

Westlake City SD Technology Plan Review

Pre-Planning

Organization: Westlake City SD

1.0 Establish Technology Planning Committee

The TPT process encourages collaboration of diverse stakeholders in the planning process.

A. Technology Planning Committee Profile

From the list below, select the roles that are represented on your planning committee. (Mark all that apply.)

- Assistive Technology/Special Needs Coordinator
- Board Member
- Business Manager
- Community/Business Leader
- Curriculum Coordinator
- Instructional Integrationist
- Library/Media Specialist
- Parent
- Principal
- Superintendent
- Student
- Teacher
- Technology Coordinator
- Technology Support
- Treasurer
- Other

B. Manage User Access

TPT allows members of your technology planning committee to log on using their Hall Pass accounts and review your technology plan while it is being developed. Users can also contribute to the development of a section, depending on the access level assigned by the TPT administrator (formerly called plan committee leader).

There are three access levels for TPT users:

- Administrator - can make updates, controls user access
- Update - can enter new content and make changes
- View - can read only

Select the "Users" tab at the top of the TPT Status Page to add, change or remove users and their access level.

How To Manage Users

1. New users should create and activate their Hall Pass accounts at <http://www.etech.ohio.gov/go/newhallpass>.
2. Administrators can add users from the *Users* tab by searching existing Hall Pass users associated with their organization or add by email address.
3. When TPT finds a matching Hall Pass account, you must select the level of access you wish to grant this person.
4. Optional: You can send a welcome email to the committee member automatically from TPT by selecting the check box to "Send Email."

1.1 Overview of TPT v3 Planning Framework

Throughout TPT v3, every effort has been made to simplify the planning process and align initiatives and trainings from successful programs, such as Ohio LIT, Technology Integration Pathways (TIPs) and the State Technology Conference.

To prepare your planning committee for the TPT v3 planning process, the following orientation resources are recommended.

A. Asking the Right Questions

The planning framework in TPT v3 is adapted from Dr. Edie Holcomb's *Asking the Right Questions - Techniques for Collaboration and School Change, 2nd Edition*. In her work with school improvement and change, Dr. Holcomb provides a common language and tools to facilitate collaboration and understanding among stakeholders across schools, districts and state agencies. To encourage and enable collaboration surrounding technology planning, eTech Ohio has adopted Dr. Holcomb's five guiding questions for use in the TPT 3.0. The questions are simple and straightforward:

- Where are we now?
- Where do we want to go?
- How will we get there?
- How will we know we're getting there?
- How will we sustain focus and momentum?

Listen to the expert interview (audio) with Edie Holcomb addressing technology planning and gives insight on how to thoughtfully respond to the five guiding questions.

[Go to the Expert Interview](#)

Inline Help

Questions with a  next to them have additional clarification text available. This may include facilitation techniques, page references to books or URLs.

How helpful were the activities and/or resources in this section to your planning committee?

- Very helpful Somewhat helpful Not very helpful I did not access this resource

1.2 Review Current Technology Plan

An important activity for the planning committee is to review the current technology plan for your organization. If you completed a TPT 2.5 plan, your approved plan can be found online [here](#). You may want to email a link or the document to members of your planning committee. If you completed a paper technology plan, be sure to provide copies to your committee ahead of time.

TPT v3 will ask you a few simple questions to consider as you review your technology plan with your committee and record your conclusions.

As your committee reviews the current technology plan, reflect and discuss: "Was the plan realistic then?" Record your conclusions in the space below.

Our Technology Coordinating Committee revised our Technology plan last school year. The plan was not realistic in our view. We had too many goals. We narrowed down our goals to 5. These 5 goals are concise and achievable.

As your committee reviews the current technology plan, reflect and discuss: "Is the plan realistic now?" Record your conclusions in the space below.

Our Technology Coordinating Committee revised our Technology plan last school year. The plan was not realistic in our view. We had too many goals. We narrowed down our goals to 5. These 5 goals are concise and achievable.

1.3 Vision/Mission

A. Vision 

An effective technology plan begins with a vision statement that articulates the organization's core values relative to educational improvement. Included within the technology plan's vision statement should be a focus on technology's role in supporting those values.

The following activities could be used to help your committee develop its vision statement.

Activity 1:

The following activity may help you in developing your core values. Members of your committee could complete this individually, then share with the entire group to synthesize a consensus list of values.

Instructions: List four reasons why technology is important to the students and teachers in your school. Start by thinking about how technology can impact and improve student learning.

Activity 2:

Imagine one of your schools five years from now. Specifically, think about a student who is attending that school. As you imagine a day in that student's life, identify the ways technology touches the student's experience in the school.

After your committee has dialogued about technology's role in enhancing your organization's educational environment, enter your new or revised technology vision statement in the box below.

Enter your vision below:

The Westlake Schools will pervasively integrate technology throughout the educational program to facilitate enhanced student and teacher learning and growth. Specifically we will:

- Create a collaborative learning environment that uses technology to facilitate higher-level thinking and problem solving skills.
- Create learning processes that apply knowledge and skills to access, analyze and evaluate information for the production of quality academic results.
- Create a flexible, rich environment with powerful, accessible tools to support learning, increase productivity and improve communication within the school and global community.
- Create an environment that encourages and supports student and staff acquisition of the skills and knowledge to comfortably and powerfully use current and emerging technologies.

B. Mission 

A mission statement defines an organization's central purpose. It is a broad statement that serves to guide program planning, development and evaluation. It also serves as the basis for communicating with those who are important to the educational community's effectiveness and success, both inside the schools and in the community at large. A sample mission statement from Kenosha Unified School District:

Information and Technology Services is to ensure that all students and staff proficiently use information and technology to learn and communicate for success in an ever-changing global society.

- General
- Comprehensive
- Simply stated
- Understandable
- Long lasting

Develop a mission statement for educational technology for your organization.

Enter your mission below:

WE EDUCATE FOR EXCELLENCE Empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.

1.4 Setup Your New TPT

1.4.1 Select the school years for this plan. Your plan will cover three school years.

2005-06, 2006-07, 2007-08

2006-07, 2007-08, 2008-09

○ 2007-08, 2008-09, 2009-10

Curriculum Alignment & Instructional Integration

Organization: Westlake City SD

2.0 Phase Orientation

For the Curriculum Alignment & Instructional Integration Phase of TPT, your planning committee will continue to self-assess where you are, predict where you want to go and complete the planning process for how to get there, how to tell you're getting there and how to sustain focus and momentum.

The activities and resources in this orientation section are designed to create a common understanding of the content of this phase -- in particular, an understanding of the ACOT (Apple Classrooms of Tomorrow) stages of technology adoption used in the Instruction Integration sections.

A. ACOT* Stage Orientation

* - Apple Classrooms of Tomorrow

Activity


1. Review the ACOT stage descriptions, provide a few minutes for committee members to review the stages. If desired, the document could be printed and copied and then distributed to the committee members.
2. Play each classroom video. While committee members are viewing the scenario, ask them to consider the following questions (on chart paper or white board):
 - What is working in this classroom?
 - Does the technology add value to the lesson? Does it enhance or extend the teaching and learning that is taking place?
 - In what ways does your classroom resemble this scenario? (How do you know?)
 - Would you be pleased if your children (or your grandchildren) were members of this classroom?
3. After each scenario has been viewed, ask committee members to respond to the questions above, and ask committee members whether it is an example of entry, adoption, adaptation, appropriation, invention uses of instructional technology. Encourage committee members to explain the label they have placed on the scenario.
4. Once your planning committee has reviewed and selected a stage, click on the question mark next to each video for an example of possible stage description matching each video.

ACOT Stages



Using the following scale from ACOT, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture. Fractional numbers such as "2.5" are acceptable.

