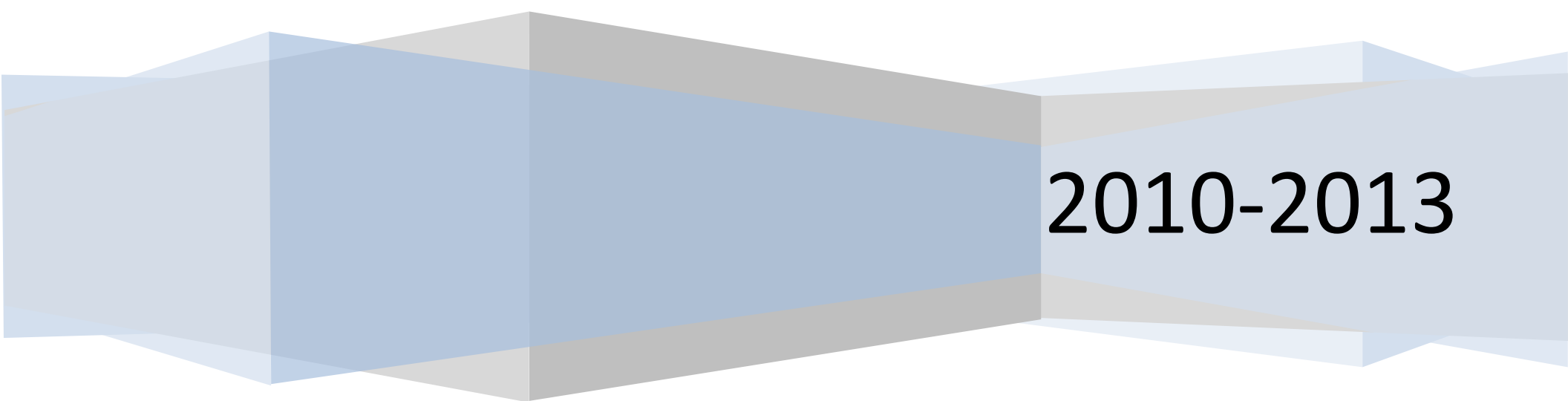


Salina Public Schools

# USD 305 Technology Plan

Kansas Local Technology Plan Rubric

Technology Advisory Group



2010-2013

USD 305  
KANSAS LOCAL TECHNOLOGY PLAN RUBRIC

**Board Approved District Policies Section**

1. The district has Appropriate Use Policies that address network use, copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community. The policies are reviewed with students and staff yearly. **YES**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

2. Has the district installed, and does it maintain/regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which filters access to obscene, pornographic, or 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**

If not, what plan does the district have to address CIPA compliance? Include a timeline for completion.

3. Are district policies in place that address state and federal requirements to educate students regarding Cyberbullying, Internet Safety and Digital Citizenship and appropriate online behavior--including interactions in social networking sites, forums and chat rooms? **YES**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

4. Does the 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that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?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**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

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

If not, what plans does the district have to address the lack of such an inventory? Include a timeline for completion.

6. Does the 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**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

7. Does the 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**

If not, what plans does the district have to address the lack of such a policy? Include a timeline for completion.

8. Does the district have a plan and adequate budget to address accessibility and compliance with Section 508? **YES**

If not, what plans does the district have to address Section 508 requirements? Include a timeline for completion.

## **1. General Information**

### **1.a Committee Membership / Stakeholder Representation**

Current membership of the Technology Advisory Group is provided below. The composition of this committee indicates the efforts of Salina Public Schools to solicit a vertical demographic cross-section of the Salina community, respecting the viewpoints and expertise not only of teachers but of students, parents, business and higher education representatives. All members participated in activities to familiarize themselves with the goals and objectives of the current instructional technology plan and evaluate the district's current "technology status" in relation to the goals of the plan and the recommendations of research-based best practices.

The Technology Advisory Group is a committee of school administrators, teachers, parents, students and other Salina community representatives formed in the fall of 2008 for the purpose of advising Salina Public Schools in the development and monitoring of a three-year instructional technology plan.

Committee Members:

Betty Amos, Executive Director of Special Education, CKCIE  
Kay Barriger, Curriculum Technologist, Cottonwood/Coronado Elementary  
Jerry Baxa, Principal, Cottonwood Elementary  
Leona Beal, 2<sup>nd</sup> Grade Teacher, Oakdale Elementary  
Melissa Bixby, Parent, First Bank Kansas  
Damon Boyer, 5<sup>th</sup> Grade Teacher, Heusner Elementary  
Sheryl H. Brown, Keyboarding Teacher, Lakewood Middle  
Lynda Buehre, Technology Project Leader, Management Information Services  
Dwight Christie, Director, Management Information Services  
Chris Clark, Curriculum Technologist, South Middle

Helen Gregg, Curriculum Technologist, Sunset/Oakdale Elementary  
Andy Hanson, Curriculum Technologist, Meadowlark/Heusner Elementary  
Jennifer Harris, Web Support Technician, Management Information Services  
Leigh Hendrix, Lead Teacher, Schilling Elementary  
Dave Henry, Parent, Pastor at New Community Church  
Margy Hogarty, Kindergarten Teacher, Meadowlark Elementary  
Tracy Hutton, Curriculum Technologist, South High  
Pam Irwin, Director of Staff Development , Board of Education  
Steven Kimmi, 5<sup>th</sup> Grade Teacher, Schilling Elementary  
Amy Lange, Facilities Coordinator, Board of Education  
Jane Maresch, Media Specialist, Sunset Elementary  
Deb Millikan, Community, Independent Educational Consultant  
Danny Munsell, Assistant Principal, Lakewood Middle  
Tim Olsen, 5<sup>th</sup> Grade Teacher, Stewart Elementary  
Janice Ostrom, Media Coordinator, Instructional Media Center  
Shannon Peters, Science Teacher, Central High  
Linda Ponton, Curriculum Tech, Lakewood Middle  
Cheryl Ritter, 1<sup>st</sup> Grade Teacher, Meadowlark Elementary  
Linda Rohrer, Vocal Music Teacher, Sunset Elementary  
Julie Rowe, Parent, Parent  
Lauren Rowe, Student, Central High  
Deanna Ryberg, Lead Teacher, Coronado Elementary  
Melinda Salisbury, 7<sup>th</sup> Grade Teacher, South Middle  
Janet Sauber, Curriculum Technologist, Central High  
Carlene Stueve, English Teacher, South High  
George Troutfetter, Assistant Principal, South High  
Gina Tyler, Curriculum Technologist, Schilling/Stewart Elementary  
Don Von Bergen, Community, Department Head at K-State Salina  
Cheryl Werth, 3<sup>rd</sup> Grade Teacher, Cottonwood Elementary  
Corbin Witt, Executive Director of School Improvement, Board of Education  
Casy Ziegler, Program Coordinator, Heartland Programs

**Are all recommended constituencies represented? YES**

## **1.b District Mission and Vision Statement**

The mission of Salina Public Schools is to educate all students by providing them with the opportunities to gain the skills necessary to participate successfully in the communities in which they live. Completion of this mission is the responsibility of the student, family, community, teachers, and staff in a cooperative partnership.

Many of the skills our students need for success are dependent upon or directly connected with the proficient and appropriate use of technology. Students can gain these skills only through the effective integration of technology into the curriculum and classroom instruction.

## **1.c Instructional Technology Vision**

Salina Public Schools believes that technology improves student learning, increases teacher and staff productivity, and expands our means of parental and community communication. All stakeholders are committed to excellence with regard to technology planning and use.

We believe technology must be integrated in a seamless and transparent manner within all subject areas and at all grade levels in both instruction and assessment. This will ensure that all students are able to use technology effectively in an information-rich society and meet state content standards. Access to technology in all of our schools allows students and teachers to develop a comfort level and an ability to use technology as a tool for teaching and learning.

Students will use technology to think critically, create innovative and creative products, solve complex problems, make important decisions, retrieve information and conduct research, and communicate and collaborate with others inside and outside school. Students will practice good digital citizenship, demonstrate personal and aesthetic growth, and develop life-long learning skills.

Teachers will plan and design new learning environments and experiences as well as new assessment and evaluation instruments that maximize student learning through technology use. Teachers will communicate high expectations in both content knowledge and technology skills while providing opportunities for differentiated instruction.

Administrators will provide the necessary support, encouragement, resources, and tools to assist teachers in technology integration. Administrators will also develop procedures that measure the effectiveness of technology in the learning process.

All staff will use technology to increase and update their own skills, knowledge, and productivity by strengthening communication, sharing resources, participating in professional development, and improving task management.

