that instructors, facilitators, and

students will move toward digital content in the classroom through communication tools, productivity tools, and decision making tools. Implement i-SAFE professional development and curriculum in support of NETS and 21st Century Learner Profile Skills.

Training and support with all of the above mentioned hardware and software and more is offered to instructors to facilitate the integration of technology into the learning environment as mentioned in Section 3c.

3b-1. Curriculum Integration Assessments

Awareness

Assessments are mentioned but it is not clear how the data collected is used in decision making.

Emerging

Baseline data has been established but it is not clear how the data will be used in decision making.

Leadership

Baseline data has been established and regular, ongoing assessment provides quantitative and qualitative data to drive curriculum decision making.

Baseline Data Status and Plans

Kansas Assessments (online assessment format) baseline data collected in Spring 2008 and annually since. NWEA Measures of Academic Progress (MAP) baseline data was first established in Fall 2006 and has been collected twice annually since.

PowerSchool parent utilization baseline data collected in Fall 2008.

Dibels baseline data established in 2003 (using the online resource and in hard copy for many years before) and collected three times annually since

LoTi survey baseline data established in 2009 and will continue to be collected once annually

Baseline data from surveys identified in section 1b collected in 2006 and annually since

NETS Achievement baseline data for students and teachers will be established in Spring 2009

Website utilization baseline data established in Spring 2008 and collected annually since

Technology purchasing and request data established Spring 2007 and collected annually since

Assessment Data

Objectives identified in Section 3a will be evaluated relative to these criteria and data:

Objective 1 Equal Access:

- a. Technology inventory and purchasing reflect the effort to distribute appropriate availability for all grade levels to instructional technology.
- b. Review and comparison of NETS for Students Achievement Rubric with baseline data starting Spring 2010
- c. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to this objective

Objective 2 Development of Lifelong Learners:

- a. Students and staff examples of utilizing instructional technology tools that demonstrate flexibility, adaptability, critical thinking, problem-solving and collaboration are presented to the school board
- b. Administration and staff prepare website communications of varying topics and content
- c. Review of achievement of school technology improvement plan goals.
- d. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to this objective

Objective 3 Integration of Technology in the Classroom:

- a. Informal classroom observations of integration of technology identify 21st Century Learner Profile Skills implementation through technology-rich instruction
- b. MOODLE and Kan-Ed activity reports and usage stats show increase usage
- c. Review of lesson plans to identify 21st Century Learner Profile Skills implementation through

technology-rich lessons plans

- d. Purchases and purchase requests exemplify the enhancement, expansion, or diversification of classroom instructional technology tools
- e. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to this objective

Objective 4 Technology Support

- a. Implementation of building-level technology coaches, student technology teams, and teacher para technology assistants
- b. Administrator surveys report acceptable support
- c. Review of records for support and maintenance of technology indicate support of student learning goals and school function
- d. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to this objective

Objective 5 Parent and Community Partners

- a. Parental web access to student information system analysis indicate increased utilization by parents
- b. Review and comparison with baseline data of website hits indicate increased utilization by parents
- c. Parents leave feedback comments through the district website
- d. Parents receive communications through email and phone messaging systems
- e. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to this objective

3c. Professional Development - Teachers and Administrators

Technology professional development includes multiple strategies, incentives, and resources. The technology staff development supports building level research based staff development plans, student learning objectives, and thus the goals and objectives of the schools' improvement plans.

Awareness

Technology professional development is mentioned, but it is not clearly articulated as to how it will be accomplished or evaluated.

Emerging

Technology professional development is articulated in an action plan including multiple strategies, incentives, and resources. Technology professional development supports building level research based staff development plans and student learning objectives and outcomes.

Leadership

Technology professional development, articulated in an action plan including multiple strategies, incentives, and resources supports building level research based staff development plans and student learning objectives and outcomes. Technology professional development is ongoing and leads to student learning activities in the classrooms.