ACOT Stages

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

 QuickTime is required to view the videos. [Click here to download.](#)

	ACOT Stage
EnGauge Video 1 - Alice 	N/A

EnGauge Video 2 - Sarah 	N/A
EnGauge Video 3 - Greg 	N/A

B. Useful Resources

Curriculum Alignment & Instructional Integration Resources:

- ODE IMS: Ohio's Instructional Management System (IMS) is the vehicle for communicating State Board adopted model curricula. This website includes academic content standards, lesson & unit plans, assessments, research & resources, standards-based education and programmatic improvement.
[Go there now](#)
- TIPS: eTech Ohio's Technology Integration Pathways (TIPs) provides information and resources to help districts plan and design professional development for the effective use and integration of technology based on student and teacher needs.
[Go there now](#)
- ORC: The Ohio Resource Center enhances teaching and learning by promoting standards-based best practices in mathematics, science and reading for Ohio schools and universities. ORC serves as a trusted source of easily accessible, peer-reviewed, high-quality and effective resources.
[Go there now](#)
- ODE Content Standards: PDF versions of the content standards are available at this link.
[Go there now](#)

C. Feedback to eTech Ohio

How helpful were the activities and/or resources in this section to your planning committee?

- Very helpful
 Somewhat helpful
 Not very helpful
 I did not access this resource

2.1 Curriculum Alignment to Ohio Technology Academic Content Standards (ACS)

Determine your organization's current status of curriculum alignment to the Ohio technology academic content standards. For ESCs, also discuss how you are assisting your contracted schools in the process of curriculum alignment to the technology academic content standards.

Where are we now?

For each of the academic content areas, identify current status (Not started/In Progress/Complete) of curricular alignment to the technology academic content standards.

Where do we want to go?

For each of the academic content areas, select the school year that you completed, or plan to complete, curricular alignment to the technology academic content standards.

	Where are we now?	Where do we want to go?
English Language Arts	In Progress	2005-06
Fine Arts	In Progress	2007-08
Foreign Language	Not Started	2007-08
Mathematics	In Progress	2005-06
Science	In Progress	2005-06
Social Studies	In Progress	2005-06
Technology (specific course)	In Progress	2005-06
Other Content Areas	In Progress	2007-08

How will we get there?

Describe your organization's strategy for alignment of content area(s). Include professional development and other resources used in your alignment strategy. [?](#)

The District has three Technology Resource Specialists, one for each level, and their job is to assist teachers in integrating technology throughout the curriculum. Professional development occurs on a daily basis throughout the district. Teachers have access to a Technology Resource Specialist to model lessons, team teach, create integration projects and activities, teach instructional applications, and to improve basic skills. Teachers have reported that in-services are more focused and relevant now, than in the past. They feel that half-day in-services are most conducive to learning technology, then summer workshops. The Technology Integration Specialists used the state alignment tool to align the ACS for Technology with the ACS for Language Arts, Math, Social Studies, and Science. We went through each technology indicator and stated whether or not it aligned to any of the ACS for LA, M,SS, or SC. We labeled each with Standard, benchmark, and indicator number. The TIS's went to the ETech Ohio Technology Conference and learned how other districts are achieving this goal. We are now in the process of determining our next step. We plan to meet with each curriculum writing team and discuss the alignment in their areas. We will then focus on integrated the indicators that are not aligned in any area of the curriculum.

How will we know we're getting there?

Describe the process your organization will use to monitor curriculum alignment. Include milestones used to assist in assessing your progress. What sets of data do you have that states that you know you are getting there? [?](#)

The Technology Integration Specialists used the state alignment tool to align the ACS for Technology with the ACS for Language Arts, Math, Social Studies, and Science. We went through each technology indicator and stated whether or not it aligned to any of the ACS for LA, M,SS, or SC. We labeled each with Standard, benchmark, and indicator number. We will meet with the curriculum writing teams for each academic content area and discuss our alignment of the technology content standards into their areas. We will then decide how and where, the indicators that have not been addressed, fit into the curricula.

How will we sustain focus and momentum?

Describe how your organization will support the curriculum alignment process. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

The Technology coordinating Committee will continue to attend inservices through ETech and other sources to learn more on this topic and to see how other districts are managing this task. The Technology Integration Specialists will attend curriculum review meetings to help team align the TACS with the curriculum being reviewed. The Technology Coordinating Committee will evaluate on a monthly basis, how we are doing in each aspect of the plan using the Action Plans by Completion Date document we have created.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.2 English Language Arts Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's English language arts instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity [?](#)

In the overview section of Phase 2, you had the opportunity to view some videos from enGauge at the various ACOT Stages to assist in your self-assessment. [Click here](#) if you would like to review them again. After viewing the Engauge videos, using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture. Fractional numbers such as "2.5" are acceptable.

* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	2.0	4.0
K-2	4.0	5.0
3-4	4.0	5.0
5-7	4.0	5.0
8-10	3.0	4.0
11-12	2.0	4.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. [?](#)

Learning Goals 1. Standards-Based learning in an information-rich, tool-rich environment; 2. Collaborative learning when communication can be synchronous and asynchronous; 3. Learning at paces and times of students' choosing; 4. Learning marked by continuous improvement of a piece of work 5. Improved student-faculty and student-student interaction, and enhanced feedback

An expanded process Read and study: K-12 teachers in various study groups have read and studied the current literature on how students learn and develop literacy Data collection In addition to the research, data was collect on all Westlake City School students K-12 to identify strengths and weaknesses in our current LA program. Collaboration and input Drafts of our work were regularly shared with all teachers and administrators as our learning and writing progressed. These sessions regularly involved grade level colleagues in monitoring and shaping the work, and provided increased and comprehensive feedback along the way. Professional development The strength of this program has been the significant learning that has been achieved by a large part of the staff in developing and defining writing, reading, listening and speaking standards at each level. The staff has committed to becoming a professional learning community. The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard,indicator, grade level, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for Math, Language Arts, and Science, Social Studies, Science, Technology. Technology Resource Specialists held 1/2 day workshops on integrating technology into the curriculum. The High School English Department learned how to integrate Microsoft Word to teach the skills designated by the 9-12 grade curriculum. The elementary teachers learned how to integrate technology into LA,Math, SS, and SC. Grade K-4 teachers explored the LA, Math, SS, and SC Integration pages and the Lesson Sharing Database discuss previously. The elementary teachers also participated in a workshop focused on classroom Webpage creation. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating and maintaining a Webpage. We believe that by increasing teacher classroom Webpages, we will in turn, effect student achievement and parent involvement. Student acheivement will be increased by increasing teacher use of technology integration in the classroom. Parent involvement will increase through easy access to classroom activties and progress through classroom Webpages. The elementary teachers are

beginning to implement classroom Web Logs. Our hope is to increase student writing skills across the curriculum by integrating the Online Journals throughout the curriculum. Our belief is that by using technology as a tool, students will be more motivated to write, therefore increasing their ability to produce high quality extended responses on the Ohio Achievement tests.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for LA, MA, SS, and SC. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.3 Fine Arts Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's fine arts instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity [?](#)

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture.

Fractional numbers such as "2.5" are acceptable.

* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-4	2.0	3.0
5-8	3.0	4.0
9-12	3.0	4.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. [?](#)