## **2. District Summary of Progress and Technology Goals**

| <b>District Strategies and Priorities from 2007 Plan</b>  | <b>Progress</b>  |
|---|--|
| Provide more computer access throughout the district  | The district has provided every teacher with a laptop computer with wireless connectivity. Due to budget constraints the actual number of computers has stayed consistent instead of increasing as desired.  |
| Provide anywhere/anytime access in all buildings by creating a wireless environment (infrastructure, mobile labs, laptops)  | All buildings now provide a wireless environment with increased wireless mobile laptop computer labs for student academic needs.   |
| Provide more instructionally appropriate multimedia tools (projectors, interactive white boards, student response systems, document cameras, video-conferencing, peripherals) | The district hardware purchasing plan approved acquisition and support of these multi-media tools. Again due to budget constraints a limited number of these devices have been purchased in each building. Buildings are purchasing devices individually as funding permits.   |
| Infrastructure maintenance and upgrades (replacing switches/Local Area Network, IP telephony, Storage Area Network, Wide Area Network)  | The USD 305 Board of Education approved a 2 mill capital outlay increase to support infrastructure upgrades and the replacement of district switches over a three year plan. The funds generated by one mill were designated for technology enhancements.  |
| Create a new technology distribution strategy that gives more building level controls   | School level administrators have been provided more building level controls for distribution of technology in their facilities.  |
| Support classroom/lab computer needs  | The district hardware purchasing plan addresses updates to classroom lab computers in the 2010-2011 school year. Replacement of current classroom computers will proceed as funding permits.   |
| Explore virtual learning options and opportunities for students   | A committee was formed in the fall of 2009 to explore virtual learning opportunities and continues to work in this area.   |
| Increase technical support (through curriculum technologists, MIS, others)  | Due to budgetary concerns, the district has not been able to increase technical support staff in the district.   |
| Build the instructional leadership capacity at the building level (through training of curriculum technologists)  | The district continues to work toward establishing the role of curriculum technologists (CT's) as technology integration specialists rather than technical support providers. Significant progress has been made in this area with all CT's now trained in instructional coaching and providing formal, regular technology integration training to all teachers when they receive significant technology hardware additions to their classrooms. |
| Facilitate professional development that provides teachers with additional  | The development of the iTEEM (Integrating Technology into Education by Empowering Mentors) program has enabled the district to provide motivated teachers with the tools to  |

|   |   |
|---|---|
| opportunities to see effective technology integration models in practice  | integrate technology into their classrooms and ongoing supports to teachers as they integrate the technology into their instruction. Training has been provided to model effective practices and allow teachers practice with feedback.   |
| Revise the technology curriculum and information literacy curriculum to ensure that benchmarks and objectives are aligned to essential objectives in math and reading | The district Technology Advisory Group has created technology literacy indicators based on and reprinted with permission from National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), <a href="http://www.iste.org">www.iste.org</a> , and the American Association of School Librarians, © 2007 by the American Library Association, <a href="http://www.ala.org/aasl/standards">www.ala.org/aasl/standards</a> . The district continues to develop and refine the technology curriculum. |
| Improve technical support services  | The district has a technology planning team that is comprised of Management Information Systems (MIS) staff and district administrators. The team meets monthly to review technology acquisitions, training, implementation, and support services. Much progress has been made in the improvement of technology support services in the district through this organized and collaborative effort.   |

The following table illustrates evidence of progress toward achieving the objectives of our two major goals for successful technology integration:

| Goal 1   | Objectives   | Progress | Evidence  |
|--|--|----------|---|
| All teachers and students will routinely integrate technology to improve student learning of essential objectives. |  |          |   |
|  | Each school year during grade level, course, or department collaboration, principals, facilitators, and teachers will demonstrate knowledge and skill 80 % of the time in integrating technology to support engaged student learning models of instruction as measured by faculty-selected integration aids. | Ongoing  | LoTi (Levels of Teaching Innovation) framework to ensure quality integration                  |
|  | Throughout each school year principals and/or curriculum   | Ongoing  | The technology integration rubric is no longer used. This objective is being measured through |

|  |   |         |   |
|--|---|---------|---|
|  | technologists will, 80% of the time, collaborate with individual teachers during lesson/unit design for the purpose of effectively integrating technology to support engaged student learning models of instruction as measured by the <i>Technology Integration Rubric</i> . |         | the LoTi survey and curriculum technologists' logs.   |
|  | Principals, curriculum technologists, and teachers will use the <i>Technology Integration Rubric</i> to provide feedback and/or coaching for improvement at least twice a school year.  | Ongoing | The technology integration rubric is no longer used. This objective is being measured through the LoTi survey and curriculum technologists' logs. |

| <b>Goal 2</b>   | <b>Objectives</b>  | <b>Progress</b> | <b>Evidence</b>  |
|---|--|-----------------|--|
| Teachers and principals will accept responsibility for their own professional growth, set SMART goals, and assess progress toward increased student learning. |  |                 |  |
|   | Principals and district administrators will provide and support multiple opportunities for high quality staff development on technology integration and instructional models of engaged learning. Every teacher will be invited to participate annually in demonstrations, observations, book/research study, and/or one-on-one support from the building CT in the teacher's classroom. | Met/Ongoing     | Curriculum technologists' logs, iTEEM participation and evaluation, and team minutes from building level team collaborative time |
|   | By or before October 1 of every  | Ongoing         | This has been integrated into the building needs   |



|  |   |             |   |
|--|---|-------------|---|
|  | school year, each school faculty and administration will construct or update a building-level technology integration plan that is integrated into and supports the school's improvement plan. Plans will include monitoring student mastery of grade level benchmarks, analysis of the student achievement data, and a June 1 summary of progress document. |             | assessment and school improvement plan.   |
|  | Teachers and principals will design and participate in building-level staff development activities that meet individual teacher needs and common faculty needs as identified through observation and feedback using the <i>Technology Integration Rubric</i> annually.  | Met/Ongoing | The technology integration rubric is no longer used. This is being measured through the LoTi survey and curriculum technologists' logs. |

**3. Technology Needs Assessment**

**3.a USD 305 Technology Resources**

The current physical infrastructure of the district includes access to portable wireless laptop labs, student computers in most classrooms, and one teacher laptop computer for every K-12 teacher; hardwired and wireless Internet access in every classroom and office; fiber optic network with voice-video-data capabilities across all schools; Safari technologies video distribution system; at least one computer lab in every elementary school and up to five labs in each secondary school; multimedia tools such as projectors, interactive white boards, and student response systems; and peripherals such as flex cams, scanners, and digital cameras in appropriate classrooms.

The district has a process for teachers and administrators to submit requests for new instructional software. The district Management Information Systems (MIS) department checks requests to ensure operating system/hardware support for the software. The office of school improvement reviews each proposal's alignment with technology integration goals and effective instructional practices.

**3.b USD 305 Technology Needs Assessments**

Our district Technology Needs Assessment is comprised of three surveys that collect information and technology recommendations from different groups. One survey focuses on teachers and school administrators, one on secondary education students, and one on parents, postsecondary educators, and other members of the Salina community. The surveys are distributed and data collected online. Each survey is tailored to a different perspective on technology integration in terms of what respondents think should be occurring and what they perceive actually is occurring within the district schools.

The LoTi Digital-Age Survey is a 21<sup>st</sup> Century questionnaire and is used for the teacher survey. LoTi is the acronym for Levels of Teaching Innovation and measures three critical components pivotal to digital-age literacy and innovative teaching practices. The survey is administered online to all certified teaching staff and building level administrators (K-12).

The Technology Advisory Group created survey instruments to be distributed and administered on-line. The surveys were designed to gather information to guide development of the technology plan. The links to the surveys were sent to building level administrators to distribute to parents and students for completion and were also placed on the district and building websites. Information about completion of the survey was also placed in building newsletters. Each building had a different strategy as to how to accomplish administration of the survey. The student and parent/community member surveys are part of the Comprehensive Needs Assessment Survey designed by the local Technology Advisory Group in the spring of 2009.

In addition to the technology surveys our district uses annual inventory data and equipment assessments to comply with technology foundation standards for new, replacement, or upgraded equipment. This information provides a basis for decisions related to upgrades and replacements of hardware and software.

Continuous technology use assessment supports both district and school improvement plans. The effectiveness of technology is determined within the context of our local Technology Information and Literacy Standards. These were developed through collaboration, input, and research from administrators, teachers, students, parents, and community members. The Technology Information and Literacy Standards for USD 305 are provided in Appendix A.

