

Technology Plan

**Haysville Public Schools
USD #261
Haysville, Kansas**



June 2006

Introduction

The Information Services Department currently is in charge of maintaining and upgrading existing technologies, along with heading research and development in new and future directions for technologies as needed/recommended by the Curriculum Department, the District Strategic Plan goals, School Improvement goals and other local, state and national instructional initiatives.

Furthermore, the Information Services Department and the Curriculum Department, in collaboration with instructors, administrators, students, and patrons of the community, are working to transform technology into an integrated part of the curriculum for USD 261. Technological knowledge and skills have become a necessity for education, for employment, and for everyday life. In an effort to ensure that all stake-holders are provided input as to the direction of USD 261 technology initiatives, the following committees are in place with memberships being updated as needed:

1.a District Technology Committee Members:

Phil Bressler	Asst. Principal/Instructor	Campus HS/Baker University
Diane Gross	Assistant Superintendent	Haysville Public Schools
David Herbert	Director of Information Serv	Haysville Public Schools
Brian Howard	Principal	Rex Elementary School
Wanda Lindsey	Technology Teacher	Campus High School
Mike Maurer	Principal	Haysville Middle School
Barbara Pacheco	Teacher	Rex Elementary School
Clinton Schutte	Mathematics Teacher	Haysville Middle School
Tony Tamson	Business/Patron	Boeing Aircraft Company
Tiffany Taylor	Student	Campus High School
Susan Walston	USD 261 BOE	Haysville Public Schools
Lisa Cundiff	Dir of Instructional Tech	Haysville Public Schools
Cindy Sherman	SpEd/Assistive Tech	USD 261/Campus High School

USD 261 Strategic Plan (Team 2 Technology)

Action Plan Committee:

Mike Alexander	BOE/Business	USD 261/Boeing Aircraft Company
Tammy Bauler	Elementary Teacher	Nelson Elementary School
Phil Bressler	Assistant Principal	Campus High School
Sue Carpenter	Computer Teacher	Ruth Clark Elementary
Becky Cezar	Dir of Special Services	Haysville Public Schools
Terri Gray	Speech Teacher	Haysville Middle School
Diane Gross	Assistant Superintendent	Haysville Public Schools
David Herbert	Director of Information Serv	Haysville Public Schools
Penny Hobkirk	Dir Staff Dev & Grants	Haysville Public Schools
Wanda Lindsey	Teacher	Campus High School
Mike Maurer	Principal/Parent	Haysville Middle School
Barbara Pacheco	Teacher/Patron	Rex Elementary School
Susan Walston	USD 261 BOE	Haysville Public Schools
Jeremy Winter	Teacher	Haysville Alternative School
Lauana Yarborough	SpEd Teacher	Nelson Elementary

Building Tech Teams:

In USD 261, building-level instructional technology teams have been created to provide support for each building's instructional program by planning for and implementing technology initiatives that impact student achievement. The role of a tech team member is to help establish a connection between technology and learning and/or instruction. The recommendation is that the members of building IT teams represent a blend of perspectives and abilities.

Building tech teams work at the site level to develop/update Instructional Technology Plans that include goals tied to instructional initiatives. Because these plans are tied to building-level school improvement goals, they help drive the district instructional technology plan. In addition, each team maintains a site-based technology inventory of existing software/hardware available throughout the building along with software licenses for applications purchased at the site level.

Assistive Tech Team:

A district Assistive Technology Team is in place to address the needs of Special Education students. Input and recommendations from The Assistive Technology Team is considered as instructional technology plans are created/updated.

1b. Technology Needs Assessments:

Technology decisions within the school district are driven by several factors, including but not limited to,

- The district's Strategic Plan
- School Improvement Plan initiatives
- District, State, and National mandates
- Technological advances
- Changes to district instructional programs
- Building-level Instructional Technology Teams and Plans
- Knowledge gained from staff participation in outside-the-district instructional technology workshops/trainings and conferences at local, state, and national levels
- Collaboration with other school districts

Additional considerations include serviceability, vendor, donations, cost, educational requirements, and value.

The school district encourages and seeks input from external sources such as parents, volunteers, local business and community groups to participate in the decision-making process of technology needs. The school district's goals and objectives can only be fully accomplished through the collective efforts of the community. The school district has, and will continue this delicate balance of decision making in the areas of technology.