3c. Professional Development -Teachers and Administrators

Professional growth is the joint responsibility of the employees and the Board. It is also felt that it is the responsibility of the Board to provide employees with the opportunity to broaden their experiences and exposures to experts in all facets of education, to interact with peers and colleagues, to share common problems, and to seek solutions to mutual concerns. The staff development program consists of a definite plan of action that promotes professional growth at the district, building, and individual level leading to an improvement in student learning. The technology professional development plan aligns with Kansas Professional Education Standards with particular attention to Standard # 12: "The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present

information, enhance instructional practices, facilitate professional productivity and communication, and help all students use instructional technology effectively.” Technology professional development includes technology integration workshops, demonstrations, hands-on in-service, peer tutoring, online learning, conferences and new teacher orientation. Technology Coordinator support available on an ongoing basis for technology questions, problem-solving, follow-up and/or extension, individual teacher support, demonstration of new technologies in staff meetings, and development of SOP guidelines. The technology professional development includes additional resources are available online for teachers including manuals, quick reference guides, video tutorials, and the Kansas Educational Resource Center through the Kan-Ed desktop. The technology professional development includes using various kinds of technology, including computers, telecommunications, and multimedia to learn content and pedagogy. SPED staff regularly participate in online training, webinars, and area workshops designed for use and integration of communication devices, specialized software, and other assistive technology devices required in student IEP's. Building-level staff development will also focus on the school improvement process. Professional development will be provided addressing the 21st Century Skills Learner Profile, ISTE NETS for students, teachers, administrators, and technology facilitators and i-SAFE curriculum.

Technology Professional Staff Development Objectives:

- a. Develop competencies and minimum expectations for technology integration as outlined in
 - i. ISTE NETS for Teachers
 - ii. ISTE NETS for Administrators
 - iii. ISTE NETS for Technology Facilitators and Leaders
- b. Develop professional development technology training and integration of technology from the data gathered through the technology competency surveys
- c. Develop professional development technology training goals aligned with KSDE so that
 - i. Staff Development improves the learning for all students through the use of learning strategies that are appropriate to the intended goal ensuring that technology is frequently integrated to support and monitor staff learning.
 - ii. Staff Development improves the learning for all students provides educators with the knowledge and skills to collaborate ensuring that educators know how to use technology for different forms of collaboration.
 - iii. Staff Development improves the learning for all students provides educators with knowledge and skills to involve families and other stakeholders appropriately ensuring that technology is used to communicate with parents and the community
- d. Increase the number of professional development technology training sessions for administrators
- e. Increase the number of staff development technology training sessions for technology facilitators

District Professional Development Council (PDC) implements the Staff Development Plan within the guidelines and criteria established by the KSDE. The PDC powers, duties, and functions include:

Recommend and approve all district level staff development activities.

Review and accept building staff development plans.

Review and accept or suggest modification of each individual Professional Development Plan Form (PDP) submitted.

Review, validate and verify the in-service credit points to be granted for activities completed as needed.

3c-1. Technology Professional Development Assessment

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning.

3c-1. Technology Professional Development Assessment

Awareness

Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants.

Emerging

Technology professional development is assessed in more than one way. Not only are those going through the training surveyed, but assessment of classroom learning activities that are conducted are a result of the training are also made.

Leadership

Technology professional development clearly brings staff forward in a measurable way. A variety of appropriate assessments are implemented and used to monitor this progress on a regular basis. Qualitative and quantitative data from the assessments are used to drive decision making regarding professional development.

3c-1. Technology Professional Development Assessment

Objectives identified in Section 3a in the area of professional development will be evaluated relative to these criteria and data:

Technology Professional Staff Development Objective Criteria:

- a. Increase in staff development technology training session enrollments from baseline data
- b. Increase in staff development technology training sessions and demonstrations requests from baseline data
- c. Review and comparison of NETS for Teachers Achievement Rubric with baseline data starting Spring 2010
- d. Review and comparison with baseline data from assessments identified in section 1b and 3a-1 as related to these objectives
- e. Individual Professional Development Plans record assessment by the PDC
- f. Objectives identified in Technology Professional Staff Development Objectives: c. i., ii., and iii. will be evaluated by the PDC according to KSDE guidelines.