Goals and objectives for technology were defined for 2010-2013 as described in the following sections. These goals align with the overall district strategic plan, school improvement plans, state and national technology plans, curriculum standards, staff development strategies, and other initiatives. These goals also consider factors such as student achievement and instructional objectives, level of staff expertise, existing inventory and infrastructure, budget, and personnel.

### **3.c Target Groups**

The LoTi Digital-Age Survey is a 21<sup>st</sup> Century teacher/administrator questionnaire. There were 435 teachers and administrators who completed the most recent LoTi survey. We believe the findings are valid and can be used to make future decisions and establish goals.

The Technology Advisory Group created survey instruments to be distributed and administered on-line. One survey was designed to be administered to students and another survey was designed to be administered to parents and community members. These surveys were administered to secondary education students (grades 6-12) and to parents, postsecondary educators, and other adult members of the community.

There were 1,636 secondary level students enrolled in USD 305 who completed the technology survey for students: 40% were enrolled in South High and 40.2% were enrolled in South Middle, compared to less than 1% representing Central High and 21.4% from Lakewood Middle. Gender representation was fairly even with 46.2% students surveyed being male and 53.8% female. Of all students surveyed, 90.9% said that they had a computer at home.

One hundred seventy parents, postsecondary educators, and other community members completed their survey. The majority (70%) were 30-50 years of age, with 17.6% 50 years or older, and 9.4% young adults under the age of 18 (not students). The smallest group was ages 18-30 which comprised only 2.9% of the total participants. For all people surveyed, 84.7% indicated they had one or more school-age children. The leading schools were Lakewood Middle (identified by 44.7% of those with children in school), Central High (40%), and Meadowlark Ridge Elementary (23.3%).

The results of these technology surveys were reviewed by a committee of stakeholders representing patrons, parents, students, teachers, administrators, support staff, business leaders, employers, and the Salina Board of Education. This committee, called the Technology Advisory Group, provides recommendations to the Technology Planning Team which is a smaller, school-based decision-making council. The Technology Planning Team develops technology plans and updates to submit to the superintendent and district administration. Once approved at the administrative level, these plans/updates are submitted to the Salina Board of Education for final approval prior to implementation.

### **3.d Timeframe**

The LoTi Digital-Age Survey was most recently administered from July 1, 2009 through November 1, 2009. This survey will be administered every two years. The next assessment will be administered in the fall of 2011.

The Comprehensive Needs Assessment Survey was designed by the Technology Advisory Group in the spring of 2009 and recently administered prior to the end of the 2008-2009 school year. This assessment (both student and parent/community surveys) will be updated annually.

### **3.e Data Collected**

LoTi measures three critical components pivotal to digital-age literacy and innovative teaching practices. These components are (1) teachers' level of technology implementation; (2) personal computer use; and (3) current instructional practices. The results are described in six levels of implementation. Level 0 indicates technology non-use and Level 6 indicates refinement in technology application. The questionnaire pinpoints five specific skill sets including digital-age work and learning, digital-age learning experiences and assessments, student learning and creativity, professional growth and leadership, and digital citizenship and responsibility. Results of this assessment are compared to the previous assessment in order to measure growth in terms of effective technology integration with the technology tools currently in place. The assessment is administered every two years to provide time for measurable growth.

The Comprehensive Needs Assessment focuses on student and adult perceptions of the effectiveness of current technology integration in our schools. The surveys also collect recommendations for technology acquisition, integration, and how technology might support SCANS (Secretary's Commission on Achieving Necessary Skills). This includes the "soft skills" such as leadership, and communication, problem solving, *etc.*, that prepare graduates for postsecondary education, the workplace, and adult society.

### **3.f Summary of Data: LoTi**

The results of the most recent LoTi survey indicate that the instructional focus emphasizes content understanding and supports mastery learning and direct instruction. Teacher questioning and/or student learning focuses on lower levels of student cognitive processing (e.g., knowledge, comprehension) using the available digital assets. However, our teachers need to become more student-centered and allow students more influence in instructional practices, including assessment. They also need to create more opportunities for students to use technology for complex thinking and product creation. Staff development and administrators need to assist teachers by helping them locate resources to increase technology use in the classroom and overcome challenges.

#### **LoTi Digital-Age Survey Findings**

Approximately 3% of Salina Unified School District participants (12 participants) completing the LoTi Digital-Age Survey assessed themselves at the Proficient Level as defined by the National Education Technology Standards for Teachers (NETS-T). This level is characterized by the use of digital tools and resources embedded in challenging and engaging learning experiences that promote problem solving, critical thinking, and self-directed learning.

Approximately 88% of the 435 Salina Public Schools participants were clustered in Levels 0 through 2. These levels represent the lower portion of the LoTi Framework and focus primarily on teacher's use of productivity tools, student use of tutorial programs, and "project-based" learning opportunities at the knowledge/comprehension level.

Though 100% of Salina Public Schools participants reported having instructional access to digital tools and resources for teacher and student use, approximately 38% of these same participants indicated that they felt fluent in using digital tools and resources in the workplace for student learning.

Approximately 77% of Salina Public Schools educators indicated that they either supported or implemented one or more attributes of a learner-centered curriculum. A learner-centered curriculum includes attributes such as a focus on multiple assessment strategies, an emphasis on higher-order thinking skills, and the creation of a problem-based learning environment. Research has found strong links between digital tools and resources used in conjunction with these attributes and higher student achievement based on standardized test scores.

Based on their responses to the LoTi Digital-Age Survey, the highest professional development priority for Salina Public Schools participants was in the area of Student Learning and Creativity. The lowest professional development priority area for Salina Public Schools participants was in the area of Professional Growth and Leadership.

### **3.g Summary of Data: Student Technology Survey**

Based on the most recent survey results the Technology Advisory Group drew these general conclusions of secondary education students who responded:

- (1) Most students feel there is adequate access to and use of technology in their school.
- (2) Most students feel they have excellent knowledge of technology tools but still need support in effectively using the technology to solve problems.
- (3) A slight majority of students perceive that at least half of their teachers encourage them to use technology for learning.
- (4) Students perceive the *least* amount of connection being placed between technology and (a) peer collaboration; (b) problem-solving skills; and (c) doing extra research outside of school.
- (5) Most students feel that technology improves their understanding of the subject matter.
- (6) Most students are aware of their school's Internet Use Policy.

See Appendix B for a complete, detailed analysis of the student technology survey results.

### **3.h Summary of Data: Parent/Community Technology Survey**

Based on the most recent survey results the Technology Advisory Group drew these general conclusions of parents, postsecondary educators, and community members who responded:

- (1) Most respondents perceive that student access to technology and/or quality of technology tools in schools is less than adequate.
- (2) Most respondents believe that effective use of technology in the classroom has a strong positive impact on student attitude and motivation and also has a positive impact on student learning and quality of instruction.
- (3) Most respondents rated as most critical for postgraduate success those skills that are *not* commonly perceived as closely tied to technology. The highest rated skills were those often thought of as unconnected to technology such as critical thinking, communication, and collaboration.
- (4) There is no strong consensus that technology can and should be expected to support the development of *all* critical skills.

See Appendix C for a complete, detailed analysis of the parent/community survey results.

### **3.i Decisions Based on Needs Assessment Data**

Each needs assessment/survey provides essential data for technology decisions in our district. Technology decisions are not based solely on one assessment. Our district solicits a variety of perspectives to get a more complete picture of how effective our educational technology is and how it could better be used to help students achieve academic and post-graduate success.

The teacher/administrator assessment (LoTi) is used primarily to guide staff development supporting effective technology integration across all curricular areas and grade levels. Much of this staff development is provided through the iTEEM. The iTEEM program works with staff who have acquired new technology and includes three full days of formal training throughout the school year plus ongoing networking, collaboration, technology-rich classroom project development, evaluation, and technical support from Management Information Systems (MIS) staff and curriculum technologists.

The fall 2011 LoTi results will be compared to the previous LoTi, and future staff development and new technology acquisition decisions will be based on the growth measured by comparing newer LoTi results to baseline data. The information tells us if current staff development is bringing teachers to the level of technology integration we want and if current technology tools are being used effectively.

The Comprehensive Needs Assessment also provides data that assists the Technology Advisory Group in making technology decisions. Specifically, student surveys corroborate LoTi results in determining the effectiveness of technology integration and instruction. Parent/community surveys provide recommendations on the appropriate relationship between technology and essential skills (academic and non-academic) and public expectations for technology in strengthening these skills in students.

The most critical technology decisions for any district are those supporting new technology acquisitions, replacement, and upgrades. Our district purchasing plan was first developed and approved by the Salina Board of Education in the spring of 2008 and is updated yearly.