One of many "tools" used to help direct decisions is the Strategic Plan adopted by the Board of Education in 2004. Because technological skills and knowledge are useful to all students in the educational process, the federal legislation--"No Child Left Behind"--has indicated technology as a priority by allocating Title II, Part D funds for use in technology initiatives. As a goal in meeting the needs of students and staff of the Haysville district, we work to meet the National Technology Education Standards for students and for teachers. The elementary computer curriculum has been aligned to address NETS for students. Course offerings address the needs of middle and high school level students.

Basic Technology Proficiency Tasks for Teachers:

USD 261 certified staff members participate in performance-based technology proficiency tasks designed to ensure that USD 261 teachers have specific basic technology skills, a common vocabulary related to

technology, and a shared understanding of the potential for impacting achievement that instructional technology offers. Through this process, staff development and other instructional technology needs are identified.

NETP Data and Recommendations:

The recently updated National Education Technology Plan includes data and specific recommendations designed to help schools face the challenges of planning for technology use that will significantly impact teaching and learning. Information and recommendations from the NETP have been shared with USD 261 staff to make certain that they are aware of the steps that must be taken to help secure the economic future of our students by ensuring that our students are adequately prepared to meet the challenges of competing within a new and changing global economy that is constantly impacted by technological advances.

Individual Professional Development Plans:

Individual Professional Development Plans (IPDPs) are submitted electronically through the My Learning Plan application by each certified staff member as a required part of the USD 261 Professional Development Council approval process. IPDP goals are individual goals that must be tied to school improvement initiatives. These goals are used not only to determine staff development needs, but also to ensure that staff development requests are based on school improvement objectives.

Building Technology Teams:

As previously stated, building technology teams work at the site level to develop/update Instructional Technology Plans that include goals tied to instructional initiatives. Because these plans are tied to building-level school improvement goals, they help drive the district instructional technology plan.

Annual Technology Survey:

An annual technology survey is sent out during the spring semester. As suggested in the previous tech plan review, an online survey tool is now employed to survey staff, students, and patrons. In addition to the online survey, a copy of the parent survey and information regarding the student survey is included in the district newsletter that is mailed to all patrons. Information about the surveys is also included in building-level newsletters.

The surveys consist of specific questions related to technology use both inside and outside the school day for instructional, productivity, and recreational uses. Questions are customized for each survey group according to the data we are seeking to acquire. All groups are asked for input regarding our web site. Parents are questioned as to their usage of PowerSchool (Student Management System) information that can be accessed by Internet. The student survey seeks opinions related to technology use at school and information regarding technology use and habits outside the school day. Staff members are asked a variety of questions related to staff development needs, access to technology, and use of technology. A general comment area is included to provide for additional feedback.

Despite efforts to encourage input from patrons, for the most recent survey only 27 patron responses were submitted online and just a few 'hard copy' patron responses were returned. In an effort to attain more information from parents in the future, the survey will be coordinated in conjunction with spring parent-teacher conferences. By contrast, input from surveys completed by 234 staff members and 446 students provided a great deal of helpful information and feedback.

Survey results are being processed and will be compared to previous survey results to measure progress and/or success/failure of technology programs to guide technology planning and staff development initiatives at the district-level and building-level.

School District Mission Statement:

The mission of the Haysville Public Schools, through professional learning communities, is to provide effective instruction so all students learn and achieve to high levels.

2. Haysville School District Strategies/Visions:

Haysville Public School's goal for technology is to improve the quality of education and achievement for all students in the district. In addition, technology is used as a tool to improve administrative tasks and recordkeeping. The Board of Education has adopted the following guidelines as focus points with regard to the "Vision" of the school district.