Visual art education is a fundamental part of every child's learning experience. An integral part of the way children learn and develop, the visual arts engage multiple skills and abilities. Visual art education offers teachers avenues to reach all students. It provides opportunities for learning, enabling young people to reach for and attain higher levels of achievement. The visual arts are an essential means of connecting segments of the curriculum and are a bridge to learning and success in other disciplines. Visual arts education is a part of a balanced curriculum as they are inherently interdisciplinary and nurture the development of cognitive, social and personal competencies. The visual arts provide "authentic" learning experiences that engage a child's mind, heart and body. The capacity for critical thinking, analysis, creative problem solving and the development of multiple intelligences are enhanced through visual arts education/experiences. The visual arts connect learning experiences to real world situations by providing students with the skills to meet the challenges of the future. Learner goals: "Understand and appreciate the role of the visual arts in people's lives and the artistic achievements of the own and other societies, past and present" "Demonstrate a basic understanding of visual processes, vocabulary, media and techniques" "Develop a sense of aesthetic awareness" "Appreciate and respond to the visual arts" "Utilize the visual arts as an extension of personal expression, creative problem solving skills and awareness of career opportunities. The ACS for Visual Arts state that technology be used as a tool to help students achieve these standards. The TCC will meet with the Visual Arts curriculum team and review the TACS and where they can be applied to the ACS for Visual Arts to positively effect student achievement. The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. The TCC will work with the Visual Art teachers at each level to develop lessons to include in the Lesson Sharing Database. Technology Resource Specialists held 1/2 day workshops on integrating technology into the curriculum. Visual Arts teachers are encouraged to attend. The elementary teachers participated in workshops focused on classroom Webpage creation. Visual Arts teachers were included in these workshops. The TCC will continue to work with these teachers to promote the creation and maintenance of these pages. Some visual arts instructors maintain a classroom Webpage that exhibits student work as well as promotes student achievement through the use of the Internet. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating a maintaining a Webpage. We believe that by increasing teacher classroom Webpages, it will in turn, effect student achievement and parent involvement. Student achievement will be increased by increasing teacher use of technology integration in the classroom.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for LA, MA, SS, and SC. We will be doing the same for the ACS for Visual Arts. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement each area of the curriculum. We will use this survey to monitor our progress.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs assessment to find out what areas of the Visual Arts curriculum need intervention. By using the needs assessment results, the workshop evaluations, informal observation, the Beta Survey results, and the Ohio Math Achievement results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.4 Foreign Language Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's foreign language instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity [?](#)

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture. Fractional numbers such as "2.5" are acceptable.

* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	N/A	N/A
K-4	N/A	N/A
5-8	2.0	3.0
9-12	2.0	3.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. [?](#)

The mission of foreign language education in the Westlake City Schools is to empower all learners to communicate with peoples of the world. The goals serve to enact the mission. The goals of the Westlake City Schools are guided by the goals and content standards in the National Standards in Foreign Language Education Project entitled, Standards for Foreign Language Learning: Preparing for the 21st Century. Learner Goals Goal 1: To empower learners to communicate in a foreign language for multiple purposes, in a variety of modes, and within a wide range of cultural contexts. Goal 2: To empower learners to demonstrate knowledge of world cultures, develop an appreciation of cultural diversity, and expand awareness of their own language and culture. Goal 3: To empower the learners to expand opportunities to use language by connecting with other disciplines, accessing information through authentic language sources, and by interacting in the global society. The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, gradelevel, and topic. Teacher can also submit their own lessons into this Online database. The TIS's will work with the Foreign Language teachers to create lessons to add to the lesson sharing database Technology Resource Specialists held 1/2 day workshops on integrating technology into the curriculum. Thus far, we have yet to create any courses directed specifically toward integration of technology into the Foreign Language curriculum. WCS schools uses foreign language software to supplement its curriculum.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for LA, MA, SS, and SC. We will be doing the same for the ACS for Foreign Language. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement each area of the curriculum. Starting this year, we will be adding specific questions targeting the foreign language curriculum. We will use this survey to monitor our progress.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs assessment to find out what areas of the foreign language curriculum need intervention. By using the needs assessment results, the workshop evaluations, informal observation, the Beta Survey results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.5 Mathematics Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's mathematics instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss

how you are assisting your contracted schools with integrating technology into their instructional process.

Activity

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture. Fractional numbers such as "2.5" are acceptable.


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Instructional Integration

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K-2	3.0	5.0
3-4	3.0	5.0
5-7	3.0	5.0
8-10	3.0	5.0
11-12	2.0	5.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. 

The goals of the mathematics program are that all students will: ·become mathematical problem solvers. ·communicate mathematically. ·reason mathematically. ·apply mathematics to everyday situations. ·utilize the technology available for mathematical problem solving. The WCS mathematics program, based on state standards, ensures that all students have an opportunity to become mathematically literate; that they have equal opportunities to learn, extend their learning, and apply their understanding in society. The knowledge of mathematics and its value are essential elements in the development of the whole person. Mathematics is more than a collection of concepts and skills to be memorized and mastered. Mathematics includes problem solving, reading, writing, and thinking. Thus, an appropriate mathematics curriculum includes the investigation of the connections and interplay among various mathematical topics and their applications at every grade level and in every content area, integrating technology throughout. All students should learn to formulate and solve problems with a variety of strategies, verify and interpret results, and generalize solutions. They should recognize and execute mathematical procedures reliably and efficiently. They should also justify their results, as well as generate new procedures and extend or modify familiar ones. They should know how to use technology to solve a problem and for personal productivity. All students should be provided access to the full range of mathematical topics. Knowledge of number, number sense, and operations; measurement; geometry and spatial sense; patterns, functions and algebra; and data analysis and probability is a necessary foundation for all students. Students' interests, goals, and achievements change as they mature and advance through their school career. Therefore, the mathematics program should meet individual needs, recognizing that individuals have different post-secondary and career objectives, and may pursue careers yet undefined. Technology, such as calculators and computers, help students learn mathematics and support effective mathematics teaching. Rather than replacing the learning of basic concepts and skills, technology can connect skills and procedures to deeper mathematical understanding. For example, geometry software allows experimentation with families of geometric objects,

and graphing utilities facilitate learning about the characteristics of classes of functions. The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, gradelevel, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for Math, Language Arts, and Science, Social Studies, Science, Technology, encouraging cross-curricular planning. Technology Resource Specialists held 1/2 day workshops on integrating technology into the curriculum. Teachers learned how to integrate technology into Math. Grades K-4 teachers explored the Math Integration pages and the Lesson Sharing Database discussed previously,. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating a maintaining a Webpage. We believe that by increasing teacher classroom Webpages, we will in turn, effect student acievement and parent involmment. Student aceivement will be increased by increasing teacher use of technology integration in the classroom.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for Math. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. The WCS Department of Curriculum and Instruction has posted the common assessments for math to the Curriculum Website. Along with the curriculum maps, the teachers can access the assessments for their grade level. We have also linked standards-based Web activities and projects to the curriculum maps, so that teachers have easy access to Math lessons that utilize technology as a tool. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement each area of the curriculum. Starting this year, we will be adding specific questions targeting the math curriculum. We will use this survey to monitor our progress.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs assessment to find out what areas of the math curriculum need intervention. By using the needs assessment results, the workshop evaluations, informal observation, the Beta Survey results, and the Ohio Math Achievement results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.6 Science Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's science instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity 

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture.

Fractional numbers such as "2.5" are acceptable.


* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	1.0	3.0
K-2	3.0	5.0
3-5	3.0	5.0
6-8	3.0	5.0
9-10	2.0	4.0
11-12	2.0	4.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. 

The Westlake City Schools' Science curriculum has been developed using the best available resources detailing best practice in the field of Science Instruction. The principal of these resources include the Ohio Department of Education's Academic Content Standards for K-12 Science, The science and Mathematics Achievement Required for Tomorrow Consortium's (SMART) Course of Study, The American Association for the Advancement of Science's Project 2061 Benchmarks for Science Literacy, and the National Research Council's Science Education Standards. In the case of the ODE Science Academic Content Standards, these standards provide all students in the K-12 program with a set of clear and rigorous expectations and serve as the fundamental core for this course of study. The Science Standards focus on what all students need to know and be able to do for scientific literate citizenship, regardless of age, gender, cultural or ethnic background, disabilities or aspirations in science. The Science Standards include science concepts, processes, and ways of thinking. All students can apply these skills and understanding to make informed personal decisions, to accurately communicate with a variety of audiences, to become life-long learners, and to make successful transitions to post-secondary education and the work force. The standards also include expectations for all students to safely and effectively use technological tools for learning and doing science.

