
Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Educational Technology Plan

Thursday, September 06, 2007

Entity: State College Area SD
Address: 131 W Nittany Ave
State College, PA 16801-4812
Phone: (814) 231-1011
Contact Name: Patricia Best

Core Purpose

Mission

The State College Area School District Strategic Planning Leadership Team reviewed existing district belief, vision, and mission statements, as well as goals developed in the 2001-2007 Strategic Plan. Over the course of several weekend planning sessions, the leadership team updated the belief statements, the vision statements, and the district goals to reflect anticipated future-focused needs.

Furthermore, the Leadership Team reviewed and reaffirmed the mission statement that has guided the work of the school district since 1995.

These statements reflect our fundamental convictions about children, learning, schools, and the vital relationships of schools to parents and to the community they serve. These statements embody the aspirations of this school district for the future. They reflect our shared commitment to a common purpose and function.

The belief, vision, and mission statements were created through a group decision-making process to reach consensus. The statements were presented to the Board of School Directors, distributed to the faculty and staff, and communicated to the community.

Our Mission is: To Prepare Students for Lifelong Success Through Excellence in Education

Vision

We envision a State College Area School District in which:

Each student is a lifelong learner who contributes to an everchanging, increasingly diverse world.

Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively.

All members of the school community demonstrate mutual respect.

All members of the school community have access to appropriate technology.

All members of the school community are committed to continuous improvement.

The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities.

Our district meets the needs of students, families, and our community so well that broad, enthusiastic support is generated for the programs and services of the district.

Shared Values

We believe each student

- can learn.
- is unique in abilities, interests, needs, and goals.

We believe learning

- is promoted by a nurturing and stimulating environment.
- is an interactive process in which each student must be engaged.
- is enhanced by access to technology.
- must be defined, measured and recognized in a variety of ways.

- is enhanced by respectful, positive, and collaborative relationships.

We believe educators

- promote learning through relationships, engagement, and assessment.
- benefit from continuing professional development.
- grow professionally from opportunities for collaboration with peers.

We believe effective schools

- are safe and secure.
- actively recognize, understand, and appreciate diversity.
- actively engage the community in the educational process.
- are accountable and add value to the community.
- anticipate and adapt to changes within the local, national, and global context.
- create responsible world citizens through shared civic responsibility at all levels.

Needs Assessment

We are constantly upgrading, updating and introducing new services, hardware and software in our district. We have a team of technology leaders who identify potentially useful new technologies by attending conferences, reading publications, networking with peers, collaborating with vendors, and researching online. Additionally, we solicit feedback from students, employees and community members in the form of surveys and workshop evaluations. We recognize that expanding the district's wireless infrastructure to provide ubiquitous wireless Internet access in the district, adding carts of laptops to more classrooms, and continuing to expand the availability of teacher laptops and mounted video projectors are necessary steps in creating an environment where technology integration becomes increasingly commonplace in the district. We also recognize the need to continue to seek and evaluate new technologies, with the intention of implementing those that are deemed useful and appropriate.

In a recently conducted survey of teacher professional development needs, 89% of responding teachers rated themselves "proficient" or "advanced" at using the computer for personal and professional productivity, while 73% rated themselves "proficient" or "advanced" at using the computer as an instructional or learning tool, and 64% rated themselves "proficient" or "advanced" at integrating technology into instructional design, delivery and assessment. Finally, 61% rated themselves "proficient" or "advanced" at Internet safety. Additional comments appended to the survey indicate that teachers believe they could increase their proficiency and/or expertise as technology integrators, given one or more of the following: greater access to equipment (student laptops, teacher laptops, video projection), more time during school or in-service days to develop their skills, and a continuous program of professional development.

We have identified a long term strategy for assessing and meeting educational technology needs of teachers. This strategy, described in greater detail in the Professional Development section, starts with a biennial brief survey of our teaching faculty. In the survey, teachers will identify barriers that prevent them from "going to the next step" with technology. Attempting to remove these identified barriers will impact our future technology hardware and software purchases, as well as our professional development planning.