Haysville School District Belief Statements

In USD 261 we believe:

- Failure is not an option
- Higher expectations yield higher results
- In lifelong learning
- Children can be successful with one caring adult
- Learning is enhanced in a safe and orderly environment
- We should educate student as if they were our own children
- Effective instruction and leadership are essential to student achievement

Haysville USD 261 Strategic Plan ~ Caring, Effective Learning for All
(Adopted May 3, 2004)

USD 261 Strategic Goals and Actions

Strategic Goal 1 - We want to provide adequate facilities and technology which will provide for smaller learning communities to enhance more effective learning connections among all stakeholders

Goal 1 Strategic Actions:

- 1.1 The district will hire an architect to develop a master plan for Haysville USD 261 facilities

- 1.2 The board of education will appoint persons to serve as a planning committee to work with the architects in the development of a master plan that will be reflective of the district's strategic plan

- 1.3 The district will be committed to energy efficiency in the development of both new and remodeled facilities

Strategic Goal 2 - We want to equitably provide technology and support for technology to enrich information access, learning and global communication

Goal 2 Strategic Actions:

- 2.1 Provide technology for staff and students to enrich curriculum and instruction

2.2 Upgrade and install phones and phone systems in all district building including all district classrooms and office

2.3 Evaluate and upgrade student administrative records system to include, but not limited to, streamlining operations, staff/student/parent access via the internet, and convergence of multiple systems

2.4 Train and support staff in the use and integration of district technology

Strategic Goal 3 - We want curriculum and instruction that maximize student achievement

Goal 3 Strategic Actions:

3.1 Teachers will use curriculum mapping techniques to apply a district-wide aligned curriculum system that guarantees all students' measured learning will indicate mastery of a well-defined, challenging, effectively delivered and viable curriculum meeting all standards that QPA, NCA, and NCLB demand.

3.2 Over the course of the next 5 years (2004-2009) USD 261 will offer research-based, early intervention strategies, as well as an adequate environmental setting in order to meet the diverse and ever changing needs of its students.

3.3 Create Professional Inquiry Teams (P.I.T. Crews) that will meet in order to address staff development in such areas as: effective instructional practices, assessment for learning reading and math strategies across the curriculum, project-based learning and technology integration. (It is essential that time is found to allow for continuous and consistent meetings.)

3.4 Determine Instructional Support Coaches and define the roles of those individuals. Support coaches will facilitate professional development with all teachers of their assigned building. Specific attention will be given to effective instructional practices.

Strategic Goal 4 - We want to increase participation and success in extra-curricular activities

Goal 4 Strategic Actions:

4.1 Increase participation in Middle School athletics through a new league and additional intramural games; high school coaches oversee all coaches and programs in their sport at both Middle School & High School levels

4.2 Establish a mentoring program between the high school and middle school students involved in extra-curricular activities

4.3 Build a new or remodel the auditorium at Campus High School

Strategic Goal 5 - We want a graduation rate of no less than 90% by 2009

Goal 5 Strategic Actions:

5.1 There will be a district-wide emphasis on math and reading at all schools

5.2 Develop a high school level magnet school or charter school that will provide alternatives for students

5.3 Develop and implement an Elementary Access program like the Access program at Campus High School to identify and provide educational assistance at earliest possible opportunity for students who are failing or working below grade level

Strategic Goal 6 - We want to increase school and community interaction and pride

Goal 6 Strategic Actions:

6.1 Develop and implement a community and school resource center

6.2 Hold an Annual Meeting at which there will be a Report To the Community and opportunity for the community to give input regarding USD 261

6.3 Pilot "Building Family-School Partnerships in Your School" staff development training in at least one elementary school. This training will be used to implement a program that increases family involvement in the pilot school

6.4 Continue existing programs such as Book Look Club and add one additional take-out program annually for the next three years. Each take-out program will commit to a community outreach minimum of two times each year. This process will be repeated annually for a total of three years. Every effort will be made to vary programs and schools.

6.5 Create a marketing plan that will encourage collaboration between USD 261, the City of Haysville and County to enhance visibility, communication and image

6.6 Adopt customer service standards

3a. District technology use goals and objectives:

The USD 261 Instructional Technology goals in practice are part of a 3-tiered (ACCESS > USE > IMPACT) process that is designed to have a specific and deliberate impact on instruction and learning within the district for all students. Since the writing and implementation of the December 2002 district technology plan, extensive resources have been allocated to begin a process that will increase student and staff ACCESS to technology and web-based applications, expand the USE of technology for teaching and learning, and ensure that the available technologies within the district directly IMPACT student achievement through heightened student engagement and effective integration into the curriculum. The fulfillment of the following goals and objectives will greatly enhance our students' chances of attaining success in school and after graduating from USD 261.