Appendix A. LoTi, PCU, CIP Levels

LoTi Levels Descriptions

Level 0: Nonuse

A perceived lack of access to technology-based tools (e.g., computers) or a lack of time to pursue electronic technology implementation. Existing technology is predominately text-based).

Classroom Observations:

- No visible evidence of computer access in the classroom
- Classroom computers sit idle during the instructional day

Level 1: Awareness

The use of technology-based tools is either (1) one step removed from the classroom teacher (e.g., integrated learning system labs, special computer-based pull-out programs, computer literacy classes, central word processing labs), (2) used almost exclusively by the classroom teacher for classroom and/or curriculum management tasks (e.g., taking attendance, using grade book programs, accessing email, retrieving lesson plans from a curriculum management system or the internet) and/or (3) used to embellish or enhance teacher-directed lessons or lectures (e.g., multimedia presentations).

Classroom Observations:

- Available classroom computer(s) are used exclusively for teacher productivity (e.g., email, word processing, grading programs)
Multimedia applications (including web-based) are used to embellish classroom lectures or teacher presentations
- Computer use serves as a reward station or as a digital babysitter
- Curriculum management tools are used extensively to generate standards-driven lesson plans

Level 2: Exploration

Technology-based tools supplement the existing instructional program (e.g., tutorials, educational games, basic skill applications) or complement selected multimedia and/or web-based projects (e.g., internet-based research papers, informational multimedia presentations) at the knowledge/comprehension level. The electronic technology is employed either as extension activities, enrichment exercises, or technology-based tools and generally reinforces lower cognitive skill development relating to the content under investigation.

Classroom Observations:

- Student projects (e.g., designing web pages, research via the Internet, creating multimedia presentations, creating graphs and charts) focus on lower levels of student cognition (e.g., creating a web page to learn more about whale species)
- There is greater emphasis on the technology rather than on the critical content (e.g., "My students' project was to create a WebQuest using Inspiration and HyperStudio. The topic was the California Gold Rush.")
- Students were gathering weather data and keyboarding the information into a wide-area network database (e.g., GLOBE project)

Level 3: Infusion

Technology-based tools including databases, spreadsheet and graphing packages, multimedia and desktop publishing applications, and internet use complement selected instructional events (e.g., field investigation using spreadsheets/graphs to analyze results from local water quality samples) or multimedia/web-based projects at the analysis, synthesis, and evaluation levels. Though the learning activity may or may not be perceived as authentic by the student, emphasis is, nonetheless, placed on higher levels of cognitive processing and in-depth treatment of the content using a variety of thinking skill strategies (e.g., problem-solving, decision-making, reflective thinking, experimentation, scientific inquiry).

Classroom Observations:

- Student use of tool-based applications such as spreadsheets/graphing, concept mapping, and databases is used primarily for analyzing data, making inferences, and drawing conclusions from an investigation or related scientific inquiry.

- Students are involved with different forms of "WebQuest" projects that require students to research information, draw conclusions from their research, and post them either to a web page or incorporate them into some form of multimedia presentation.
- Students use the web for research purposes or interact with selected software applications that require them to take a position or role play an issue (e.g., Tom Snyder Productions' "Decisions, Decisions").

Level 4a: Integration (Mechanical)

Technology-based tools are integrated in a mechanical manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and/or outside resources (e.g., assistance from other colleagues), and/or interventions (e.g., professional development workshops) that aid the teacher in the daily management of their operational curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems as perceived by the students relating to an overall theme/concept. Emphasis is placed on student action and on issues resolution that require higher levels of student cognitive processing and in-depth examination of the content.

Classroom Observations:

- Students designed a school-based information kiosk to assist their classmates with various "safety" issues including map directions to school based on the time of day, neighborhood watch sites, and "just-say-no" strategies to use with strangers. The information collected for the information kiosk was supplied from student-generated surveys, field investigations, and personal interviews.
- Students organized a school fund-raiser to raise money for one of the international "solar cooker" societies based on their research, experimentation, and data gathering with homemade solar cookers.
- Students created a travel brochure for families traveling within the state of Florida that included: (1) a guide for selecting the best modes of travel based on the time of year, (2) recommended lodging based on information collected from various travel sites, and (3) a listing of the best destination sites based on criteria established by the students.