All of these priorities were recommended by the Technology Advisory Group and based on results from the Technology Needs Assessments described in this section. As assessment information is updated each year, these priority areas will be reviewed for possible change, addition or reprioritization. Through the Technology Needs Assessments a full variety of representative perspectives in our local community have the opportunity to influence the decision-making process.

## **District Technology Goals and Objectives**

### **4. District Technology Infrastructure Goals and Objectives**

#### **4.a Current Access to Technology in USD 305**

Salina Public Schools is dedicated to providing the hardware, connections, and software to meet the district's mission, vision, and goals in the area of technology infrastructure. All decisions are based on the educational needs of the staff and students and reflect the district's school improvement initiatives.

Salina Public Schools are wireless in all educational facilities. Each classroom is wired for a minimum of eight 100mb Ethernet connections, one phone connection with phone, and one video send and receive connection. All buildings and classrooms are wired with CatVe or better cable.

Each classroom has Safari Technology's video display equipment installed and connected to the video receive cable. The Safari Technology equipment includes a Digital Media Commander, wireless keyboard and remote, and a 32" television monitor. During the spring and summer of 2010 the 32" television will be replaced with a LCD projector for enhanced student viewing opportunities.

Two mobile wireless computer labs were added to each school in the fall of 2009 and two more added in the spring of 2010. These mobile labs allow “anytime, anywhere” learning for the students of our schools. Each middle and high school has a variety of special-use stationary computer labs for business, technology, foreign language, journalism, forensics, and science purposes.

Interactive whiteboards and Activslates have been added to many classrooms through the technology hardware purchasing plan. All Career and Technical Education program classrooms will have interactive whiteboards or Activslates installed in the classrooms by fall 2010.

Schools have additional technology tools available for instruction at the discretion of the principal. These tools include desktop computers, DVD-VCR players, classroom response systems (often referred to as “clickers”), document cameras, MP3 players, web cameras, digital cameras, digital camcorders, individual laptops, flash drives, graphing calculators, science probes, video editing equipment, a/v mixers, and audio systems.

Teachers have access to and training supporting the use of the KanEd portal through which they can access many educational software and instructional enhancements programs. Microsoft Office is installed on all computers. Various other business, publishing, editing, and instructional applications are installed on an as-needed basis. All classrooms have access to Safari’s Montage Video Library. Secondary schools have access to Discovery’s United Streaming video database. Elementary buildings have access to BrainPop and BrainPop Jr. All teachers use STI Education Data Management Systems for student records, electronic grade book, and parent/student access.

Teachers and students have access to assessment preparation software, including online formative testing, KanEd Portal Learning Station direct connect, Blending Assessment and Instruction Practices (BAIP), and Study Island.

Screening and diagnostic assessment software is available, including MAP, AIMSweb, Dibels, FitnessGram, KanEd Learning Station PET, School-Wide Information System (SWIS), and Scholastic Reading Inventory.

Instructional supports software available, including Reading A-Z, Science A-Z, Numbered Heads Together, AutoDesk CAD, and many open source programs.

All media centers have automated Follett library catalogs and checkout systems, wireless access, desktop and laptop computers, and access to the same technologies available in classrooms.

USD 305 teachers are encouraged to use district-approved software to create and maintain teacher web pages to keep parents informed of curriculum and current events in their classrooms.

The district plans to apply for E-Rate to continue to support and enhance the mission and vision of the district through technology and hardware. Eligible services included in the application are:

- Infrastructure technologies discounts including cabling, switches, servers, routers, and basic maintenance. A three year plan to replace data switches began February 2010.
- Telecommunications services including phone service (land and cell, local and long distance), leased data circuits, T-1 lines, and Internet connections.

**USD 305, Salina Public Schools**  
**Technology Infrastructure Goals and Objectives**

**Goal 1: District technology infrastructure, telecommunications, hardware, software, internet access, services and resources support the educational and administrative needs of the district.**

**Objective 1: A technology rotation, upgrade and replacement plan assures computers and other technologies are appropriate for the student learning, teaching, and workplace environment.**

| <b>Action Step/Activity</b>   | <b>Timeline</b> | <b>Person Responsible</b>              | <b>Review</b> | <b>Progress</b>   | <b>Assessment</b>   |
|---|-----------------|--|---------------|---|---|
| Support a technology equipment rotation, upgrade and replacement plan that continually ensures that students and classrooms of all grade levels have appropriate technology to meet teaching and learning requirements. | Ongoing         | Corbin Witt<br>Tech Planning Committee | Annual        | Technology is appropriate for students to complete projects/assignments. Student projects/ assignments are satisfactorily completed in a timely manner. Budget is available for regular replacement of equipment. A four year technology replacement plan is near completion. | <ul style="list-style-type: none"> <li>• Comprehensive Needs Assessment annually surveys students, faculty, staff, parents, and community members.</li> </ul> |



|   |                 |   |               |  |   |
|---|-----------------|---|---------------|--|---|
| Support a technology equipment rotation, upgrade and replacement plan that continually ensures that the technology needs to accomplish administrative tasks and responsibilities are met.   | Ongoing         | Ken Kennedy<br>Corbin Witt                    | Annual        | The technology is available and appropriate for staff to perform regular administrative duties.              | <ul style="list-style-type: none"> <li>• Department recommendations to District Executive Team will be documented throughout the year, including sources of data and information relevant to these decisions.</li> </ul>  |
| <b>Objective 2: A software replacement and upgrade plan assures software and on-line applications are appropriate for learning, teaching, and the workplace environment.</b>  |                 |   |               |  |   |
| <b>Action Step/Activity</b>   | <b>Timeline</b> | <b>Person Responsible</b>                     | <b>Review</b> | <b>Progress</b>  | <b>Assessment</b>   |
| Educational and administrative software is upgraded and/or replaced to meet educational, administrative, hardware and operating system needs to the extent possible, and recommended software will be piloted under controlled conditions and evaluated for district-wide implementation. | Ongoing         | Dwight Christie<br>Corbin Witt<br>Ken Kennedy |               | Plan is in place to replace operating system with Windows 7 and have all software compatible by August 2010. | <ul style="list-style-type: none"> <li>• Software approval forms document software recommendations and district action taken.</li> <li>• Recommendations from the Software Committee, a sub-committee of the Technology Advisory Group, are documented (including data used to inform recommendations).</li> <li>• MIS polls each school annually to solicit additional recommendations for software adoption.</li> </ul> |
| Review district software licenses for compliance and upgrade status.  | Yearly          | Dwight Christie<br>Corbin Witt                |               | All software licenses meet federal guidelines, and company licensing agreements.                             | <ul style="list-style-type: none"> <li>• Building administrators submit recommendations for software renewal.</li> <li>• MIS reviews district-wide software licenses.</li> </ul>  |

**Objective 3: Maintain a network capable of supporting all academically and administratively appropriate hardware and software.**

| Action Step/Activity   | Timeline | Person Responsible                            | Review | Progress  | Assessment  |
|--|----------|---|--------|---|---|
| Rotate and replace district network technology as necessary to meet the needs of educational and administrative equipment and software.                    | Yearly   | Dwight Christie<br>Corbin Witt<br>Ken Kennedy |        | A three year switch replacement is to be completed FY 2012.                   | <ul style="list-style-type: none"> <li>MIS continually evaluates equipment in terms of functionality and educational capacity.</li> </ul> |
| Apply for all applicable and eligible E-Rate discounts, including cabling, switches, servers, routers and basic maintenance for networking infrastructure. | Yearly   | Dwight Christie                               |        | Forms are completed on time. Requested technologies are funded and purchased. | <ul style="list-style-type: none"> <li>Maintenance of eRate funding for eligible technologies</li> </ul>                                  |