Tier 1: TECHNOLOGY ACCESS

According to 2001 KSDE survey results, the average computer-to-student ratio was one computer for every 3.5 students in Kansas (based on the total number of computers available, regardless of the age of the computers). When considering only computers 3 years old or newer, the state average was one computer for every six students in 2001. With access below the state average (no matter how the numbers are figured), a lack of access to technology for USD 261 students and teachers has been a huge roadblock to the technology integration process within the district. Instruction cannot be impacted by technology if access is not available to students and teachers. The 2004 USD 261 Strategic Planning Technology

Committee members addressed the 'access' issue by creating goals with action plans that initiated a systematic process for adding instructional technology resources and support.

Tier/Goal 1, Instructional Technology ACCESS GOAL (In fulfillment of USD 261 Strategic Plan Goals 1 and 2): Increase access to instructional technologies for USD 261 students and staff

Objective 1.1 - Provide laptops to classroom teachers and building administrators district wide to open new avenues for exploration of mobility and the possibilities offered by anywhere, anytime learning.

Objective 1.2 – Add mobile laptop lab availability in all buildings to increase student access to technology and to assist with electronic assessment needs.

Objective 1.3 – Establish better means for projecting/viewing electronic instructional content

Objective 1.4 – Increase access to peripheral instructional technologies for students and staff

Objective 1.5 - Increase access to software/web-based applications for students and staff

Objective 1.6 - Maintain/update technologies to ensure good working order

Tier 2: TECHNOLOGY USE

Since access to technology does not guarantee use, it is important to ensure that available technologies are being utilized for instruction. At this time, various technologies and applications are being used throughout the district, but the full extent of usage is unknown. Objectives have been established to ascertain the degree and level of usage within the district for available technologies and applications.

Tier/Goal 2, Instructional Technology USE GOAL (In fulfillment of USD 261 Strategic Plan Goals 2 and 3): Expand student and staff use of instructional technologies in USD 261

Objective 2.1 – Examine technology survey data to help determine degree/level of technology use by staff and students

Objective 2.2 - Analyze data gathered through classroom IPI (Instructional Practice Inventory) walk-throughs that are focused on instructional technology USAGE

Objective 2.3 – Offer instructional support and training to enhance awareness of available technologies, increase the instructional technology skills of students and teachers, and help make curriculum/instruction connections

Tier 3: TECHNOLOGY IMPACT

In order to truly impact learning, technology must be utilized to engage students at a level that encourages higher-order thinking and that enhances teaching and learning by allowing for active participation on the part of students. Current statistics indicate that more than 70% of jobs today require the use of a computer on a daily basis and 70% of 4-6 year olds have used a computer. Because today's students see technology as a right, not a privilege, there is a need to properly train teachers on how to use technology and effectively deliver technology integrated instruction. Teachers must be provided with the support necessary to change instructional practices that have become obsolete and that do not effectively prepare students for the new workplace reality.

Tier/Goal 3, Instructional Technology IMPACT GOAL (In fulfillment of USD 261 Strategic Plan Goals 2, 3, & 5): Ensure that the instructional technologies available to the students and staff of USD 261 impact learning and maximize achievement for USD 261 students

Objective 3.1 – Analyze data gained through classroom IPI (Instructional Practice Inventory) walk-throughs targeting student ENGAGEMENT levels

Objective 3.2 - Provide leadership and support to assist in transforming the learning process from teacher centered to student centered

Objective 3.3 - Provide easy access to standards-based electronic resources for teachers

Objective 3.4 - Provide easy access to technology help documents and "how-to" video tutorials

Objective 3.5 – Create a process to ensure that technology integration initiatives are given consideration as instructional staff development plans are created at the building and district levels

3a-1. Technology Use Assessments

During the Strategic Planning process, as goals and action plans were created, the Technology Planning Committee looked at quantitative and qualitative data from other districts (and as available from within the district) in order to help draft technology goals and action plans. Because there is now district wide access to a variety of up-to-date instructional technologies for students and staff, USD 261 is at a point where data related to technology use is available. To ensure a return on the investment of time, energy and technology dollars, it is critical that any and all data available be examined to guide future decision making efforts and promote movement toward the ultimate goal of impacting instruction at a level that is worth such an extensive investment.