Goals and Strategies

Goal: 6. Facilities and Technologies for Learning

Description: Provide facilities and technologies that enhance learning. We will continue to acquire and integrate technologies that enhance teaching, learning, and operations district-wide. We will continue to provide facilities that effectively adapt to and function in the delivery of multi-dimensional programs and services. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next

stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Strategy: Investigate new technologies

Description: To investigate new technologies with the potential to improve teaching and learning, and to implement those that are proven to be beneficial and cost effective.

Educational Practices: Artful Use of Infrastructure, Continuous Learning Ethic

Activity	Description	
Laptop Initiative	Continue to explore the capability that laptop computers can provide to teachers and learners in the District.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$1,285,000.00

Activity	Description	
Pilot Projects	Pilot projects that explore new technologies or new applications of technologies throughout the District.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$60,000.00

Strategy: Opportunities for Students

Description: Provide appropriate learning opportunities for students with high technology aptitude and interest.

Educational Practices: Continuous Learning Ethic

Activity	Description	
High School TECS initiative	Provide opportunities for students with interest in advanced technology applications and services. Students will work on projects in a technology interest area and/or provide technology support services to other students.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$21,000.00

Activity	Description	
Middle School TECS initiative	Students will be trained to assist other students in the use of district hardware and software, in a service mode such as a helpdesk might provide.	
Person	Timeline for Implementation	Resources

Responsible		
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$9,000.00

Strategy: Student Technology Standards

Description: To provide instructional opportunities so that all SCASD graduates will have mastered the school district's established technology standards.

Educational Practices: Continuous Learning Ethic, Quality Teaching

Activity	Description	
Teacher Preparation for Instruction	Teachers will be trained to teach the skills outlined in the district's student technology competencies plan.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: 7/2/2007 Finish: 6/30/2010	\$30,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
State College Area School District Technology Staff		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Staff Development

To date, our professional development plan for technology has included two strands: required activities that address district initiatives; and optional activities that support a teacher's desire to explore what else is possible. We expect to continue both of those strands, and now recognize a need to add a third strand to our approach to professional development. The third strand will be targeted professional development that addresses a teacher's Individual Professional Plan for Technology (IPPT).

Required professional development activities include the following: 1) training for teaching the district's adopted technology competencies skills in grades K through 8; 2) training for teachers using a laptop for instruction; 3) training for teachers whose students are using laptops within the classroom; 4) training for teachers new to the district. These professional development activities are planned and taught by district instructional technology specialists. Seventy-five percent of this training focuses on strategies for using technology as a teaching and learning tool, with the remaining time devoted to skills development for productivity.

Optional professional development activities are determined by instructional technology specialists and the district's Technology Staff Development Manager in an attempt to bring new ideas and technologies to the district. Providing these opportunities to an interested audience often results in a grass-roots implementation that spreads to broader adoption through teacher-to-teacher sharing. Training in the use of new technologies is devoted to both skills development and strategies for using the new technologies for teaching and learning. In addition, the district supports optional teacher attendance at technology conferences, as well as enrollment in college courses and IU courses, via partial reimbursement of tuition costs.

Targeted professional development activities will be determined by surveying the faculty biennially. Data from 5 survey questions will form a teacher's IPPT, and will help to determine professional development activities for targeted groups, i.e. what instruction is needed; who needs the instruction; how instruction should be delivered. In addition, survey data will reveal whether something OTHER than professional development (equipment or time, for example) is needed to help a particular teacher make progress.

Targeted professional development activities will be planned by district instructional technology specialists, in collaboration with the teachers who have expressed specific goals. Instruction will be delivered by instructional technology specialists, other district teachers, and by instructors of courses delivered by non-district personnel, as needed. The focus of this effort will be to integrate the use of technology to improve both teaching and learning in content areas

Both required and targeted professional development activities will be delivered primarily during released time throughout the school year. It is anticipated that two released time days per teacher per year will be a minimum requirement for meeting instructional technology professional development needs. Optional activities will be available during after-school hours and during the summer.