Level 4b: Integration (Routine)

Technology-based tools are integrated in a routine manner that provides rich context for students' understanding of the pertinent concepts, themes, and processes. At this level, teachers can readily design and implement learning experiences (e.g., units of instruction) that empower students to identify and solve authentic problems relating to an overall theme/concept using the available technology (e.g., multimedia applications, internet, databases, spreadsheets, word processing) with little or no outside assistance. Emphasis is again placed on student action and on issues resolution that require higher levels of student cognitive processing and in-depth examination of the content.

Classroom Observations:

- Based on the rise in student violence on campus, students prepared a multimedia presentation highlighting their recommended mediation strategies using data synthesized from school-wide surveys and from the internet.
- Students created a web site devoted to exploring solutions to the steady increase in solid wastes entering the local landfill.
- Students prepared a multimedia presentation highlighting the misconceptions and omissions in history textbooks concerning the contributions of their specific ethnic group. Presentation was later burned onto a CD for submission to the various textbook publishers for consideration.
- Students investigated options for salvaging the local "fish ponds" as a way of preserving their native Hawaiian culture. Students prepared a community campaign including the creation of a web page to persuade the voters not to approve a local housing tract proposal that would jeopardize the integrity of these ancient fish ponds.

Level 5: Expansion

Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from other schools, business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle via internet), research institutions, and universities to expand student experiences directed at problem-solving, issues resolution, and student activism surrounding a major theme/concept. The complexity and sophistication of the technology-based tools used in the learning environment are now commensurate with (1) the diversity, inventiveness, and spontaneity of the teacher's experiential-based approach to teaching and learning and (2) the students' level of complex thinking (e.g., analysis, synthesis, evaluation) and in-depth understanding of the content experienced in the classroom.

Classroom Observations:

- Students created an actual online business venture involving cosmetics and jewelry as a culminating performance task in their marketing class.

- Students started their online consumer awareness clearinghouse that provided up-to-date information on "best prices" for travel, goods and merchandise, and services based on data collected from their research and online surveys with other schools.
- Using video cameras, NASA and NOAA images, and related weather and mapping data, students assisted a hiker in his goal to conquer the Continental Divide Trail from Mexico to Canada. Communicating via email, students were able to provide daily information on the best routes based on projected weather reports and various topographic information.

Level 6: Refinement

Technology is perceived as a process, product (e.g., invention, patent, new software design), and/or tool for students to find solutions related to an identified "real-world" problem or issue of significance to them. At this level, there is no longer a division between instruction and technology use in the classroom. Technology provides a seamless medium for information queries, problem-solving, and/or product development. Students have ready access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task at school. The instructional curriculum is entirely learner-based. The content emerges based on the needs of the learner according to his/her interests, needs, and/or aspirations and is supported by unlimited access to the most current computer applications and infrastructure available.

Classroom Observations:

- Students designed an interactive web site for bilingual children to expedite their English language proficiency. The site included options for real-time conversations, tutorial sessions, and bilingual online bulletin boards.
- Students created a new type of housing design using some sophisticated CAD programs to improve the amount of heat transfer in future homes.

PCU Levels Descriptions

Level 0

- does not possess the inclination or skill level to use digital tools and resources for either personal or professional use
- exhibit a general disinterest toward emerging technologies
- rely more on traditional devices than using digital resources for conveying information or classroom management tasks

Level 1

- demonstrates little fluency with using digital tools and resources for student learning
- may have a general awareness of various digital tools and media including word processors, spreadsheets, or the internet, but generally are not using them
- generally unaware of copyright issues or current research on the impact of existing and emerging digital tools and resources on student learning

Level 2

- demonstrates little to moderate fluency with using digital tools and resources for student learning
- may occasionally browse the internet, use email, or use a word processor program; yet, may not have the confidence or feel comfortable using existing and emerging digital tools beyond classroom management tasks (e.g., grade book, attendance program)
- somewhat aware of copyright issues and maintain a cursory understanding of the impact of existing and emerging digital tools and resources on student learning

