



# CDE

# TECHNOLOGY PLAN REVISION GUIDELINES

September - October, 2013



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## Plan Criteria: Comprehensive & **Standard** Plans



# Ed Tech Plan Criteria

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Two types of Education Technology plans:

**Comprehensive** (formerly EETT): 9 Sections, 30 Criterion

**Standard\*** (formerly E-Rate only): 4 Sections, plus Plan Duration (budget no longer required)

Plan sections include:

1. Plan Duration
2. Stakeholders
3. Curriculum (\*Sections 3d, f, g)
4. Professional Development (\*Section 4b)
5. Infrastructure, Hardware, Software, Technical Support (\*Sections 5a, b, c)
6. Funding and Budget
7. Monitoring and Evaluation (\*Sections 7a, b, c)
8. Adult Literacy
9. Research



# Appendix J Overview

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## *Appendix J: Contact Information*

- List district contact information
  - Name
  - Position
  - Address
  - Phone
  - FAX
  - E-mail



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## Section 1: PLAN DURATION

Comprehensive & **Standard** Plan Criteria



# Section 1 Overview

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## *Section 1: Plan Duration*

- Plan is a X year plan (3 to 5 years)
- States beginning July 1, 20xx, and ending June 30, 20xx
- States if Comprehensive Plan is also for E-Rate purposes
- If plan covers 4-5 years, and is to be used for E-Rate, be sure to specify a major review AT LEAST EVERY 3 years



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## Section 2: STAKEHOLDERS

### Comprehensive Plan Criteria



# Section 2 Overview

## *Section 2: STAKEHOLDERS*

- Describes each group solicited to serve as stakeholders: curriculum experts, information technology staff, administrators, teachers, students, parents, non-profits, businesses, and/or others
- OR states why no stakeholders could be solicited, if that is the case
- Describes how they were involved in the development of the plan (contributed ideas, reviewed drafts etc.)
- Describes how they will be involved in implementation of the plan (review progress, advise, oversight, etc.)





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## Section 3: CURRICULUM

Comprehensive Plan Criteria: Sections 3a-k

Standard Plan Criteria: Sections 3d, f, g



# Section 3a Overview

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

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



# Section 3b Overview

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

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



# Section 3c Overview

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

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



# Section 3d Overview

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

- States clear, specific, realistic, measurable technology **goals, objectives, and annual benchmarks** for curriculum support of academic outcomes listed in 3c
- Includes implementation plan that describes action/ **strategies** to be taken
- Could identify specific grade levels, subjects, student populations



# Section 3e Overview

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

- Describes technology goals, objectives, and annual benchmarks, for STUDENTS to acquire both tech skills, and information literacy skills (may be one GOB but must clearly address both)
- Implementation/action steps support the goals



# Section 3f Overview

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

- Addresses CIPA compliance
- Includes **goals and an implementation plan** (*no OBs required*) to address the appropriate and ethical use of technology
- Plan delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use and plagiarism; the implications of illegal file sharing and/or downloading
- Describes specific plan that delivers subjects to both students **and** teachers and how teachers /staff (e.g. Librarians) acquire the knowledge in this area to deliver to students
- Expectation is all staff will receive annual PD (*can appear in 4b*) and all students will receive annual, age-appropriate instruction



# Section 3g Overview

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

- Addresses CIPA compliance
- Includes **goals and an implementation plan\*** for students to learn Internet safety including online privacy, avoidance of online predators, etc.
- Describes how students will be educated on these topics no less than annually
- **Describes how staff will be trained annually (*can appear in 4b*)**
- May combine 3f & 3g





# Section 3h Overview

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

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



# Section 3i Overview

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

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



# Section 3j Overview

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- 3j: List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.*
- Includes GOB's to use technology to improve two-way communication between home and school
  
  - Implementation/action steps support the goals of improving two-way communication