Instructional Technology Teams in each building meet regularly to discuss school improvement initiatives and instructional priorities. The teams continually update site level instructional technology plans based on data generated by state and local assessments. The plans are more fluid now that access to technology allows for easier data collection and analysis by way of electronic assessments such as MAP (NWEA) and State Assessments. Instructional technology plans are tied to building-level school improvement goals, which are aligned with the district school improvement plan and the strategic plan. Therefore, the plans help to ensure that district planning and building-level initiatives align.

Staff, students and patrons are surveyed annually regarding technology use. The information gained from the surveys is used to help drive staff development and technology planning and implementation.

USD 261 staff members are required to complete performance-based activities related to instructional technology use.

IPI (walk-through) data is being collected to determine current levels of technology use and will be used to establish baseline data regarding which technologies are being used and how they are being used for instruction.

Building-level technology team meeting agendas and minutes are submitted to the Director of Instructional Technology and kept on file with building-level technology plans.

3b Curriculum Integration and Enhancement

The mission of the Haysville Public Schools, through professional learning communities, is to provide effective instruction so all students learn and achieve to high levels. USD 261's 2004 Strategic Plan

(Strategic Goal #3, Action Plan 3.3) recommends the implementation of professional learning communities (PLCs) throughout the district. Professional Learning Communities (PLCs) are in place to look at current practice and guide best practice, which includes the effective use of instructional technology.

Technology is integrated into the USD 261 school day in by a variety of means throughout the district. Video broadcasts generated and delivered by students are used in many of the buildings as a means of providing up-to-date school news, weather, and announcements. One administrator takes time after the live student presentations to teach lessons that address state standards, safety, and character education.

Creative uses of technology are modeled by administration and staff district wide. Because so much has happened with regard to instructional technology access within the district in such a short time span, staff development for teachers and administrators continues to be a priority as a means of ensuring that the use of instructional technologies becomes seamless with the USD 261 instructional program.

As part of the state standards, teachers are expected to address technology standards embedded in the curriculum. Teachers address curriculum and technology standards through lessons/projects that include research, word processing, multimedia presentations, and data management activities.

Haysville Public Schools is committed to enhancing student/staff performance and the educational process by introducing new technologies and expanding existing technologies. Basic technology is currently introduced at lower grade levels with skill reinforcement embedded throughout the educational process.

Elementary Level Instructional Technology Overview:

Computers are used to enhance, enrich and re-teach subject matter in all curriculum areas. At the elementary level, because each elementary building has a designated technology teacher who teaches a district aligned computer curriculum that was established in the summer of 2005 and is based on NETS for students, classroom teachers are able to focus on curriculum content for lessons and instruction. In addition, with the availability of mobile labs and various peripheral technologies such as projection systems, interactive white boards and interactive clicker systems, students can easily view projected content, and have a variety of interactive tools at their disposal.

The curriculum software and hardware available at each of the five elementaries (and throughout the district) is based on the identified needs of the school in accordance with their school improvement plan goals. This means that not all technology initiatives are implemented district wide K-5. Each building has unique areas of need as identified by assessments and influenced by student demographics. Identified needs are addressed through school improvement plans, which in turn are used to create technology plans at the site level.

Middle School Level Instructional Technology Overview:

In the Haysville Middle School, skills learned at the elementary level are reinforced and additional program offerings include programming, web page construction, design concepts and typing skills. All curriculum areas use computers to enhance the learning process. The Virtual Prescriptive Learning (VPL) application is used for remediation during the school year and for summer school.

High School Level Instructional Technology Overview:

Computers are used in all curriculum areas, and in some areas computers are the only tool used for teaching. Some of these areas include computer-aided drafting (CAD) classes, the high school newspaper

and yearbook in the journalism classes, and typing skills in the high school typing lab. Skills learned at previous levels are continually reinforced as curriculum is enhanced and enriched by the use of technology at the high school grade level.

Passkey Reading and Passkey Math, are remediation tools used at the High School Level. The Passkey series is primarily used with at-risk students for curriculum supplementation, preparation for standardized tests, and during summer school. VPL is also used during summer school for remediation.