Budget
Summary: Potential Funding Distribution

Funding Source	2008-2009	2009-2010	2010-2011	Total
010 - ADMINISTRATIVE BUDGET	\$340,000.00	\$460,000.00	\$520,000.00	\$1,320,000.00
TOTAL	\$340,000.00	\$460,000.00	\$520,000.00	\$1,320,000.00

Goal: 6. Facilities and Technologies for Learning

Provide facilities and technologies that enhance learning. We will continue to acquire and integrate technologies that enhance teaching, learning, and operations district-wide. We will continue to provide facilities that effectively adapt to and function in the delivery of multi-dimensional programs and services. Unless otherwise indicated, the timeline for implementation is ongoing throughout the course of the plan. Annual reviews of progress will inform the next stages of each activity. Resource allocation will occur during the budget planning cycle on an annual basis.

Investigate new technologies	2008-2009	2009-2010	2010-2011	Total	Funding Source
Laptop Initiative	\$300,000.00	\$420,000.00	\$480,000.00	\$1,200,000.00	010 - ADMINISTRATIVE BUDGET

Pilot Projects	\$20,000.00	\$20,000.00	\$20,000.00	\$60,000.00	010 - ADMINISTRATIVE BUDGET
----------------	-------------	-------------	-------------	-------------	-----------------------------

Opportunities for Students	2008-2009	2009-2010	2010-2011	Total	Funding Source
High School TECS initiative	\$7,000.00	\$7,000.00	\$7,000.00	\$21,000.00	010 - ADMINISTRATIVE BUDGET
Middle School TECS initiative	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00	010 - ADMINISTRATIVE BUDGET

Student Technology Standards	2008-2009	2009-2010	2010-2011	Total	Funding Source
Teacher Preparation for Instruction	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00	010 - ADMINISTRATIVE BUDGET

GRAND TOTAL	\$340,000.00	\$460,000.00	\$520,000.00	\$1,320,000.00	
--------------------	---------------------	---------------------	---------------------	-----------------------	--

TOTAL	\$340,000.00	\$460,000.00	\$520,000.00	\$1,320,000.00	
--------------	---------------------	---------------------	---------------------	-----------------------	--

Monitoring

As a District, we recognize that we need to monitor the implementation of the technology action plans, and in a constantly changing technology environment, we may need to recalibrate our objectives and action items in order to stay current. We design processes for gathering information relative to technology needs and satisfaction from student, employee and community groups. We will continue to use our Citizens Advisory Committee for Technology for progress monitoring and evaluation purposes. In addition, there are several individuals and groups in the District who have responsibility for monitoring the progress of the implementation of our Technology Plan. They include the Superintendent of Schools, the Director of Computer Services, The Supervisors of Elementary and Secondary Education, and members of the Technology Management Team. These groups will gather pertinent information regarding the Technology Plan implementation, and will report annually to the community through presentations to the School Board.

Effectiveness of our district Technology Competencies Plan is monitored annually by the district's technology management team. A review of assessment results, the competencies, and the lessons precipitates adjustments to the lessons, as appropriate. Our plan for a biennial needs assessment survey, outlined in the Staff Development section, serves as an on-going progress monitoring system for technology integration. In addition to providing information about staff technology needs for professional development, the survey will also provide information about what hardware and software deficits exist. From one biennium to the next, our goal is to continuously improve the level of technology integration by addressing teachers' individual technology and professional development needs. Progress will be monitored by the district's

Technology Management Team. Our plan for providing student opportunities for special technology projects and technology service will be monitored and supervised by a learning enrichment specialist at the high school, in collaboration with the computer services staff.

Evaluation

The State College Area School District has processes in place to evaluate progress toward technology goals. A standardized assessment is administered to students in grades 2, 4, 6, 8, and 11 to assess attainment of student technology competencies. Responses to teacher surveys will help to evaluate progress toward meeting technology integration goals. Our inventory of technology equipment provides data about increases and trends in equipment acquisitions. Other databases will be employed to track student involvement in technology service in the district.