Level 3

- demonstrates moderate fluency with using digital tools and resources for student learning
- may begin to become "regular" users of selected digital-age media and formats (e.g., internet, email, word processor, multimedia) to (1) communicate with students, parents, and peers and (2) model their use in the classroom in support of research and learning
- aware of copyright issues and maintain a moderate understanding of the impact of existing and emerging digital tools and resources on student learning

Level 4

- demonstrates moderate to high fluency with using digital tools and resources for student learning
- commonly use a broader range of digital-age media and formats in support of their curriculum and instructional strategies
- model the safe, legal, and ethical uses of digital information and technologies and participate in local discussion forums that advocate the positive impact of existing digital tools and resources on student success in the classroom

Level 5

- demonstrates a high fluency level with using digital tools and resources for student learning
- commonly able to use an expanded range of existing and emerging digital-age media and formats in support of their curriculum and instructional strategies
- advocate the safe, legal, and ethical uses of digital information and technologies and participate in local and global learning that advocate the positive impact of existing digital tools and resources on student success in the classroom

Level 6

- demonstrates high to extremely high fluency level with using digital tools and resources for student learning
- sophisticated in the use of most, if not all, existing and emerging digital-age media and formats (e.g., multimedia, productivity, desktop publishing, web-based applications)
- begin to take on a leadership role as advocates for technology infusion as well as the safe, legal, and ethical uses of digital resources in the schools
- continually reflect on the latest research discussing the impact of digital tools on student success

Level 7

- possesses an extremely high fluency level with using digital tools and resources for student learning
- sophisticated in the use of any existing and emerging digital-age media and formats (e.g., multimedia, productivity, desktop publishing, web-based applications)
- set the vision for technology infusion based on the latest research and continually seek creative uses of digital tools and resources that impact learning
- participate in global learning communities that seek creative uses of digital tools and resources in the classroom

CIP Levels Descriptions

Level 0

- is not involved in a formal classroom setting (e.g., pull-out program)

Level 1

- current instructional practices align exclusively with a subject-matter based approach to teaching and learning
- teaching strategies tend to lean toward lectures and/or teacher-led presentations
- the use of curriculum materials aligned to specific content standards serves as the focus for student learning
- learning activities tend to be sequential and uniform for all students
- evaluation techniques focus on traditional measures such as essays, quizzes, short-answers, or true-false questions, but no effort is made to use the results of the assessments to guide instruction
- student projects tend to be teacher-directed in terms of identifying project outcomes as well as requirements for project completion
- no effort is made to differentiate instruction
- the use of research-based best practices focuses on basic classroom routines (e.g., providing homework and practice, setting objectives and providing feedback, students summarizing and note taking, providing adequate wait time)

Level 2

- supports instructional practices consistent with a subject-matter based approach to teaching and learning
- teaching strategies tend to lean toward lectures and/or teacher-led presentations
- the use of curriculum materials aligned to specific content standards serves as the focus for student learning
- learning activities tend to be sequential and uniform for all students
- evaluation techniques focus on traditional measures such as essays, quizzes, short-answers, or true-false questions with the resulting data used to guide instruction
- student projects tend to be teacher-directed in terms of identifying project outcomes as well as requirements for project completion
- no effort is made to differentiate instruction
- the use of research-based best practices focuses on basic classroom routines (e.g., providing homework and practice, setting objectives and providing feedback, students summarizing and note taking, providing adequate wait time)

Level 3

- supports instructional practices aligned somewhat with a subject-matter based approach to teaching and learning—an approach characterized by sequential and uniform learning activities for all students, teacher-directed presentations, and/or the use of traditional evaluation techniques
- may also support the use of student-directed projects that provide opportunities for students to determine the "look and feel" of a final product based on their modality strengths, learning styles, or interests

- evaluation techniques continue to focus on traditional measures with the resulting data serving as the basis for curriculum decision-making
- the use of research-based best practices expands beyond basic classroom routines (e.g., providing opportunities for non-linguistic representation, offering advanced organizers)