1. Standards-Based learning in an information-rich, tool-rich environment; 2. Collaborative learning when communication can be synchronous and asynchronous; 3. Learning at paces and times of students' choosing; 4. Learning marked by continuous improvement of a piece of work 5. Improved student-faculty and student-student interaction, and enhanced feedback

The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, grade level, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for Science and Technology. Technology Resource Specialists held 1/2 day workshops on integrating technology into the Science curriculum. The elementary teachers learned how to integrate technology into Science through Webquests. Grade K-4 teachers explored the Science Integration pages and the Lesson Sharing Database

discussed previously,. The elementary teachers also participated in a workshop focused on classroom Webpage creation. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating a maintaining a Webpage. We believe that by increasing teacher classroom Webpages, we will in turn, effect student achievement and parent involvement. Student acheivement will be increased by increasing teacher use of technology integration in the classroom. Parent involvement will increase through easy access to classroom activities and progress through classroom Webpages. The elementary teachers are beginning to implement classroom Web Logs. Our hope is to increase student writing skills across the curriculum by integrating the Online Journals throughout the curriculum. Our belief is that by using technology as a tool, students will be more motivated to write, therefore increasing their ability to produce high quality extended responses on the Ohio Achievement tests.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for Science. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement the curriculum. Starting this year, we will be adding specific questions targeting the science curriculum. We will use this survey to monitor our progress.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs-assessment to find out what areas of the science curriculum need intervention. By using the needs-assessment results, the workshop evaluations, informal observation, the Beta Survey results, and the Ohio Achievement results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.7 Social Studies Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's social studies instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity [?](#)

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture. Fractional numbers such as "2.5" are acceptable.

* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.

2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	1.0	3.0
K-2	3.0	5.0
3-5	3.0	5.0
6-8	3.0	5.0
9-10	2.0	5.0
11-12	2.0	5.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. [?](#)

Whenever possible, students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the students to develop conceptual frameworks that lead to broader understandings. New technologies enable students to communicate with people in other locations and engage in realistic simulations. Students and teachers have greater access to timely social studies information including primary sources, statistics and maps. Easy access to information requires that students develop skills to enable them to evaluate the reliability and credibility of information. Students learn knowledge and skills from each of the seven standards at every grade, rner Goals 1. Standards-Based learning in an information-rich, tool-rich environment; 2. Collaborative learning when communication can be synchronous and asynchronous; 3. Learning at paces and times of students' choosing; 4. Learning marked by continuous improvement of a piece of work 5. Improved student-faculty and student-student interaction, and enhanced feedback The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, grade level, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for Social Studies and Technology. Technology Resource Specialists held 1/2 day workshops on integrating technology into the Social Studies curriculum. The elementary teachers learned how to integrate technology into Social Studies. Grade K-4 teachers explored the Social Studies Integration pages and the Lesson Sharing Database discussed previously. The elementary teachers also participated in a workshop focused on classroom Webpage creation. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating a maintaining a Webpage. We believe that by increasing teacher classroom Webpages, we will in turn, effect student achievement and parent involvement. Student achievement will be increased by increasing teacher use of technology integration in the classroom. Parent involvement will increase through easy access to classroom activities and progress through classroom Webpages.

How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for Social Studies. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement each area of the curriculum. Starting this year, we will be adding specific questions targeting the Social Studies curriculum. We will use this survey to monitor our progress and adjust our professional development program as needed. These assessments will also be helpful in determining if there are any holes in the Social Studies curriculum. We can then proceed to create resources to fill these needs.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. [?](#)

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs assessment to find out what areas of the Social Studies curriculum need intervention. By using the needs assessment results, the workshop evaluations, informal observation, the Beta Survey results, and the Ohio Achievement results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

2.8 Technology Academic Content Standards [?](#)

Discuss the level of effective technology integration into your organization's technology instructional process. Include the use of assistive and adaptive technologies serving special needs populations. For ESCs, also discuss how you are assisting your contracted schools with integrating technology into their instructional process.

Activity [?](#)

Using the following scale from ACOT*, self-assess your organization's current level of technology integration into your instructional process. Give credit to pockets of excellence, but try to paint an overall picture.

Fractional numbers such as "2.5" are acceptable.

* - Apple Classrooms of Tomorrow

1. **Entry** Learn the basics of using the new technology.
2. **Adoption** Use new technology to support traditional instruction.
3. **Adaptation** Integrate new technology into traditional classroom practice. Here, they often focus on increased student productivity and engagement by using word processors, spreadsheets, and graphics tools.
4. **Appropriation** Focus on cooperative, project-based, and interdisciplinary work - incorporating the technology as needed and as one of many tools.
5. **Invention** Discover new uses for technology tools, for example, developing spreadsheet macros for teaching algebra or designing projects that combine multiple technologies.

Instructional Integration

	Where are we now?	Where do we want to go?
Pre-K	1.0	2.0
K-2	4.0	5.0
3-5	4.0	5.0
6-8	4.0	5.0
9-10	2.0	3.0
11-12	2.0	3.0

How will we get there?

Describe your organization's strategy for integrating technology to achieve student learning goal(s). After identifying your student learning goals, describe the professional development and other implementation components necessary to achieve your strategy. [?](#)

WCS students are engaged in activities that promote technological literacy through the development of knowledge and abilities necessary to make informed decisions regarding the use and management of technology. Content area teachers provide learning opportunities that focus on the content in all areas of the curriculum using technology as a tool. The study of technology allows all students to understand and use technology effectively in order to make successful transitions through the K-12 grades to post-secondary education, the workplace, civic/daily life, and to become lifelong learners. Through the application of technical skills, knowledge, processes, and critical thinking skills, learners will become capable problem solvers and creative thinkers who are prepared to adapt to changing environments, educational challenges and career opportunities. The assumptions underlying this philosophy are that, in order for all students to become technologically literate, they must, through practice be able to acquire, interpret and disseminate information using computer technologies and other means; understand and use physical technologies such as production techniques and the ability to transport people and goods using appropriate energy and power systems; and be aware of the affects of bio-technologies, particularly those related to agriculture, medical technology, regulation and safety, and waste management, on all aspects of our lives. The philosophy of the Westlake City Schools technology standards is to ensure that all students will become technologically literate through the understanding of and effective usage of technology in everyday life and the workplace. Learner Goals: 1. Standards-Based learning in an information-rich, tool-rich environment; 2. Collaborative learning when communication can be synchronous and asynchronous; 3. Learning at paces and times of students' choosing; 4. Learning marked by continuous improvement of a piece of work 5. Improved student-faculty and student-student interaction, and enhanced feedback The Technology Coordinating Committee has created a document called, "Standards at a Glance". This document defines each of the Technology ACS, explains which technology standards are aligned to which of the other ACS areas, and links cross-curricular model lessons for teachers to use. The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, grade level, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for all ACS adopted by the State of Ohio. Technology Resource Specialists held 1/2 day workshops on integrating technology into each area of the curriculum. The elementary teachers learned how to integrate technology throughout the curriculum with the creation of WebQuests for LA, MA, SS, and SC. Grade K-4 teachers explored the Integration pages and the Lesson Sharing Database discussed previously. The elementary teachers also participated in a workshop focused on classroom Webpage creation. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is that giving teachers an user friendly alternative, the number of classroom Webpages will increase significantly.


How will we know we're getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process. [?](#)

We have already broken down the ACS for Technology by grade level and aligned each to the ACS for LA, MA, SS, and SC. We will be disseminating this information to teachers through professional development inservices focusing on the curricular area that has been reviewed most recently. We will monitor our progress by working our plan. The Technology Coordinating committee meets at least once per month. We review our plan and discuss any changes and/or adaptations that need to be addressed. We have also

created a calendar containing all the action plans by completion date. This is extremely helpful in keeping us focused and on task. The TCC conducts a district survey each year, asking staff to self-assess technology skills. We ask teachers to clearly state what tools, professional development, and other assistance they need to fully implement each area of the curriculum. We will use this survey to monitor our progress.

How will we sustain focus and momentum?

Describe how your organization will support the use of technology to achieve student learning goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies. 

As stated earlier, our TCC meets at least once per month. A standing agenda item is our technology plan. We discuss what action plans are up for review, and determine how to achieve these. The calendar of action plans by completion dates is extremely helpful in keeping us focused. We know ahead of time which action plans are in need of review. We will continue to deliver professional development through coaching sessions on a day-to-day basis, as well as 1/2 day inservice opportunities that correlate with the curricular area that is up for review. We will also do a needs-assessment to find out what areas of the curriculum need intervention. By using the needs assessment results, the workshop evaluations, informal observation, the Beta Survey results, and the Ohio Achievement results, the team should be able to determine what our district needs are and focus any interventions/modifications.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

Technology Policy, Leadership and Administration

Organization: Westlake City SD

3.0 Phase Orientation

A critical component of an effective technology plan for student learning is that of administration. Administration is a term that encompasses several factors.