**Objective 4: Maintain Internet connectivity capable of supporting all academically and administratively appropriate tools and applications.**

| Action Step/Activity   | Timeline | Person Responsible | Review | Progress  | Assessment   |
|--|----------|--------------------|--------|---|--|
| District provides Internet access to all classrooms and administrative offices with appropriate bandwidth for online tools and applications.     | Ongoing  | Dwight Christie    |        | Virtually 100% of district computers have Internet access.                            | <ul style="list-style-type: none"> <li>Documentation of service interruptions, outages, delays, or other issues</li> </ul>   |
| District email and Internet filtering and security applications meet federal laws and guidelines and meet district security and stability needs. | Ongoing  | Dwight Christie    |        | Various, feasible hardware and software solutions are in place that meet these needs. | <ul style="list-style-type: none"> <li>Children's Internet Protection Act (CIPA) compliance documentation on site</li> <li>Daily analysis of network logs</li> </ul>                     |
| District web presence is easy to maintain and provides access to district activities, regulations, policies, and student information.            | Ongoing  | Carol Pitts        |        | SchoolWires web publishing software and web site design will be in place fall 2010.   | <ul style="list-style-type: none"> <li>Website statistics (usage)</li> <li>Documentation of calls specifically focusing on website issues, strengths, weaknesses, or concerns</li> </ul> |

|   |                 |                           |               |  |   |
|---|-----------------|---------------------------|---------------|--|---|
| Apply for all applicable and eligible E-Rate discounts, including phone service (land and cell, local and long distance), leased data circuits, T-1 lines and Internet connections. | Yearly          | Dwight Christie           |               | Forms are completed on time.<br>Requested services are funded and purchased.               | <ul style="list-style-type: none"> <li>Maintenance of eRate funding for eligible services</li> </ul>  |
| <b>Objective 5: Coordinate appropriate support and maintenance of all hardware and software systems (internally or through outside contracted services).</b>                        |                 |                           |               |  |   |
| <b>Action Step/Activity</b>   | <b>Timeline</b> | <b>Person Responsible</b> | <b>Review</b> | <b>Progress</b>  | <b>Assessment</b>   |
| All support issues are prioritized to prevent down time to instructional and administrative technology.   | Ongoing         | Dwight Christie           |               | Over 90% of all work-orders are completed within one working day.                          | <ul style="list-style-type: none"> <li>Documentation of all service requests, prioritization of requests, and action(s) taken</li> </ul>  |
| Maintain ongoing maintenance and support contracts for hardware and software where needed.  | Ongoing         | Dwight Christie           |               | An on-going list of all outside maintenance and support contracts and needs is maintained. | <ul style="list-style-type: none"> <li>Service contracts on file</li> <li>Invoices and other fiscal documentation</li> <li>Documentation of service review for each contract</li> </ul> |

## **5. Curriculum Integration Goals and Objectives**

### **5.a Curriculum Integration**

Effective technology integration in the district is expected to support two kinds of student learning outcomes: improved student learning of essential objectives across all core subject areas and increased higher order thinking skills/National Education Technology Standards (NETS) competencies. To support access to all levels and components of the curriculum for all teachers all curricula were placed on a SharePortal, a web-based collaboration and sharing portal.

Technology can support a model of engaged learning that not only improves student attainment of NETS competencies but also mastery of essential objectives in core subjects. Technology can also serve as a tool to provide our harder-to-reach learners with the opportunity to improve the academic performance on these essential objectives by supporting instruction tailored to their individual learning styles, adjusting the pace of learning and providing continuous positive affirmation through immediate feedback on their progress.

Both of the student outcomes (essential objectives in core curricula, NETS competencies) are addressed in the USD 305 technology and information literacy standards. The district technology vision is that successful technology integration supports both outcomes.

The district has a technology curriculum based on the National Educational Technology Standards for Students, Second Edition, © 2007, ISTE® (International Society for Technology in Education), [www.iste.org](http://www.iste.org), and the American Association of School Librarians, © 2007 by the American Library Association, [www.ala.org/aasl/standards](http://www.ala.org/aasl/standards). Both were written as “stand alone” curricula but designed for integration across all core academic areas.

The technology curriculum and information literacy curriculum were designed for integration across all grade levels, and grade-level benchmarks and objectives are planned for development.

### **5.b Curriculum Integration Assessments**

The district measures levels of technology integration in all classrooms through the LoTi survey. Both the technology curriculum and the information literacy curriculum include multiple essential objectives that are closely aligned to student-centered learning models, e.g. emphasis on “real world” applications of skills, collaboration and teamwork, student-created products, connections between technology and global issues outside the school walls, and authentic problem-solving tasks.

The LoTi survey measures the transformation from didactic teaching practices and student-compliant learning to digital-age teaching and learning characterized by the use of digital tools and resources to promote higher order cognitive processing, engaged student learning, and authentic, real-world problem-solving. This model of digital-age teaching and learning is aligned with the district’s ongoing efforts to improve student achievement and classroom pedagogy by employing research-based best practices. This model emphasizes the role of digital-age literacy (e.g. learning-centered instruction, real-world problem-solving, collaborative learning environments) to achieve targeted outcomes that support student success in the classroom; more frequent use of technology; higher teacher levels of self-direction, effort, and collaboration with technology specialists to integrate technology effectively; and increasing focus on project-based and constructivist learning activities.

In addition, all schools will use at least some of these following strategies to assess technology/curriculum integration as articulated in their technology action plans and school improvement plans:

- Integration prompts – lesson review (based on data collected in rubrics, curriculum technologists’ logs, and regular observations/walk-throughs)
- Group summary chart (based on aggregate data from classroom assessments)
- Related feedback in other classroom observations (where technology usage and curriculum integration are relevant to other instructional strengths and weaknesses that principals address with their teachers following the observations)
- Staff development (district and building)

- Attitudes
- Skills and knowledge gained
- Needs based on post-training feedback
- Monitoring of classroom application of training content by principals, curriculum technologists, and teachers' self-reports
- Curriculum technologists' logs (aggregate building reports to the district office of school improvement)
- Grade level collaboration, SMART goals (related to technology integration objectives, and also a vehicle for teachers to share effective strategies and projects they have implemented)
- Administrator collaboration on data analysis and problem-solving (during administrative retreats, principals' meetings, other technology integration-related meetings involving school and district administration)
- Curriculum monitoring (principals and office of school improvement)
- Lesson plan monitoring (principals)
- Student learning data (incorporated into every school improvement plan, including data from multiple sources):
  - School indicators (students working below grade level, course failures, retention, graduation rate, attendance rate)
  - State assessments (reading, mathematics, science, social studies, writing)
  - Local assessments (AIMSweb, Dibels, SAT-10, Literacy First Phonics testing, criterion-referenced assessments, etc.)
  - Norm-referenced assessments (MAP)

### **5.c Ongoing Assessment of Curriculum Integration**

Curriculum integration will be monitored and assessed continuously across the district, including classrooms that achieve the “data-driven virtual learning” level of technology integration. The strategies described above for gathering data (walk-throughs, school and district administrator collaboration, CT logs, teacher collaboration meetings, etc.) are scheduled regularly throughout the school year with the focus on student outcomes (mastery of essential objectives and critical thinking skills) and teacher/classroom progress on a continuum of improving technology integration that supports models of engaged student learning.

### **5.d Quantitative and Qualitative Data on Curriculum Integration Driving Curricular Decision Making**

Student needs propel curricular decisions in Salina Public Schools. Ongoing assessment will drive all future decisions regarding district curriculum, instructional models, and technology integration. The fundamental data driving these decisions are student learning outcomes. The process occurs in phases:

- Collection of student performance data
- Identification of best educational practices that support improved student outcomes where data indicated areas of need
- Best educational practices reviewed in relation to technology integration (i.e., does technology support this practice more effectively than any other resources available?)
- Training of teachers/administrators in identified best practices

- Continuous monitoring of classroom application of best practices and structures of accountability for these practices
- Measurement of impact of best practice on student performance
- Adjustment for strengths/weaknesses of implementation

This process is a cycle of assessment, decision making, training, monitoring, accountability, re-assessment, and adjustment.

**USD 305, Salina Public Schools**  
**Curriculum Integration Goals and Objectives**

**Goal 1: Increase student achievement through the effective use of technology**

**Objective 1: Students will use technology as a tool for learning, project completion, and research.**

| <b>Action Step/Activity</b>   | <b>Timeline</b> | <b>Person Responsible</b>                                | <b>Review</b> | <b>Progress</b> | <b>Assessment</b>   |
|---|-----------------|--|---------------|-----------------|---|
| USD 305 Technology and Information Literacy Standards and Indicators (NETS/AASL) are integrated in the district K-12 curriculum and will be available online through the SharePortal. | 2010-2011       | Corbin Witt  |               |                 | <ul style="list-style-type: none"> <li>• K-12 curriculum guides</li> </ul>  |
| Curriculum technologists will assist teachers with effective integration of technology in order to increase student achievement.  | Ongoing         | Pam Irwin<br>Building Admin.<br>Curriculum Technologists |               |                 | <ul style="list-style-type: none"> <li>• Curriculum technologists' logs document ongoing collaboration with teachers.</li> <li>• Results of MAP scores, district standardized assessments and benchmarks reflect an increase in student achievement.</li> <li>• Students, as observed by teachers, curriculum technologists, librarians, principals, are independently using technology.</li> </ul> |

|   |           |  |  |  |  |
|---|-----------|--|--|--|--|
| To support curriculum integration, curriculum technologists and school librarians assist teachers and students in locating and utilizing appropriate digital resources such as databases, e-books, reference sources etc. | Ongoing   | Janice Ostrom<br>Pam Irwin<br>Corbin Witt<br>School Librarians<br>Curriculum Technologists |  |  | <ul style="list-style-type: none"> <li>• Curriculum technologists' logs document ongoing collaboration with teachers.</li> <li>• Students, as observed by teachers, curriculum technologists, librarians, principals, are independently using technology.</li> </ul> |
| Explore and write grants to include new technology that will increase student achievement.  | Ongoing   | David Cooper<br>Administration   |  |  | <ul style="list-style-type: none"> <li>• Documentation of grant requests submitted to district administration.</li> </ul>  |
| Provide alternative learning opportunities for all students (K-12) as appropriate. (i.e. virtual courses, online credit recovery, enhancements, etc.)   | 2010-2011 | Corbin Witt<br>Nancy Kiltz<br>Building Admin.  |  |  | <ul style="list-style-type: none"> <li>• Students are participating in online learning opportunities as evidenced by course enrollments.</li> </ul>  |