Level 4

- may feel comfortable supporting or implementing either a subject-matter or learning-based approach to instruction based on the content being addressed
- in a subject-matter based approach, learning activities tend to be sequential, student projects tend to be uniform for all students, the use of lectures and/or teacher-directed presentations are the norm as well as traditional evaluation strategies
- in a learner-based approach, learning activities are diversified and based mostly on student questions, the teacher serves more as a co-learner or facilitator in the classroom, student projects are primarily student-directed, and the use of alternative assessment strategies including performance-based assessments, peer reviews, and student reflections are the norm
- students are also encouraged to contribute to the assessment process when appropriate to the content being addressed
- the amount of differentiation is moderate based on the readiness level, interests, and learning styles of the students
- the use of research-based best practices expands beyond basic classroom routines (e.g., providing opportunities for non-linguistic representation, offering advanced organizers)

Level 5

- instructional practices tend to lean more toward a learner-based approach
- the essential content embedded in the standards emerges based on students “need to know” as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills
- the types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions
- both students and teachers are involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed
- student-directed learning activities and evaluations are the norm, the use of teacher-directed activities (e.g., lectures, presentations, teacher-directed projects) may surface based on the nature of the content being addressed and at the desired level of student cognition
- the amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students
- the use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences)

Level 6

- supports instructional practices consistent with a learner-based approach
- the essential content embedded in the standards emerges based on students “need to know” as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills
- the types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions
- students, teacher/facilitators, and occasionally parents are all involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed
- the amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students
- the use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences)

Level 7

- current instructional practices align exclusively with a learner-based approach to teaching and learning
- the essential content embedded in the standards emerges based on students “need to know” as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills
- the types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions
- students, teacher/facilitators, and occasionally parents are all involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed
- the amount of differentiation is seamless since students completely guide the pace and level of their learning
- the use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences)

Appendix B. DETAILS for the 21st Century Skillsets

DETAILS Skillset #1: Proficiency with Technology Use represents a participant's level of proficiency with digital technologies including productivity tools, web-based applications, communications applications (e.g., email, blogging), multimedia tools, and video media. [21st Century Skills Alignment: Information and Communication Technology (ICT) Literacy]

DETAILS Skillset #2: Student Influences on Instructional Practices represents a participant's level of proficiency with digital technologies including productivity tools, web-based applications, communications applications (e.g., email, blogging), multimedia tools, and video media. [21st Century Skills Alignment: Interpersonal and Self-Directional Skills]

DETAILS Skillset #3: Using Technology for Complex Thinking Projects describes the need for implementing technology-enriched projects that involve one of more complex thinking skills in either the project's "process" or the final "product". Complex thinking skills include problem-solving, decision-making, creative problem-solving, reasoning, investigation, experimental inquiry, and reflective thinking. [21st Century Skills Alignment: Thinking and Problem-Solving Skills]

DETAILS Skillset #4: Locating Resources and/or Assistance to Increase Existing Classroom Technology Use represents a participant's need for additional resources (e.g., software applications, websites, productivity tools, hardware, peripherals) and/or assistance (e.g., working with a peer coach/mentor) to employ technology successfully as part of their classroom instructional practices. [21st Century Skills Alignment: Information and Communication Skills]

DETAILS Skillset #5: Overcoming Challenges to Beginning Classroom Technology Use involves overcoming barriers that prevent individuals from using technology in their classroom. Some of these barriers include (1) lack of hardware/software, (2) high-stakes testing, (3) lack of training, and/or (4) lack of support. [21st Century Skills Alignment: Information and Communication Technology (ICT) Literacy]

Priority Level Descriptions

Low-Level Priority implies that there is a low-level need for further professional development; it is recommended that staff development planners concentrate on other professional development opportunities for staff that do not address this skillset.

Mid-Level Priority implies that there is a mid-level need for further professional development; it is recommended that staff development planners consider providing professional development interventions and/or mentoring opportunities for staff that will help them further improve this skillset.

High-Level Priority implies that there is a high-level need for further professional development; it is recommended that staff development planners actively seek professional development interventions and/or mentoring opportunities immediately for staff that will help staff further improve this skillset.