Two of these factors include policy and leadership. Policy and leadership determine how the organization will lead and implement the technology plan. The policy section determines or guides districts on how technology is integrated into the organization. The leadership section centers on how administrators can guide the organization towards being successful with the integration of technology into the classroom, best practices and the business of education.

A third critical factor incorporates time allocation of the "technology leader/coordinator." While there is no ideal formula to determine a technology coordinator's time allocation, it is important to examine whether the organization's demands allow the technology coordinator to meet planned priorities and objectives.

To ensure successful implementation and execution of technology plans, there must be policies (i.e., rules, regulations) in place. Furthermore, these policies need to be properly followed by all stakeholders. The organization's leadership helps guide, create, monitor, communicate and facilitate the awareness, adoption, exploration and transformation of these policies, including the activity and results that are products of the effective use of policy.

ACTIVITY:

The North Central Regional Educational Laboratory (NCREL) enGauge framework is an online resource designed to answer critical questions about technology investment and use in education. The enGauge framework identifies six essential conditions, system wide factors critical to effective uses of technology for student learning. Reviewing this framework will assist you in completing this phase.

The enGauge framework uses a four point continuum (awareness, adoption, exploration, transformation) and applies it to several systemic factors that are a part of effective technology use within schools. To assist in the analysis of your organization's leadership and policy, the NCREL continuum has been adapted for use in each

of the next two sections.

To become familiar with the continuum, review the following summary information below and visit NCREL's framework, <http://www.ncrel.org/engage/framework/index.htm>, to study how they have applied it.

Awareness - Knowledgeable on a topic or issue, lacks much action based on that knowledge, limited beliefs and attitudes regarding technology's positive impact on student learning. The vision is set within the traditional boundaries of classroom, school and time constraints. There are no expectations that educators and school staff will use technology.

The vision for learning in a digital age is either nonexistent or ignored when decisions are made. Where the vision is in place, the school system does not know how to determine when and if the vision has been reached. The school is not collecting data related to the vision. While anecdotal information does influence decisions, hard data is not yet available.

Adoption - some opportunities, not readily evident. The vision is faster, better and cheaper, but not different or innovative. The school is aware of what constitutes effective technology use. There are general expectations that every staff member will use technology-but it is not obvious that such expectations will advance the vision, and staff members are not held accountable for achieving expectations. New leadership based on the vision is encouraged but only within the same, traditional rules and regulations-and without the aid of emerging technologies.


Exploration - significant amount of opportunities, active examination/research/study, alignment to strategic plan/vision is evident, most staff are involved, beliefs and attitudes regarding technology's positive impact on student learning is in the majority. The group envisions a public education system that uses technology to meet the needs of learners, flexing the traditions of time, curriculum and place but still holding fast to the political, time and place constraints of the traditional system.

Transformation - on demand/just in time availability related to educational technology, ongoing/sustained efforts to research, plan, evaluate, revise systematic processes/efforts (that are focused on the learner/improving student achievement) pervasive throughout are beliefs and attitudes regarding technology's positive impact on student learning and all staff are involved. Any political, geographic, content or time boundaries imposed by traditional schooling are secondary to the needs of the student.

How helpful were the activities and/or resources in this section to your planning committee?

Very helpful Somewhat helpful Not very helpful I did not access this resource

3.1 Analyzing District Education Technology Policies

ACTIVITY: Using the following scale to self-assess your organization's current level of policy planning, development and implementation. 

1. **Awareness** - Policy is not in place; little or no understanding of importance of policy
2. **Adoption** - Traditional policies are in place; lack of consistent use
3. **Exploration** - New/updated policies are being researched
4. **Transformation** - Policies support high performing learning environments

Where are we now?

For each of the policy categories, identify your organization's current status (Awareness, Adoption, Exploration, Transformation) in setting and implementing policy.

Where do we want to go?

For each policy category, select the stage of development your organization would like to achieve in setting and implementing policy within the time period of the technology plan.

	Where are we now?	Where do we want to go?
A. Electronic network linking district with other stakeholders for information exchange, collaboration and distance education	Exploration	Transformation
B. District wide program providing data or administrative systems to schools (e.g., fiscal databases, student assessment results)	Exploration	Transformation
C. Technology-related facilities design, equipment and software	Exploration	Transformation
D. Technology acquisition and standards	Exploration	Transformation
E. Research and evaluation of educational technology initiatives	Exploration	Transformation
F. Development and dissemination of educational technology devices, applications and approaches	Exploration	Transformation
G. District funding for educational technology	Exploration	Transformation
H. Equity and access to technology	Exploration	Transformation

How do we get there?

Guiding Statement:

Describe your organization's strategy for policy development to enhance educational technology use. Include professional development and other implementation components necessary to achieve your strategy.

The Technology Coordinating Team is in the process of devising a plan to introduce Teacher Standards to the staff and an assessment tool to monitor staff usage and skills in relationship to the standards. We have created a Lesson Sharing Database for teachers. Teachers can search for lessons by standard, indicator, grade level, and topic. Teacher can also submit their own lessons into this Online database. The database includes the standards for Math, Language Arts, and Science, Social Studies, Science, Technology. Technology Resource Specialists held 1/2 day workshops on integrating technology into the curriculum. The High School English Department learned how to integrate Microsoft Word to teach the skills designated by the 9-12 grade curriculum. The elementary teachers learned how to integrate technology into LA, Math, SS, and SC. Grade K-4 teachers explored the LA, Math, SS, and SC Integration pages and the Lesson Sharing Database discuss previously. The elementary teachers also participated in a workshop focused on classroom Webpage creation. The TCC is now considering Pow-Pak, a Web design software template for teachers to use to create classroom Webpages. Our hope is to increase teacher webpages considerably by offering an alternative way to creating a maintaining a Webpage. We believe that by increasing teacher classroom Webpages, we will in turn, effect student achievement and parent involvement. Student achievement will be increased by increasing teacher use of technology integration in the classroom. Parent involvement will increase through easy access to classroom activities and progress through classroom Webpages. The elementary teachers are beginning to implement classroom Web Logs. Our hope is to increase student writing skills across the curriculum by integrating the Online Journals throughout the curriculum. Our belief is that by using technology as a tool, students will be more motivated to write, therefore increasing their ability to produce high quality extended responses on the Ohio Achievement tests.

How do we know we are getting there?

Guiding Statement:

Describe the process your organization will use to monitor policy development. Include milestones and other indicators of success used to assist in assessing your progress.

How do we sustain the focus and momentum?

Guiding Statement:

Describe how your organization will support the policy development process. Include ongoing research and study initiatives, as well as evaluation and revision strategies.

Optional: What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

3.2 Analyzing District Leadership

Research has shown that the most important factor in a teacher's integration of technology into the classroom is the organization's leadership modeling the technology. Leaders who model and require their staff to use technology on a daily basis encourage the reluctant technology user.

Determine your organization's current status of leadership development in the use and support of educational technology.

1. **Awareness** - These administrators do not use technology. An expectation to use technology with students and staff is not expressed nor do the administrators support the staff in the use of technology.
2. **Adoption** - Administrators have access to technology but don't use it on a comprehensive basis. Educators in the building are expected to use the technology but not in a powerful way to improve student achievement. Leaders support staff in developing technology skills.
3. **Exploration** - Leaders encourage and support educators in the use of technology, but the use may not be pervasive throughout the system. Administrators use technology and see some benefit.
4. **Transformation** - Leadership provides strong vision encompassing all aspects of educational technology. Technology is vital to administrators and is utilized in innovative ways on a daily basis. Administrators fully understand how to use the tools effectively in the classroom and to manage education.

Where are we now?

For each of the leadership category, identify your organization's current status (Awareness, Adoption, Exploration, Transformation).

Where do we want to go?