**Goal 2: Ensure that students are technology literate by the end of the 8th grade.**

**Objective 1: Students will demonstrate the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century.**

| Action Step/Activity   | Timeline  | Person Responsible  | Review | Progress | Assessment   |
|--|-----------|---|--------|----------|--|
| All students will complete a digital literacy course that includes education in Cyber bullying/Internet Safety/Digital Citizenship (to meet federal requirements to address educating students about these issues and appropriate online behavior--including interactions in social chat rooms) by the end of 8th grade. | 2011-2012 | Corbin Witt<br>Teachers of required MS/HS computer courses – also needs to be modeled and expected in ALL K-8 use of tech resources |        |          | <ul style="list-style-type: none"> <li>• Results of the 8<sup>th</sup> grade technology literacy assessment</li> </ul> |

|   |          |  |  |  |  |
|---|----------|--|--|--|--|
| The district will appoint a committee to evaluate technology literacy assessments with a charge to recommend assessment methods/tools for implementation.   | May 2011 | Corbin Witt  |  |  | <ul style="list-style-type: none"> <li>• Committee agenda, minutes, recommendations, and other documentation of work completed.</li> </ul>   |
| Technology benchmarks and indicators will be developed for K-12 students and incorporated into curriculum guides.   | May 2011 | Corbin Witt  |  |  | <ul style="list-style-type: none"> <li>• K-12 curriculum guides</li> </ul>   |
| Elementary and middle school curriculum technologists will assist K-8 teachers with effective integration of technology to ensure that all students have had opportunities to use appropriate technology resources by the end of 8 <sup>th</sup> grade. |          | Pam Irwin<br>Building Admin.<br>Curriculum Technologists |  |  | <ul style="list-style-type: none"> <li>• Students, as observed by teachers, curriculum technologists, librarians, principals, are independently using technology.</li> <li>• Results of the 8<sup>th</sup> grade technology literacy assessment</li> </ul> |

**Goal 3: Progress is being made toward fully integrating technology into the curriculum.**

**Objective 1: Teachers will demonstrate effective integration of technology into the classroom.**

| Action Step/Activity  | Timeline | Person Responsible  | Review | Progress | Assessment   |
|---|----------|---|--------|----------|--|
| All teachers will improve or maintain a high level of effective classroom technology integration, in alignment with the LoTi (Levels of Teaching Innovation) framework. | May 2010 | Pam Irwin<br>Corbin Witt<br>Building Admin.<br>Curriculum Technologists |        |          | <ul style="list-style-type: none"> <li>• Results of LoTi assessment</li> <li>• Curriculum technologists' logs documenting technology integration</li> <li>• Principal walk-through that include technology integration observations</li> </ul> |



|  |         |  |  |  |  |
|--|---------|--|--|--|--|
| Provide or coordinate staff development opportunities that address areas of need identified by assessments used in previous action step. | 2011-12 | Pam Irwin<br>Corbin Witt<br>Building Admin.<br>Curriculum<br>Technologists |  |  | <ul style="list-style-type: none"> <li>• Identification of needs (see above)</li> <li>• Documentation of staff development opportunities including Professional Development points awarded, attendance, content, duration of training, follow-up, and training-specific assignments or projects</li> </ul> |
|--|---------|--|--|--|--|

**6. Professional Development Goals and Objectives**

**6.a Professional Development**

The mission of the district professional development program of Salina Public Schools is “to provide the processes and activities necessary to assist educators in acquiring or enhancing the knowledge, skills, and beliefs necessary to respond to a variety of learners, resulting in increased student learning.” In the context of the district technology vision, professional development guides teachers and administrators toward technology integration that supports models of engaged learning.

Professional development for technology use should contain essential components that research has found to be important. These components include the following: a connection to student learning, hands-on technology use, variety of learning experiences, curriculum-specific applications, new roles for teachers, collegial learning, active participation of teachers, ongoing process, sufficient time, technical assistance and support, administrative support, adequate resources, continuous funding and built-in evaluation.

**6.a.1 Connection to Student Learning**

The ultimate goal of professional development is to improve student learning. Schools should provide teachers with abundant opportunities to become fluent in using technology to bolster instruction and help students develop higher-order thinking and problem-solving skills. As a result the use of technology enables teachers to implement new teaching techniques, help students work collaboratively and develop higher-order thinking skills, encourage students to be engaged in the learning process, assist students who have various learning styles and special needs, and expose students to a broad range of information and experts.

### **6.a.2 Hands-On Technology Use**

Recent research has shown the importance of current professional development emphasizing hands-on technology use. "Teachers who received technology training in the past year are more likely than teachers who hadn't to say they feel 'better prepared' to integrate technology into their classroom lessons," notes Fatemi (1999). "They also are more likely to use and rely on digital content for instruction and to spend more time trying out software and searching for websites to use in class."

Initially teachers will need to acquire core technology competencies and skills. During these initial experiences teachers should be thinking in terms of how the technology can enhance student learning and how it can be used in different content areas. Hands-on technology use at school and at home allows teachers to develop confidence in their skills and a comfort level with the technology. When teachers are accustomed to using the equipment to boost their own productivity, they "are more likely to see ways in which similar uses could support the projects they want their students to do," notes the Office of Educational Research and Improvement (1994).

### **6.a.3 Variety of Learning Experiences**

"To help teachers incorporate technology in ways that support powerful instruction requires an array of professional development experiences quite different from traditional workshops and how-to training sessions," notes David (1996). Professional development for effective technology use can come in a variety of forms such as mentoring, modeling, ongoing workshops, special courses, structured observations, and summer institutes (David 1996; Guhlin 1996). Adults require relevant, concrete experiences with adequate support, appropriate feedback and long-term follow-up (Speck 1996). This type of professional development is very different from traditional one-time teacher workshops. Research indicates that teachers learn and incorporate new information best when it is presented over a long time frame instead of a single session.

### **6.a.4 Curriculum-Specific Applications**

If technology is to be used to produce improvements in student achievement, teachers must see a direct link between the technology and the curriculum for which they are responsible. Professional development for technology use should demonstrate projects in specific curriculum areas and help teachers integrate technology into the content. In particular professional development activities should enhance teachers' curriculum, learning, and assessment competencies and skills as well as classroom management and instructional competencies and skills. Specific content can help teachers analyze, synthesize, and structure ideas into projects they can use in their classrooms.

A good professional development program is job embedded and tied to learning goals. It provides activities in the context of practice. The best integration training for teachers does not simply show them how to add technology to what they are doing. "It helps them learn how to select digital content based on the needs and learning styles of their students and infuse it into the curriculum rather than making it an end in itself," notes Fatemi (1999). "Using technology effectively also requires having a wide repertoire of teaching approaches."

### **6.a.5 New Roles for Teachers**

Technology encourages teachers to take on new and expanded roles both inside and outside of the classroom. Within the classroom technology supports student-centered instruction. The teacher assumes the role of coach or facilitator while students work collaboratively. Outside of the classroom technology supports teacher collaboration. Instead of working in isolation, teachers work together. This may involve distance collaboration with peer groups and study groups through telecommunications. Professional development for technology use provides opportunities for teachers to become comfortable and effective in these new roles.

### **6.a.6 Collegial Learning**

A professional development curriculum that helps teachers use technology for discovery learning, developing students' higher-order thinking skills, and communicating ideas is new and demanding and thus cannot be implemented successfully with teacher-participants expected to work in isolation. In addition to working in pairs or teams, teachers need access to follow-up discussion and collegial activities as required of professionals in other fields. Teachers also need time to discuss technology use with other teachers, whether face to face, through blogs, e-mail, videoconferencing, or other telecommunications media. A networked computer in every teacher's hands can allow for greater interaction between educators.