Haysville Alternative High School implemented VPL during the 2005-2006 school year to help

- Close the achievement gap between high and low performing students
- Reduce dropout rates and provide intervention for students at-risk
- Identify skill gaps for each student and prescribe individual assistance plans to address identified learning gaps

Additional Technology Integration Examples:

- High School Graphic Art Courses (Computers and Software including Windows, Photoshop, Painter and Illustrator)
- High School CAD (Computer Aided Drafting) Courses (Computers and Software including Windows, AutoCAD, and Office)
- High School Journalism and Yearbook Courses (Computers and Software including: Windows, Adobe InDesign, and MS-Office)
- High School Science Courses (Computers, Mini-Lab, and Software including MS-Office and MS-Vision)
- Middle School Yearbook Courses (Computers and Software which including Windows, Adobe InDesign and MS-Office)
- All district libraries (Computers and Software including InfoCenter catalog and circulation and MS-Office)
- Stationary and mobile computer Labs in all district buildings (Computer and Software including MS-Office and site-based/determined programs)

District wide available instructional technology software/web-based applications include Blackboard, Infinitec, the KanEd Desktop (including Atomic Learning), United Streaming VOD, and Microsoft Office.

The web-based Atlas Curriculum Mapping software is utilized district wide in response to Strategic Plan Goal #3, Action Plan 3.1, which is related to district wide curriculum alignment through the curriculum mapping process. Teachers have been working for the last two years to create electronic maps that are aligned to standards and that provide a scope and sequence of what is taught. The Atlas software provides teachers with the ability to embed assessments, activities, videos/presentations, web resources and other content directly into the maps where they match the standards at each grade level in any content area. The maps are continually updated and are 'public' in that teachers can consult each other's maps to locate resources related to the standards being addressed.

3b-1. Curriculum integration assessment:

~As recommended in the USD 261 2004 Strategic Plan (Goal #2, Action Plan 2.1), a Director of Instructional Technology was hired in June 2004. The primary role of the IT director is to offer leadership and support for the technology integration process by helping to initiate and implement the instructional use

of technology at a level that impacts achievement. The IT director ensures that technology teams meet regularly and that technology plans are created at the site and district levels according to established guidelines. In addition, the IT director establishes avenues for communication and collaboration between the Curriculum & Instruction department and the Information Services staff to ensure that instructional technology initiatives implemented at the district and/or site level are consistent with district school improvement endeavors and instructional goals.

-In 2005, also in accordance with the Strategic Plan (Goal #3, Action Plan 3.4), the district hired its first Instructional Support Coach. Two additional coaches were added for the 2006 school year. The IS Coaches spend the majority of their time in the buildings working directly with teachers. They document observations, walk-throughs, trainings, and feedback discussions. The IS Coaches analyze data on student performance to determine teacher effectiveness as well as to determine further staff development needs, and conduct building and staff trainings related to school improvement efforts. The Instructional Technology Director meets regularly with the IS Coaches to discuss how research based technology strategies of teaching and learning are being integrated (and can be further integrated) into instruction.

-In an effort to change instruction to ensure that achievement is directly impacted through the use of instructional technology, it is important to establish that teachers have the basic technology skills necessary to effectively integrate technology into the curriculum. For the past two years, in compliance with Strategic Plan Goal #2, Action Plan 2.1, certified staff members have participated in performance-based technology proficiency activities (Tech Tools) designed to ensure that they have specific basic technology skills, a common vocabulary related to technology, and a shared understanding of the potential for impacting achievement that instructional technology offers. Through this process, staff development and other instructional technology needs are identified. The activities (tasks) built into the Tech Tools training process provide documentation related to the following basic technology skills:

USD 261 – Tech Tools (Skills Checklist)

Basic Computer Technology Operations and Concepts

- I have general knowledge of how to operate a Windows-based computer:
 1. Navigate a Windows-based desktop: Maximize, minimize, and restore a window.
 2. Run more than one program simultaneously, and switch between open applications.
 3. Save and move files to and from various locations/drives such as 'My Documents', hard drive, desktop, etc.
 4. Understand 'wired' vs. 'wireless' options
 5. Use print preview and print options
 6. Manage Files: Organize, locate, create, rename, and delete files
 7. Back-up data & utilize jump drives
- I trouble-shoot basic hardware/software/printing problems before accessing the appropriate level of tech support.
 1. Check cables and power cords for proper attachment
 2. Re-boot a frozen computer
 3. Replace printer cartridge
- I use computer peripherals.
 1. Plan for and deliver standards-based lessons that incorporate the use of the Internet and/or software applications and a projection device