For each leadership category, select the stage of development your organization would like to achieve within the time period of the technology plan.

	Where are we now?	Where do we want to go?
A. Instructional leadership, assessment and curriculum		
B. Competencies/Standards (e.g. ISTE NETS-A)		
C. Advocacy for technology		
D. Measures and accountability for effective use		
E. Role model in the use of technology		
F. Professional development		
G. Support for educational technology		
H. Professional practice		

How do we get there?

Guiding Statement:

Describe your district's strategy to encourage administrators to be technology leaders and role models for their educational community. After identifying your goals, describe the professional development and other implementation components necessary to attain your strategies?

How do we know we are getting there?

Guiding Statement:

Describe the methods and measurement used to monitor your progress. Include a description of the

data/feedback gathered during the evaluation process.

How do we sustain the focus and momentum?

Guiding Statement:

Describe how your organization will support the use of technology to achieve the leadership goals. Include ongoing professional development initiatives, as well as evaluation and revision strategies.

Optional: *What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?*

3.3 Technology Leader/Coordinator Time Commitments

The role of the "technology leader/coordinator" is to solve problems or seize opportunities through the application of technology to support student learning. While various models for a technology coordinator exist statewide (e.g., full-time/part-time; in-house/outsourced), it is important to analyze how that person (or persons) spends his/her time towards accomplishing your organization's objectives for educational technology. There are no ideal allocations for technology coordinator "time on task." However, understanding the current time commitments and setting target time allocations can help establish priorities and lead to new strategies to assist the technology coordinator in meeting organizational objectives. E.g., if your technology coordinator spends a disproportionate amount of his/her time in break-fix, and your organizational goals are to increase instructional integration, your organization may want to initiate a formalized help desk process or student intern program to afford the technology coordinator time for other strategic priorities.

Where are we now?

Discuss with your technology leader/coordinator the percent of time allocated to the technology coordinator-related job functions listed below.

Where do we want to go?

As a group, based upon your organization's technology objectives, discuss how the percent of the technology leader/coordinator's time allocation could be adjusted to better meet your organization's educational technology needs. If there is no change recommended, enter the same numbers as in the "Where are we now?" column. Record those below.

Note: *Your allocations must add up to 100%.*

	Where are we now?	Where do we want to go?
Strategic/Project/Action Planning	<input type="text"/>	<input type="text"/>
Acquisitions/Procurement	<input type="text"/>	<input type="text"/>
Deployment/Implementation of Technology	<input type="text"/>	<input type="text"/>
Maintenance & Repair	<input type="text"/>	<input type="text"/>
End-user Technical Support & Training	<input type="text"/>	<input type="text"/>
Curriculum Alignment & Instructional Integration	<input type="text"/>	<input type="text"/>
Fiscal Management/Grant Applications	<input type="text"/>	<input type="text"/>
Superintendent Cabinet/Executive/Board Meetings	<input type="text"/>	<input type="text"/>
Tech Staff Development & Management	<input type="text"/>	<input type="text"/>
Policy Development, Monitoring & Enforcement	<input type="text"/>	<input type="text"/>

Evaluating New/Emerging Technologies	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Total	0 <input type="text"/>	0 <input type="text"/>

Other (please describe):

How will we get there?

How will your organization support your technology coordinator in attaining these target time allocations? Describe the professional development and other implementation components necessary to achieve your strategy.

How will we know we are getting there?

Describe the methods and measurements used to monitor your progress. Include a description of the data/feedback gathered during the evaluation process.

How will we sustain focus and momentum?

Describe how your organization will continue to support the role of the technology coordinator to achieve your organization's technology objectives. Include ongoing professional development initiatives, as well as evaluation and revision strategies.

Optional: What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

3.4 Compliance

- A. The Children's Internet Protection Act (CIPA) is a federal law that mandates Internet filtering, acceptable use policy, student monitoring and public awareness, among other things. CIPA compliance is a requirement for E-Rate program participation for all eligible services other than Telecommunications services. In order to memorialize your recognition of and compliance with the requirements of CIPA, enter the date your organization completed all CIPA compliance measures:

Technology Infrastructure, Management and Support

Organization: Westlake City SD

4.0 Phase Orientation

An important component of a technology plan involves reviewing strategic educational goals and objectives and determining the technology that is necessary to assist in reaching these goals and objectives.

Technology use on a day-to-day basis encompasses more than just computers in the classroom. This phase will look at technology's other components such as network and telecommunications, access to technology, stakeholder access to educational information and applications, educational software, security, total cost of ownership (TCO) and technology support and management.

- Network and telecommunications focuses upon how the organization develops and utilizes infrastructure. This section also includes an analysis of these applications on bandwidth.
- Access to technology investigates the variety of technologies available at a classroom level and how an organization systemically evaluates and pilots emerging technologies.
- Stakeholder access to educational information and applications takes a strategic look at the level of interoperability between the various systems within your organization.
- Educational software reviews and assists your organization in planning a deliberate review, selection and evaluation process for software use in the classroom.
- Security at all levels is vital for educational organizations. This section addresses a broad spectrum of security issues, looking into system availability, system access and information integrity and privacy.
- Total cost of ownership looks at the strategic cycle of acquisition, implementation, management and replacement.
- Technology support and management looks at ratio of support, time to problem resolution and various models of support to meet end-user requirements.

ACTIVITY

To prepare for this section of TPT, think about the technology infrastructure, management and support your organization possesses. Discuss the following guiding questions:

1. How does our organization think about technology in alignment with educational goals?
2. If the primary purpose of the network is to support classroom instruction, how is the organization ensuring this occurs?
3. What barriers in the infrastructure, technology, management and/or support exist in preventing the organization from obtaining goals and objectives?
4. How does our organization systemically and strategically implement new technologies?

The National Center for Technology Planning provides a [Perceived Educational Technology Needs Survey](#). Spend some time with your committee and others in your organization working through this survey to provide insight into possible technological needs.

How helpful were the activities and/or resources in this section to your planning committee?

Very helpful
 Somewhat helpful
 Not very helpful
 I did not access this resource

4.1 Networking, Internet & Telecommunications

This section is designed to speak to the network/telecommunications infrastructure necessary to support the technologies in use by the district for administrative and instructional computing. These uses range from EMIS reporting, shared administrative applications, video on demand (VOD), voice over IP (VoIP) telephony, thin client server access, Internet research and others.

With a wide range of new, converging or expanding services relying heavily on a converged network, capacity planning is imperative to the success of subsequent strategies that use the network. For example, a network using thin client connectivity to servers, with heavy Internet access, file and print services, as well as voice over IP, will need careful network capacity planning to introduce video streaming technologies.

ACTIVITY 1:

Complete the portfolio of network services and telecommunications services provided. Indicate any changes that you plan to introduce.

Use the following scale in answering "Where are we now?"

None - This technology does not currently reside on the network.

Some - There are pieces of this technology residing on the network. It does not exist in all buildings or only in places.

Many - This technology is pervasive throughout the district and/or building.

Use the following scale in answering "Where do we want to go?"

Decrease - We plan to decrease this technology on the network.

No Change - We plan to maintain the level of technology on the network.

Researching - We are investigating if we want to implement this technology on the network or if we want to increase or decrease this technology on the network.

Increase - We plan to increase this technology on the network.

	Where are we now?	Where do we want to go?
Thin/Network Clients	Many	Increase
File and Print Sharing	Many	Increase
Internet Traffic	Many	Increase
Video Conferencing (IP)	None	Researching
Video Conferencing (ATM)	None	Researching
Video On-Demand (local building/district server)	None	Researching
Video Streaming (Internet)	Some	Researching
Voice Communications - Voice over IP	None	Researching
Voice Communications - Centrex/PBX	None	Researching
Remote Access (Dial-up/VPN) to School Resources	Many	Increase
Wireless	Many	Increase
Email	Many	Increase
Enterprise/Shared Applications (e.g., online grade book)	Many	Increase

ACTIVITY 2:

Discuss the impact of the network and telecommunications services activity above on the bandwidth requirements of the LAN, WAN and Internet connection. Record the impact on bandwidth below.