### **6.a.7 Active Participation of Teachers**

A majority of teachers should be included in the professional development program if technology is to be used equitably for all students,.

### **6.a.8 Ongoing Process**

A high-quality professional development program is conducted as an ongoing process, not a one-shot approach. Teachers need continued practice to become comfortable with and to implement change, especially in technology use.

### **6.a.9 Sufficient Time**

For any professional development activity teachers need time for planning, practicing skills, trying out and reflecting upon new ideas, and collaborating with peers. Acquiring technology skills and becoming proficient at new ways of teaching in which technology is appropriately integrated requires additional time (Brand 1997; David 1996).

To address these professional development issues and acknowledge that the demands of engaged learning using technology may lead to longer class periods, more team teaching, and more interdisciplinary work (Lockwood 1999), the school district may have to make some adjustments to the

school-day schedule. One adjustment might consist of arranging preparation times of teachers in the same content areas to coincide. This would facilitate collaboration in planning and study.

### **6.a.10 Technical Assistance and Support**

Another important component of effective professional development for technology is access to on-site technical support personnel who are responsible for troubleshooting and assistance after the technology and lessons are in place. Teachers need immediate help if they encounter difficulties when trying to use technology in their classroom. Technology that is not easily accessed and implemented will not be used. Teachers will return to more traditional ways of teaching if the problems they encounter cannot be solved quickly and efficiently.

### **6.a.11 Built-In Evaluation**

LoTi is an assessment instrument that measures three key areas: (1) teachers' level of technology implementation; (2) personal computer use; and (3) current instructional practices. The results are described in six levels of implementation. It provides a foundation for instructional technology decision-making that includes technology purchases, best teaching practices, and needs-driven staff development. All schools complete a LoTi assessment. It is recommended that schools take the LoTi every two years in order to provide current data for use in the comprehensive school improvement plan. There is no cost for a school to participate in the LoTi survey.

### **6.b USD 305 Professional Development Plan**

Professional development opportunities will be provided to all teachers in order to teach them how to effectively integrate instructional technology into their respective curricula.

The particular method of staff development will be dependent upon the individual or group being trained and may include but is not limited to the following strategies:

- Workshops
- Conferences
- Demonstrations
- Modeling
- Book studies
- PLC's
- CT/Coach assistance
- Grade level collaboration
- Independent study
- Virtual/Online courses

- Webinar
- Blogs/Wikis

The district will identify teachers at each school who currently integrate or would like to integrate technology on a consistent basis and need additional support to continue their growth. Nurturing those who already have the personal drive and enthusiasm for technology integration is a great way to encourage more widespread excitement and interest in the potential impact of effective technology integration.

### **6.b.1 Curriculum Technologists (CT's)**

A curriculum technologist is a leader in integrating technology effectively into both teaching and learning. The curriculum technologist models best practices and assists other teachers with instructional practices supported by technology. Using an instructional coaching model, curriculum technologists provide assistance in planning, data analysis, and reflective practice.

### **6.b.2 iTEEM (Integrating Technology into Education by Empowering Mentors)**

The district is developing a core group of teachers who have increased their own technology integration skills. These teachers are involved in more intensive training delivered by the curriculum technologists. The expectation is for these teachers to engage in ongoing collaboration and monitoring throughout the training with the curriculum technologist for their respective buildings.

### **6.b.3 iTEEM Training**

The training occurs over three days spread over time – all will include the following components:

- Research on best practice
- Alignment to standards
  - Content
  - International Society for Technology in Education (ISTE)
  - LoTi levels
- Strategies for differentiation
- Student-centered lessons
- Expectation for implementing strategies into the classroom
- Session evaluation – feedback for future training

#### **6.b.4 iTEEM Participants**

iTEEM participants are chosen through an application process which is reviewed by the building Principal, curriculum technologists, Director of Staff Development and the Executive Director of School Improvement. The training is provided to elementary and secondary teachers separately to allow the training to be adapted more precisely to the grade levels of the participants and because of substitute constraints in the district.

Evaluation consists of:

- LoTi – Levels of Teaching Innovation survey
- Each participant will complete a self-evaluation
- Each participant will complete a peer-evaluation

#### **6.b.5 Virtual Online Training Opportunities**

The district continues to explore virtual and online training opportunities that support improved mastery of technology integration across the curriculum. If we had flexible scheduling and alternative learning environments these opportunities would be more accessible for many teachers. The district plans to create access to appropriate seminars through Montage and other online resources to allow teachers to obtain “as needed” and “on-the-spot” technology training, i.e. training that targets specific technology skills and applications and is immediately available at any time. The precision and convenience of such training has an important advantage because teachers are more empowered to build their own skills and do not lose valuable instructional time in their own classrooms.

#### **6.b.6 Technology Training Seminars**

The district will provide access for groups of teachers and administrators to attend technology seminars and workshops to obtain skills and knowledge to implement in the classroom and to model and share with their colleagues. As with virtual/online training, the intention is to broaden the opportunities for teacher training and thus encourage increased participation.

#### **6.c Technology Professional Development Assessment**

The ultimate worth of professional development for teachers is the essential role it plays in the improvement of student learning. Professional development is important for every area of student learning, but in the area of technology this is particularly true. Teachers not only have to develop new skills and adapt new roles in facilitating classroom technology, but they must also learn how to integrate technology into the curriculum. Because technology affects the activities in individual classrooms as well as the entire school organization, professional development focusing on technology must be monitored on a regular basis. All of the aforementioned professional development activities are assessed through various means on an ongoing basis. The primary purpose is to determine if the professional development improved teachers’ technology skills, increased classroom technology use, and ultimately enhanced student learning.

As mentioned in the Needs Assessment section, the LoTi (Levels of Teaching Innovation) for the 21<sup>st</sup> Century Questionnaire was recently administered, examining each teacher's current instructional practices and personal computer use by pinpointing five specific skill sets. These include digital-age work and learning, experiences and assessments, student learning and creativity, professional growth and leadership and digital citizenship and responsibility. An analysis of the survey results provides an accurate snapshot of the effectiveness of the past and current technology professional development offerings on technology implementation in the classroom. Results also provide suggestions for future professional development as well as web resources for support. It is expected that an increase in skill level will be observed in the specific areas of personal computer use, current instructional practices, and technology implementation at individual, building and district levels.

### **6.c.1 Evidence**

Evidence that will be also used to determine the effectiveness of the Salina Public Schools technology plan will include the following:

- Staff professional growth plan technology goals
- Student products
- Staff development feedback forms
- List of staff development trainings offered
- Teacher lessons
- Staff development course sign-in sheets
- Record of hits for online courses
- Record of hits on web page tips
- Recognition of teachers on Intranet web site

### **6.c.2 Instructional Support**

Teacher and administrator training will focus on technology integration that demonstrates measurable student growth on essential objectives in math/reading as well as higher order thinking skills through promotion of instructional models of student-centered learning. The executive director of school improvement will support the principals' focus on opportunities that allow teachers to observe models of high-quality technology integration that support engaged, student-centered learning. Delivery of staff development will continue to move away from isolated "one shot" workshops and move opportunities toward a job-embedded, results-oriented continuum of teacher learning. The office of school improvement will work with principals to monitor technology integration and ensure that building-level professional development ties directly into school improvement plans.

### **6.c.3 Curriculum Technologist Support**

Effective professional development is promoted in a learner-centered environment where teachers can collaborate with peers, engage in active learning, work on real-world problem-solving tasks and receive guidance toward higher levels of self-directed inquiry, independent data analysis and development of high-quality integrated lessons. Curriculum technologists offer continuous instructional support in every school. The Comprehensive Needs Assessment indicated significant use of curriculum technologist support, but the support seemed to be based in more low-level technology integration. The district office of staff development will assess the leadership and technology integration skills of the curriculum technologists and then facilitate training based on these needs. The goal is to strengthen the skills needed by curriculum technologists in order to model highly-integrated, engaging, student-centered lessons for teachers.

### **6.d.1 Conclusion**

In the mission statement of Salina Public Schools is a phrase that suggests why the district is committed to the effective use of student learning-centered as well as teacher-centered models. That phrase is “participate successfully.” The skills that graduates must possess are the skills needed to participate successfully in the communities in which they live. Today every community is part of the global community, connected by information media and technology resources that bridge gaps in language, culture, knowledge, and economic achievement. This complex world is the community in which graduates are expected to successfully participate. The district mission is to help students participate in the modern world, contributing to local progress and global success. As technology has made the world more interconnected, facilitating rapid exchange of information, active participation is now the economic, political, and social responsibility of all citizens.