# Section 3k Overview

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- 3k: Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities*
- Describes process used to monitor whether the goals, objectives, benchmarks, activities of the Curriculum section are being implemented according to action steps throughout Sections 3d through 3j
  - Describes monitoring process in *sufficient detail*
  - If monitoring was included in Sections 3d-3j, references back to those sections



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## Section 4: PROFESSIONAL DEVELOPMENT

Comprehensive Plan Criteria: Sections 4a-c



# Section 4a Overview

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

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



## Section 4b Overview

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*4b: List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.*

- ❑ Addresses CIPA compliance
- ❑ States GOB's and **specific implementation** for providing Professional Development, based on needs identified in the curriculum section 4a



# Section 4c Overview

- 4c: Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.*
- Describes process used to monitor whether Professional Development goals (4b) are being met and implemented
  
  - Describes monitoring process in *sufficient detail*
  
  - If monitoring was included in Sections 4a-4b, reference back to those sections





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

Comprehensive Plan Criteria: Sections 5a-d



# Section 5a Overview

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

- Describes **EXISTING hardware**, Internet access, electronic learning resources, tech support that supports the Curriculum and Professional Development sections of plan
- Inventory or summary of equipment is provided
- Could be organized by grade level, curriculum area, etc.



# Section 5b Overview

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

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



# Section 5c Overview

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- 5c: List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.*
- Describes annual benchmarks and timeline for obtaining components in 5b: hardware, infrastructure, resources, and technical support required to implement the plan



# Section 5d Overview

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*5d: Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.*

- Describes process used to monitor goals, benchmarks, and timeline in *sufficient detail*
  
- If monitoring was included in Sections 5b-5c, references back to those sections



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## Section 6: FUNDING & BUDGET

### Comprehensive Plan Criteria



# Section 6a Overview

31

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

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



# Section 6b Overview

32

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

- Estimates implementation costs for EACH year of the plan
- Cost estimates are sufficiently detailed





# Section 6c Overview

33

*6c: Description of the district's Replacement Policy for Obsolete Equipment.*

- Describes formal policy or actual current practice
  
- “Plan to plan” language (not having a formal policy or lacking description of actual practice) does not meet criteria
  - ▣ Requires communication with Regional Grant Coordinator before approving plan because existing regulation requires district to have replacement policy (*Ca. Ed. Code SEC. 84670, Et. Al.*)



# Section 6d Overview

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*6d: Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.*

- Describes process used to monitor budget for ed tech funding/implementation costs and for potential budget revisions
  
- Describes monitoring process in *sufficient detail*



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## Section 7: MONITORING & EVALUATION

### Comprehensive Plan Criteria



# Section 7a Overview

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- 7a: Describe the process for evaluating the plan's overall progress and impact on teaching and learning.*
- Describes how technology's impact on student learning, curricular goals, and classroom and school management will be evaluated
  
  - Describes process for evaluation, utilizing the goals and the benchmarks of each component



# Section 7b Overview

37

*7b: Schedule for evaluating the effect of plan implementation.*

- **Evaluation timeline** is stated and realistic
  
- Evaluation timeline supports the implementation of the technology plan



# Section 7c Overview

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*7c: Describe the process and frequency of communicating evaluation results to tech plan stakeholders.*

- Describes how monitoring and evaluation information will be shared
- Process allows for improving and modifying the plan



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# Section 8: COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS

## Comprehensive Plan Criteria



# Section 8 Overview

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

- Describe how plan was developed/implemented in collaboration with adult literacy providers
  
- If no Adult Literacy Providers could be identified, state so and describe the process to identify potential Adult Literacy Partners in future years





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

### Comprehensive Plan Criteria



# Section 9a Overview

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

- Describes relationship between goals, objectives, and benchmarks, and/or plan activities, and how they are supported by research studies
  
- Research may also be cited within each section; includes annotation and relationship to goals included here



# Section 9b Overview

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- 9b: Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.*
- Describes plans for future innovative, technology based strategies to deliver *rigorous academic courses*



# Questions?

## Contact

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