Microsoft Office 2003 Applications

- I use the basic features associated with Microsoft Word, PowerPoint and Excel to create documents, presentations, and spreadsheets.
- Create a basic word processing document using Microsoft Word:
 - File: Save, print, page set-up
 - Edit: Cut, copy, paste, select-all, undo/redo
 - View: Layout, header/footer, toolbars
 - Insert: Picture, page break, hyperlink, object
 - Format: Font, paragraph, bullets and numbering
 - Tools: Spelling, grammar, word count, options
 - Toolbar Icons: Drawing, tables & borders
 - Access HELP file
- Create a basic presentation using Microsoft PowerPoint
 - View: Slide views, slide master options
 - Insert: New slide, textbox, movies and sounds
 - Format: Layout, color scheme, background, design template
 - Slide Show: Set up show, slide transition, view show, animation, narration
- Create a basic spreadsheet using Microsoft Excel
 - File: Print area, page set-up
 - Edit: Fill
 - View: Header/footer
 - Insert: Cells, rows, columns, worksheet
 - Format: Cells, row, column, sheet
 - Data: Sort
 - Toolbar Icons: AutoSum, borders, fill color

Internet/E-mail

- I have the general skills and knowledge necessary to navigate the Internet.
 - Launch a browser and use the toolbar options
 - Specify a URL and point and click on links
 - View navigation history
 - Refresh/reload a page
 - Copy, paste, and save from a web page
 - Bookmark and send pages
- I employ information literacy when using the Internet as a research tool.
 - Conduct effective searches
 - Evaluate sites for accuracy, credibility, and relevancy
 - Use the district's web site to locate information/resources
- I use e-mail as a means of communication.
 - Send and receive messages
 - Check e-mail on a regular basis (Beginning, middle, & end of the day)
 - Send and receive attachments
 - Clean-up and maintain e-mail

Responsible Use of Technology

- I understand the District's Acceptable Use Policy (AUP) concerning student and adult use of computers.

- Realize that copyright restrictions apply to computer use
- Know that the Child Internet Protection Act requires that student Internet use be filtered

~Upon completion of the basic proficiency tasks, teachers will move to the integration level, and if they have not already done so, will begin applying technology use in instruction at the basic level or beyond.

The performance-based activities for the Technology Integration level are currently being developed, but are based on the following skill objectives to further the effective application of instructional technology in USD 261:

- Designs and develops student learning activities that integrate technologies for a variety of student needs
- Accesses on-line resources to remain current in application of technology to the learning environment. (On-line magazines, periodicals etc.)
- In planning for instruction, evaluates and selects appropriate curriculum software and hardware as learning and teaching tools/resources
- Understands resources available in the district for distance learning and video enhanced learning
- Utilizes district provided resources available to design learning activities (Internet, Blackboard, United Streaming, KanEd, etc.)
- Plans for and delivers instruction that utilizes technology to increase student engagement and create opportunities for student-centered learning
- Models district policy and copyright laws as they relate to the use and implementation of technology in education

~Student Technology Skills

In 2005, the elementary (K-5) computer curriculum was aligned to address NETS for students. Each elementary building has a designated computer teacher that ensures that the following standards/skills related to the following skill area are addressed:

Standard 1: Basic Operations & Concepts

Standard 2: Social, Ethical & Human Issues

Standard 3: Technology Productivity Tools

Standard 4: Technology Communication Tools

Standard 5: Technology Research Tools

Standard 6: Technology problem-solving and decision-making tools

In compliance with NCLB and other state/district mandates, course offerings address the needs of middle and high school level students.

For all grade levels, performance assessments/rubrics are used to grade/score student performance/participation in technology classes.

The following initiatives/activities provide additional data to measure how technology integration is progressing in USD 261:

~Curriculum maps, IPI walk-thoughts, and monitoring of instructional software applications that track use (such as United Streaming) provide further evidence of the advancement of technology integration throughout the district.

~The most current revision of the USD 261 teacher evaluation tool includes an evaluation item directly related to the use of technology for instruction: "Uses/integrates district technology to enhance the learning

environment.” Other evaluation items generate information related to professional development, which includes technology related staff development: “Participates in professional activities to enhance knowledge and skills. Shares information and applies new strategies gained from professional development activities.”