	What is the current impact?
LAN Bandwidth	
WAN Bandwidth	
Internet Bandwidth	
Telephone Circuits	

How will we get there?

Discuss the steps required to implement any planned changes in services offered. Include any and all voice, video and data circuits and internal components necessary to support the objectives outlined in this technology plan including those in other phases.

How will we know we are getting there?

Regarding your networking and telecommunications services, discuss how you will inform and communicate with your stakeholders on your progress. Be certain to provide specific indicators and data collection in measuring your progress towards network and telecommunications services and bandwidth requirements and quality of service.

How will we sustain focus and momentum?

With more demand being placed on the converged network, and increased reliance on the services enabled by your network, how do you plan to monitor the network for capacity to address your educational objectives? What steps are you taking to ensure your intended users have reliable and capable services

from your network? Explain how you plan to respond to future needs and the potential impacts on network capacity.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.2 Access to Technology

This section is designed to speak to student and teacher access to computing technologies. From the inception of SchoolNet Plus, the state has sought a 5:1, student to computer ratio in the classroom. Labs, thin clients and mobile/wireless technologies have been used to augment access to computers.

Access to technology must take into account the provision of programs and services required "to provide meaningful access to the general curriculum" (IDEA, 1997) for all students. To allow effective teaching that ensures the development of successful learners, every organization must guarantee accommodation and access to technology for all students.

Additionally, this section addresses the importance of ongoing, planned integration of emerging technologies into your organization. An important component of the introduction of new technology is the organization's plan regarding the selection, pilot, evaluation and roll-out of that technology. Undisciplined procedures can lead to increased long-term costs, bad requirement fits and a general sense of confusion about the organization's technology plan.

ACTIVITY 1:

As a planning team, discuss the current technology and access needs for your organization. Next, indicate any improvements or initiatives your team believes would be beneficial.

None - This technology does not exist in the building(s) and/or district.

Some - This technology is in the building(s) and district, but there are only a few in each location.

Pervasive - This technology is an integral part of the building(s) and district.

	Where are we now?	Where do we want to go?
Teacher to Computer Ratio (1:n)	1:1	1:1
Student to Computer Ratio (1:n)	1:4	1:5
Peripherals (e.g. scanner, digital camera)	Pervasive	Pervasive
Emerging Technologies ?	Middle adopter	Early adopter
Assistive and adaptive hardware (e.g. Intellikeys, Alpha Smart) and specialized software	Pervasive	Pervasive

How will we get there?

Analyze the staffing and technology infrastructure requirements necessary to facilitate the desired technology hardware and support levels for your organization. Include how you are going to identify, pilot and evaluate emerging technologies. [?](#)

How will we know we are getting there?

Describe the process your organization will use to monitor the evaluation, planning, procurement and upgrading of technology. Be certain to include examples of the data that you will gain from pilots and research of emerging technologies.

How will we sustain focus and momentum?

Describe how your organization will ensure revision strategies in fulfilling the future technology needs and support of your students and teachers. Describe how you are going to continue to build capacity within your organization for the technology needed for the future.

Optional:

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.3 Stakeholder Access to Educational Information & Applications ?

Numerous educational information systems, applications, and electronic and management resources can be provided to a variety of stakeholders. These systems can be used to support communication between and among stakeholders, foster community and parent involvement, assess and evaluate student performance and academic needs, facilitate local, State and Federal reporting processes, and provide professional development and student learning opportunities.

These systems often house vast amounts of data. In order to support the educational process, it is critical that these systems be configured so that the data can be accessed by stakeholders to guide and support standards-based instruction, student achievement and educational decision-making.

ACTIVITY: Review and discuss the commonly used electronic information systems listed below. Use the following scale to determine where you are in the process of streamlining information access between your organization's systems.

If you would like to take a self-assessment via the SIF implementation readiness tool, please [click here](#).

1. **None:** Our organization does not have this type of electronic system. We maintain paper records.
2. **Minimal:** Our organization utilizes some electronic documents to manage these systems and processes such as spreadsheets or word processor.
3. **Adequate:** Our organization uses database software to manage these systems and documents.
4. **Advanced:** Our organization shares this type of information using industry-adopted data standards and practices (e.g. SIF, XML-Web Services or EDI).

Tool ?

	Where are we now?	Where do we want to go?
Student Information Services		
Instructional Applications		
Data Analysis & Reporting		
Grade Book		
Library Automation		
Facilities Management		
Voice Telephony		
Human Resources & Financial Management		
Network Account Management		

Transportation		
Food Services		

How will we get there?

Describe how the district will implement any new or enhanced access to any of the systems above. Be sure to address how the systems will be used to support and increase student achievement, how the systems will make the district run more efficiently and any end user training and support for each of the stakeholder user groups.

How will we know we are getting there?

Identify what measures or indicators will be used to determine the effectiveness of new/enhanced system implementation.

How will we sustain the focus and momentum?

Describe how your organization will continue alignment and integration of the various systems. What processes will be used to monitor emerging needs for enhanced tools and services? How will the organization continue to build support and expand understanding within the district for these types of systems?

Optional

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.4 Educational Software

Educational software focuses on delivering primary or supplemental instruction to students. It extends a teacher's ability to positively impact individual students by providing a deeper understanding of concepts, individual remediation or enrichment activities. Educational software should support Ohio's Academic Content Standards (ACS) by delivering content that has been rigorously aligned. Educational software includes such packages as practice tools, simulations, gaming and eLearning courses.

Many educational software packages require a substantial investment in dollars, effort and training (i.e., total cost of ownership). Selecting educational software is not always a simple or straight-forward process. Vendor sales-materials can be misleading, reviews can be taken out of context, and the systems are often so complex that it is not practical to evaluate its usefulness without first piloting the software.

ACTIVITY:

Discuss the frequency with which your organization applies the various processes listed below. Next, discuss any process improvements your team feels would be beneficial and where your organization wants to go.

Never - When selecting educational software, this process never occurs.

Rarely - When selecting educational software, occasionally this process is followed.

Sometimes - When selecting educational software, we typically follow and/or incorporate this process.

Always - When selecting educational software, this process is always followed and/or incorporated.

Selection Processes

	Where are we now?	Where do we want to go?
--	--------------------------	--------------------------------

Requirements gathering, feature/fit analysis to goal		
Professional development planning for end users and support personnel		
Criteria for evaluation developed - including alignment to ACS and curriculum		
Evaluation of demo copies		
Implementation pilots		
Replacement cycle (upgrade, retire, new)		
System requirements / technical and operational support		

How will we get there?

After examining each of the selection process categories above, discuss how your organization plans to overcome barriers to reach desired outcomes and how you plan to reach your goals. Consider how the inclusion of each process may impact educational goals and reduce the total cost of ownership. [?](#)

How will we know we are getting there?

Discuss what local evaluation criteria will be utilized to measure the effectiveness of the processes.

How will we sustain focus and momentum?

Describe how your organization will continue to build capacity relative to total cost of ownership in educational software selection. What systems will be incorporated to evaluate the effectiveness of the processes?

Optional

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.5 Security

Security is a broad topic. In this section, we will focus our attention on security of information systems. In this context, we can characterize security along three dimensions:

- **System Availability** - Making sure the organization's systems are operational. Out-of-service systems have potentially huge indirect costs. Non-traditional threats, like spam and spyware, have become security issues, as they threaten an organization's system availability and, by extension, the ability to conduct business.
- **System Access** - Making sure the correct people have access to information and functionality when they need it. Additionally, it means keeping individuals without authorization out of the system. Ubiquitous network access makes the security of the enterprise only as good as the least secure system.
- **Information integrity and privacy** - Ultimately, an organization's information is more valuable than the system it exists in, therefore, regularly scheduled system backups are necessary. Additionally, with Family Educational Rights and Privacy Act (FERPA), organizations have a fiduciary responsibility to ensure student information is not accessible by unauthorized personnel and/or entities.

Activity Directions: [?](#)

Determine your organization's current status of security policies, functions and monitoring. Then, using the following scale, please rate where your organization is now, in regard to security, and where they want to go.

