EDUCATION TECHNOLOGY PLAN

Ed-Tech Planning Process, Key Elements, Suggested Timeline

Following are descriptions of the planning processes and the important topics to consider when developing a long-range technology plan within a one-year planning process. Note that the readers consider these same topics when reviewing and scoring technology plans. Additional resources are available on the DESE Education Technology website, at: http://dese.mo.gov/divimprove/instrtech/techplan/.

August – October: Review the technology plan requirements for state approval, Title II.D, and E-rate. Determine who will lead plan development, secure ePeGS access privileges, and arrange for planning resources as needed (including professional development). Convene the planning committee(s) to begin the planning process. Begin by reviewing the district's current comprehensive improvement plan (CSIP) and the state education technology strategic plan (METSP). Review the current technology plan's vision, alignment with the CSIP, and its progress to-date – date this document as your "working plan" for E-rate purposes. Update the vision as needed and conduct new needs assessment/gap analysis to identify district's strengths and weaknesses related to education technology.

PLANNING COMMITTEE & DISTRICT MISSION STATEMENT
Developing an effective technology plan requires involvement of key personnel: district leaders and people with vision, those who will be responsible for implementing or evaluating the plan, and other stakeholders. The committee should develop a vision and mission statements – that align with the district's overall mission – to help focus planning efforts.

- Focus on integration and student achievement (keeping the end in mind)
- Reflect current district mission statement and CSIP goals AND direct implementation of the state education technology plan's five technology focus areas (TFAs)
- Demonstrate a clear connection between education technology distribution (access) and use

NEEDS ASSESSMENT
Take stock of the current status and analyze the gap between what is and the committee's vision of what could be. Examine multiple years of data for trend analysis. Include a variety of valid data sources that are tied to key educational goals and the **technology focus areas** (**TFA**s).

- **Student Learning**
  - Standardized assessments (MAP, Terra Nova, ITBS, etc.)
  - Local performance assessments (pre/post-tests, common assessments, scoring guides/rubrics, checklists, observations, etc.)
  - Surveys and records (COT, TAGLIT, Profiler, teacher/administrator/staff/student needs assessments, service/repair records, satisfaction surveys, etc.)
  - Curriculum standards (Show-Me, Information and Communications Technology Literacy CLEs/GLEs), educational technology standards (NETS*S)

- **Teacher Preparation and Delivery of Instruction**
  - Teacher and administrator standards (Show-Me Standards, Information and Communications Technology Literacy C/GLEs, local curriculum/technology, NETS*T, NETS*A, etc.)
  - Teacher needs assessments
  - Professional development records/data, trainer evaluations, training outcomes, etc.

- **Administration/Data Management/Communications**
  - An infrastructure that supports district vision for technology and the goals and expectations for effective district administration
    - Administrative networking tools (fiscal management, purchasing and budget management systems, etc.)
    - Data management tools (student information systems, grade books, attendance, etc.)
    - Communication tools (e-mail, Internet, Intranet, telephony, voice mail, etc.)
  - Policies/procedures (equity, copyright, AUP, licensing, CIPA, filtering, Internet safety, cyber bullying, computer donations, security, etc.)
  - Technology budget and total cost of ownership (TCO)
  - Facilities that accommodate different activities and durable enough to stand up to continuous use: sufficient power and wiring, adequate number of electrical outlets, surge protection and grounding, lightning protection, backup systems, telephone outlets, static reduction, temperature and humidity control, acoustical treatment (for multimedia application), lighting and light control, security devices

- **Resources and Technical Support**
  - Infrastructure that supports the district vision for technology and the goals and expectations for teaching and learning
    - Platform (computers, networking, applications software, voice and video applications, etc.) for delivery of technology services both within and among buildings
    - Computers of sufficient power and sophistication that are networked and connected to the Internet (located in classrooms and not solely in lab environments)
    - Ample computer-based equipment and peripherals
    - Appropriate video resources (TVs, VCRs, DVD/DVRs, cable, and satellite, Web streaming)
    - Information technology facilities that foster safe and easy use
    - Telecommunications network and other technologies for two-way communication of voice, data, and graphics (teleconferencing, videoconferencing, web conferencing)
    - Standards to achieve cost savings and reduce possibility of purchasing several solutions to the same problem
    - Clearly defined roles and responsibilities for the management and support of technology use throughout district

October – December: Review the guidance document ***"Using ePeGS to Create an Effective Education Technology Plan***" which describes how integrated educational technologies can be incorporated to meet district goals and objectives – and provides example tech-related objectives and strategies, tied to MSIP standards and state plan goals and TFAs. Draft goals, objectives, and action steps based on the strengths and weakness identified during current plan review and needs assessment/gap analysis – and which address the five technology focus areas.