In this light the district mission statement offers a challenge not only to schools but to students, parents, and the local community. It is a challenge that must not be ignored. Education cannot be static. As our society and workplace change, partly due to the influx of new technology and more advanced information networks, our methods of preparing students for that world must change as well. The Salina Public Schools technology plan reflects the belief that improving student learning means changing our schools and the outmoded ways of thinking about education. Technology integration is essential to the district-wide transformation of classroom instruction, data-driven decision making, and ongoing responsiveness to the needs of all education stakeholders.



**USD 305, Salina Public Schools**  
**Technology Professional Development Goals and Objectives**

**Goal 1: Improve the capacity of teachers to integrate technology effectively into the curriculum and instruction.**

**Objective 1: Teachers will receive training on curriculum review, technology integration, and classroom assessment strategies to move**

- **23% of USD 305 teachers positioned at a Level 2 implementation of technology to a Level 4a.**
- **77% of USD 305 teachers positioned at a Level 2 implementation of technology to a Level 3.**
- **100% of USD 305 teachers positioned at a Level 0 or 1 implementation of technology to a Level 2.**

(According to the LoTi survey, 56% of USD 305 staff score at level 3 on the Current Instructional Practice (CIP) Intensity level. This shows that our teachers align with a subject-matter based approach to teaching and learning characterized by sequential and uniform learning activities for all students, teacher-directed presentations, and/or the use of traditional evaluation techniques. Our LoTi Level 2 implementation score indicates that the more student-centered activities are based at lower cognitive levels, i.e. knowledge and comprehension, thus allowing us to draw the conclusion that although teachers CIP level is at a 3 they lack the confidence to move to a more student-centered environment.)

| <b>Action Step/Activity</b>  | <b>Timeline</b> | <b>Person Responsible</b>   | <b>Review</b>    | <b>Progress</b> | <b>Assessment</b>   |
|--|-----------------|---|------------------|-----------------|---|
| Curriculum technologists provide training sessions on the LoTi framework (Levels of Teaching Innovation) to ensure teachers not only understand the levels but know how to reach each level. | Ongoing         | Building Administrators,<br>Pam Irwin, Director of<br>Staff Development<br>Curriculum Technologists | Annual<br>Review |                 | <ul style="list-style-type: none"> <li>• Documentation of staff development opportunities including Professional Development points awarded, attendance, content, duration of training, follow-up, and training-specific assignments or projects.</li> <li>• Curriculum technologists' logs</li> <li>• Training evaluations (e.g., pre and post self-assessment)</li> </ul> |
| District creates a cadre of technology mentors (iTEEM: Integrating Technology into Education by Empowering Mentors) trained in how to use research-based best                                | Ongoing         | Building Administrators,<br>Pam Irwin, Director of<br>Staff Development<br>Curriculum Technologists | Annual<br>Review |                 | <ul style="list-style-type: none"> <li>• Documentation of iTEEM training (e.g. rosters, content, etc.)</li> <li>• Curriculum technologists'</li> </ul>  |

|   |                |   |                      |  |  |
|---|----------------|---|----------------------|--|--|
| <p>practice, differentiated instruction, inquiry-based learning, and a student-centered approach to instruction while integrating technology effectively into their content area and/or classroom.</p>  |                |   |                      |  | <p>logs</p> <ul style="list-style-type: none"> <li>• Training evaluations (e.g., pre and post self-assessment)</li> <li>• Work samples</li> </ul>  |
| <p>Curriculum technologists provide training sessions on the LoTi framework (Levels of Teaching Innovation) to ensure administrators not only understand the levels but know how to monitor implementation.</p>   | <p>Ongoing</p> | <p>Building Administrators, Pam Irwin, Director of Staff Development<br/>Curriculum Technologists</p> | <p>Annual Review</p> |  | <ul style="list-style-type: none"> <li>• Documentation of staff development opportunities including Professional Development points awarded, attendance, content, duration of training, follow-up, and training-specific assignments or projects. Curriculum technologists' logs</li> <li>• Training evaluations (e.g., pre and post self-assessment)</li> </ul> |
| <p>Teachers receive training on a variety of classroom assessment strategies including online assessment tools, (AIMS Web, CETE formative assessments, etc.) rubrics for project assessment, and student response systems for use as both formative and summative assessment.</p> | <p>Ongoing</p> | <p>Building Administrators, Pam Irwin, Director of Staff Development<br/>Curriculum Technologists</p> | <p>Annual Review</p> |  | <ul style="list-style-type: none"> <li>• Documentation of staff development opportunities including Professional Development points awarded, attendance, content, duration of training, follow-up, and training-specific assignments or projects. Curriculum technologists' logs</li> <li>• Training evaluations (e.g., pre and post self-assessment)</li> </ul> |

**Goal 2: Encourage effective integration of technology through teacher training and curriculum development to establish replicable best practices.**

**Objective 1: District supports ongoing teacher training in effective technology use and integration.**

| Action Step/Activity   | Timeline  | Person Responsible  | Review | Progress | Assessment  |
|--|-----------|---|--------|----------|---|
| To support curriculum integration and increase student engagement in the learning process, curriculum technologists and school librarians will assist teachers and students in locating and utilizing appropriate digital resources such as databases, e-books, reference sources etc. | Ongoing   | Building Administrators,<br>Pam Irwin, Director of Staff Development<br>Curriculum Technologists<br>School Librarians |        |          | <ul style="list-style-type: none"> <li>• Curriculum technologists' logs document ongoing collaboration with teachers.</li> <li>• Principal walk-through data</li> </ul>   |
| Teachers will be trained in technology benchmarks and indicators developed for their grade level and/or content area.  | 2011-2012 | Building Administrators,<br>Pam Irwin, Director of Staff Development<br>Curriculum Technologists                      |        |          | <ul style="list-style-type: none"> <li>• Curriculum technologists' logs document teacher training and follow-up.</li> <li>• Principal walk-through that include technology integration observations</li> <li>• Curriculum guides will incorporate grade-level appropriate technology standards and skills.</li> </ul> |
| A committee will develop recommendations for strategies to increase certified staff participation in appropriate technology-related staff development.   | 2011-12   | Pam Irwin, Director of Staff Development  |        |          | <ul style="list-style-type: none"> <li>• Documentation of committee work including agendas, minutes, and recommendations</li> </ul>   |

| <b>Goal 3: Improve the capacity of classified staff to effectively use technology to fulfill their duties</b>   |                 |  |               |                 |  |
|---|-----------------|--|---------------|-----------------|--|
| <b>Objective 1: District supports ongoing classified personnel training in effective technology use.</b>  |                 |  |               |                 |  |
| <b>Action Step/Activity</b>   | <b>Timeline</b> | <b>Person Responsible</b>                | <b>Review</b> | <b>Progress</b> | <b>Assessment</b>  |
| Training in technology applications and productivity software is available to classified personnel (as appropriate to the position and necessary for satisfactory job performance). | Ongoing         | Dwight Christie                          |               |                 | <ul style="list-style-type: none"> <li>• Documentation of staff development opportunities including attendance, content, duration of training, follow-up, and training-specific assignments or projects.</li> <li>• Training evaluations (e.g., pre and post self-assessment)</li> </ul> |
| A committee will develop recommendations for strategies to increase classified staff participation in appropriate technology-related staff development.                             | 2011-2012       | Pam Irwin, Director of Staff Development |               |                 | <ul style="list-style-type: none"> <li>• Documentation of committee work including agendas, minutes, and recommendations</li> </ul>  |

**7. Dissemination, Monitoring, and Evaluation:**

**7.a Communication and Dissemination of the Salina Public Schools Technology Plan**

The approved plan will be distributed to each Board of Education member. Every Technology Advisory Group member will receive a copy of the plan via email. The plan will be posted to the district web site at: [www.usd305.com](http://www.usd305.com) for all district students, staff, and patrons to access.

**7.b Monitoring of the Salina Public Schools Technology Plan**

The Technology Planning Team and Technology Advisory Group for Salina Public Schools will review the plan, evaluate progress, and research strategies for improvement when necessary. The plan may be modified in order to maintain progress as stated in the above action plans.

The Technology Planning Team will present changes to the Director of Management Information Systems whenever budget adjustments may be warranted. The Technology Planning Team will work closely with the Executive Director of School Improvement and the rest of the committee to ensure that the action plans match the district’s overall vision and direction for school improvement and that any changes recommended are justified and attainable with the available funding, expertise, and material resources.