1. **None:** Organization does not have any of these policies or securities in place.
2. **Minimal:** The basic functions are present, but not all layers are addressed.
3. **Adequate:** The basic functions are present and all layers are addressed and integrated.
4. **Advanced:** The basic functions are present, all layers are addressed and integrated, and proactive monitoring with security response and forensic log analysis procedures are in place.

ACTIVITY

	Where are we now?	Where do we want to go?
AUP (Acceptable Use Policy) ?		
User Account management and network authentication policies ?		
Security zones ?		
Wireless network security policies ?		
Central log mechanism and review policy ?		
Incident response procedures ?		
Network security ?		
Host Security ?		
Data security / integrity ?		
Anti-virus software		
Spyware		
Firewall		
Filtering		

How will we get there?

Based on the above completed activity responses, discuss where your organization wants to be with security in terms of policies, procedures and monitoring, and what steps are needed to get there. In determining policies, be certain to think about your organization's educational goals and objectives - decisions regarding security will impact these.

How will we know we are getting there?

Discuss specific indicators and measures to be used in determining goal achievement. Think about what will be needed to evaluate effectiveness in addition to monitoring.

How will we sustain the focus and momentum?

Describe how your organization plans to build an understanding of security policies with stakeholders and address possible future issues with security.

Optional

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.6 Technology Support and Management

An effective support plan is necessary to ensure users access to computing technologies, maintain capital investments and facilitate the seamless integration of technology into the classroom. There are numerous contributing factors to the overall support of an organization's infrastructure and technology. Some of these factors include: time to resolve problems or issues; the ratio of support staff for students, teachers, buildings and computers; and efficiencies based upon different support models and software to assist in monitoring and tracking issues. The number of support staff, both paid and volunteer, as well as the average time to problem resolution, is one of the largest contributing factors to an organization's overall support infrastructure. In addition, the end-users (e.g., teachers) must perceive the offerings to be 'effective' and easy in order to continue to utilize and believe in the technology. In addition, the end-users (students, teachers and administrators) require in-service to ensure comfort of use.

ACTIVITY 1:

Review and discuss the technology support infrastructure for your organization. Use current support staffing levels (paid and volunteer) to compute ratios.

Compute the ratio of support staff to the following variables: Students, Teachers, Computers and Buildings. For example if your organization has three support staff and there are 60 teachers, the ratio would be 1:20.

Support Ratios (1:n)

	Where are we now? (1:n)	Where do we want to go? (1:n)
Support Staff to Students	<input type="text"/>	<input type="text"/>
Support Staff to Teachers	<input type="text"/>	<input type="text"/>
Support Staff to Computers	<input type="text"/>	<input type="text"/>
Support Staff to Buildings	<input type="text"/>	<input type="text"/>

ACTIVITY 2:

Review your BETA Teacher Survey results (Section V in [BETA 04-05](#)) as well as any HelpDesk data that pertains to your organization's tech support response levels to answer the following questions.

	Where are we now?	Where do we want to go?
Average Response Time (Days)	<input type="text"/>	<input type="text"/>
Service Level Agreement (SLA) ?		
Full-time technology coordinator/director		

How will we get there?

Analyze the staffing requirements necessary to facilitate the desired support levels for your organization. Consider the efficiency of your current staff, and discuss how to continue or improve the ratio of support staff to average response time, to meet the demands of your users. [?](#)

How will we know we are getting there?

Discuss how to monitor end-user satisfaction. Be certain to include how your organization will demonstrate that support offerings are efficiently meeting the needs of users and ensuring that support issues are not a barrier to technology integration into the curriculum and increased student achievement.

How will we sustain focus and momentum?

Effective support requires a systematic commitment to the ongoing evaluation of your service support offerings. Discuss your organization's plan to continually improve the effectiveness of technology support.

Optional

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

4.7 Total Cost of Ownership

A pervasive component to a comprehensive technology plan, especially in regards to infrastructure, is the effective application of the concept of Total Cost of Ownership (TCO). This idea states that the true cost of a technological system is more than just the initial product purchase. All phases of a system's lifecycle count toward the fully burdened cost that an organization encounters when selecting a particular component. While purchase costs are a significant factor, other components contribute to the true cost: acquisitions, deployment, ongoing support (maintenance/repairs) and retirement.

Organizations that embrace TCO as an indicator of a product's "true" cost, in general, spend less money, as they are aware of all factors involved. They realize that certain choices in one phase may have a tangible effect on a later phase. This effect could range from additional, unplanned costs to the ineffective use of the new technology due to lack of training or resources.

The following activities are centered on assessing your organization's thoughtful approach to TCO:

- How important of a factor is it in your decision making?
- Are all ramifications of technology choices being accounted for?
- Is there a plan for ongoing evaluation of your current cost contributors? (e.g. purchase, installation, extended warranty vs. in-house and upgrades)

ACTIVITY

Evaluate your current policies and procedures surrounding the evaluation of true cost for technology in your organization. For the following aspects, answer how pervasive each factor is used when determining your organization's TCO in respects to all forms of technology: hardware, software, peripherals and training.

None - This factor is not accounted for in the cost analysis.

Some - This factor has cursory consideration but is not a primary decision driver.

More - There is deliberate consideration for this factor, but it may not always be a primary decision driver.

Extensive - This factor is always considered in cost analysis and is a primary decision driver.

Process 

	Where are we now?	Where do we want to go?
Vendor Relationships		
Procurement Plan		
Specifications/Requirements/Fits Analysis		
Integration of donated time, materials or services		
Deployment/Installation plan		
Initial Training and Professional Development		
Evaluation of current external support costs versus new purchase		
Loss of institutional knowledge for replaced systems		
Phase Out/Replacement cycle		
Disposal costs		

How will we get there?

After examining each of the factors listed above, discuss how your organization plans to either incorporate or continue to utilize the TCO model when evaluating technology purchases in the future. Consider other unlisted cost factors that are particular to your organization.

How will we know we are getting there?

Discuss the evaluation criteria that will be utilized to measure the burdened cost to your organization for your technology purchases and how your organization will measure efficiencies.

How will we sustain focus and momentum?

Describe how your organization will facilitate the continued incorporation of TCO as a critical measurement when dealing with your technology infrastructure. In addition, describe how your organization will modify plans based upon evaluation.

Optional

What programs, products or services could eTech Ohio influence, create or provide to assist you further in this area?

Budget and Planning**Organization: Westlake City SD****5.0 Budget**

Budgeting is an essential component of any planning process. In Phases 1-4 of your tech plan, you have identified technology strategies that will help you 1) align with academic content standards, 2) administer your technology plan, and 3) implement your technology plan. Review Phases 1-4 and determine the costs associated with these technology strategies. In trying to effectively budget these technology costs, the planning team will need to eliminate redundancies and overlaps in the identification of technology components and phase in expenditures over the plan life-cycle.

ACTIVITY 1: A good exercise in budget planning is to first look at what you are currently spending. In the shaded column of the budget matrix, align your current technology expenditures with the 9 technology categories. If you have not spent any money in a category, please enter a 0 in the field.

ACTIVITY 2: For the 3 years of the plan cycle, enter your budget estimates for each technology category. It should be noted that this budget is for estimation purposes only and does not obligate the district in any manner. If you do not plan to spend any money in a category, please enter a 0 in the field.

	Where are we now?	Where do we want to go?			
	Current Fiscal Year	2006-07	2007-08	2008-09	Total
Network/Telecommunications ?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Access to Technology ?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0

Shareholder Access to Educational Informational Applications ?					0
Educational Software ?					0
Security ?					0
Technology Staffing/Support ?					0
Professional Development ?					0
Consumables ?					0
Additional					0
Total	0	0	0	0	

Please specify *additional* items, if you entered budget estimates for this category in the table above.

Guiding Statement:

Provide details about your budget process. Include any information or assumptions that would help readers of the plan better understand proposed budget expenditures.

How will we get there?

Describe how these technology expenses will be funded. Consider cutting costs, public (state and federal) and private grant sources, business partnerships, donations, bond issues and other funding alternatives.

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