GOALS
Effective technology plan goals should align with and support the district's comprehensive school improvement plan. They should reflect the needs assessment (gap analysis) that identified strengths and weaknesses.

- Address needs/weaknesses identified during needs assessment, related to CSIP goals and TFAs
- Align plan with state education technology plan goals and objectives
- address Title II.D Program goals (technology integration and student 8th-grade tech literacy)
- Build on progress and status of previous plan's goals

OBJECTIVES, STRATEGIES, AND ACTION STEPS **(aligned with ePeGS Goals)**
Identify the major objectives that will map progress and indicate goal attainment, and identify major strategies and action steps that must be taken to meet the objectives. Objectives must be specific, measurable, attainable, relevant, and timely.

Objectives:

- are relevant – if attained, the objectives would help the district reach its stated goal
  - align to MSIP standards
  - address weaknesses identified in data analysis
- are attainable and beneficial – objectives show changes/growth from previous plan, are reachable, and will result in beneficial change/growth
- are specific – objective address
  - what progress is expected (desired level of attainment)
  - how and when the progress will be measured (measurement tool and its administration and data analysis)
- establish a planned timeline and provide at least three years' of targets/benchmarks

Strategies and Action Steps:

- describe the actions that will take place
- identify person(s) responsible
- indicate source(s) of funding
- note start and end dates

*Key elements for addressing **TFAs** (listed by **ePeGS (CSIP) goals**)*

- ***Student performance** / **Student learning***
  - address various learner needs (academic, career, personal)
  - address student technology literacy standards and skills

- ***Highly qualified staff** / **Teacher preparation and delivery of instruction and/or Technical Support***
  - address various and multiple teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.)
    - consider use of technology to deliver and support professional development (online professional development, Web-based courses, use of Web 2.0 social networking tools)
  - identify various technology professional development based on needs
    - provide adequate training and support for the initiation, implementation, and the institutionalization phases of technology integration
      - training focuses on classroom use rather than on technical mastery
    - provide a variety of technology related staff development opportunities that focus on effective applications of technology in innovative ways

- ***Governance and/or Parent and community involvement** / **Administration, data management, communications***
  - address various administrative needs (fiscal, accounting, attendance, grades, etc.)
  - multiple and varied systems for support
  - established, appropriate policies and procedures
  - interoperability
  - data security, disaster recovery

- ***Facilities, support, and instructional resources** / **Resource distribution and/or Technical support***
  - address appropriate and equitable access to technology
    - desired levels of access (hardware, software, online resources, etc.)
  - established, appropriate policies and procedures (e.g., for distribution, maintenance/upgrade/ replacement, acceptable use, safety, and security)
  - address necessary and appropriate technical support and instructional technology support
    - desired levels of support
  - established, appropriate policies and procedures

December – January: Draft description of the process and measures that will be used to evaluate the plan's progress and effectiveness.

EVALUATION
Effective planning also requires effective monitoring and evaluation. The plan should be reviewed quarterly – annually, at the very least – to ensure it is addressing current needs and serves as a guide or roadmap for future success and improvement.

- Develop a system or mechanism for timely and ongoing monitoring to make sure the plan is being implemented as intended
    - set benchmarks and review dates
    - determine person(s) responsible
    - develop correction strategies, as needed
- Develop a system or mechanism for ongoing and extensive evaluation to determine whether goals and objectives are being met
    - conduct formative assessment to determine effectiveness of plan implementation
    - conduct summative assessment to determine whether plan is reaching its goals and meeting district needs
    - identify what is working and not working, and why
    - update/revise plan, as needed
- Communicate/disseminate the work of the plan to keep key stakeholders informed and invested in seeing the plan succeed
    - make extensive or innovative use of technology to help inform and communicate with stakeholders and policymakers

January – February: Review and revise the plan as necessary, making sure the plan meets is aligned with district's vision and CSIP, promotes effective technology integration – and meets the five essential elements identified by the Universal Service Fund.

Universal Service Fund E-rate Program
Program authority states that district long-range plans must address the five essential elements listed below. In ePeGS – in the Additional Element section – the district must check the assurance box, indicating it meets all five elements.

- Clear goals and realistic strategies for using telecommunications and information technology to improve education services;
- Professional development strategies to ensure that staff know how to use these new technologies to improve education services;
- Assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services;
- Sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy; and
- Evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

February – March: Present the plan for school board approval and enter the plan in ePeGS.

April: Complete ePeGS entry (as needed) and submit plan for state approval by the April 15 deadline.