~The job title for school “Librarian” has been changed to “Library Media Specialist” to reflect a greater emphasis electronic media along with traditional print media. Performance indicators for the Library Media Specialist include, “Guides students and teachers in selecting and using print and non-print materials and technology” and “uses/integrates district technology to enhance the learning environment”.

~Requests for instructional technologies must come from within the framework of a technology plan that is designed to support the building instructional programs and school improvement initiatives. Requests must be accompanied by rationale/data that supports the instructional benefits of the requested technologies.

3c. Professional Development - Teachers and Administrators

USD 261 School Improvement Plans and Strategic Parameters guide Staff Development and Instructional Technology Plans for each building. These plans must be results-driven in order to ensure that instructional programs are impacted.

Finding time for professional development is an on-going challenge that most districts struggle with year after year. New mandates and initiatives constantly require more time for training and exploration. To make the most of allocated/designated staff development time, and to ensure that technology topics/needs/initiatives are addressed, teachers must learn to use technology *while* they are learning to teach using technology at a level that is conducive to student engagement, that promotes higher-order thinking and that employs best practice with regard to instructional practice in general. With this goal in mind, instructional technology staff development incentives are offered in USD 261 to encourage active participation by staff in the professional development opportunities that are presented.

USD 261 Instructional Technology Staff Development Incentives:

- Professional development points and credits count toward re-licensure requirements and are tracked through a web-based application (My Learning Plan)
- Electronic subscriptions to applications such as www.EnchantedLearning.com and www.UnitedStreaming.com are purchased as technology staff development objectives are met and in response to survey data and technology plan requests that indicate a desire on the part of teachers to have access to these types of instructional technology applications
- Opportunities are provided for participation in conferences and workshops at local, state and national levels
- Teachers and administrators are encouraged to visit other districts for the purpose of exploring effective instructional technology practices
- Building level in-district “grant” opportunities are offered as an incentive/reward for (timely) compliance with certain district initiatives and building level improvement projects
 - Grant amounts are based on available funds and are calculated according to student numbers for each building
 - Guidelines require that grant money be used to fund building level technology initiatives that are part of the building technology plan, but that have not been funded as a part of a district implementation

- For example, during the 2005-06 school year, in order to receive the building-level grant, a 100% completion rate for teachers completing the Technology Tools proficiency tasks had to be documented. Grant money was used by buildings to purchase software, digital cameras, a document camera, interactive white boards, mice, headphones, and wireless mice for use with classroom presentations.

Haysville Public Schools provides staff development using both inside training and outside training as needed. When new equipment, software, or services are added to the district, all attempts are made to include training for staff and/or students as part of the purchase/acquisition implementation plan. In services, along with support issues are handled in the following order:

District:

Implementation plans, which include inservice, for technologies initiated at the district level is handled by the Curriculum Department and the Information Services Department. District-wide hardware and software support issues/trainings are handled by the Information Services Department and the Director of Instructional Technology. Professional development requests are addressed by the Director of Instructional Technology in coordination with the IS Department and the Curriculum Department, including the Director of The Learning Center.

Building:

The Building Computer Technology Coordinator and/or members of the building technology teams are provided initial training for trouble shooting hardware and software. If an issue arises that cannot be handled at the building level, the appropriate district office personnel is contacted.

Teachers new to the district are surveyed regarding their technology experience and skills so that an individualized technology mentoring/training plan can be created for each teacher. During the new-to-the-district teacher orientation, laptops are distributed and basics related to network access, the e-mail system, the gradebook system, etc. are covered. Assigned mentors and designated building-level staff provide additional on-going training related to other district/site based technologies.

The majority of USD 261 building and district administrators have completed the KSDE KalTech Academy.

One requirement for the site-based Instructional Technology Plan goals is that they include rationale and an action plan that includes a timeline and staff development/support needs for each goal.

A significant number of new instructional/improvement initiatives have been recently implemented district wide, so a variety of professional development opportunities are available that afford choices for staff members based on preferences related to their personal learning styles, current level of expertise, and schedules.

- "Anytime" basic to advanced level online technology training is available through Atomic Learning by way of the KanEd Desktop.
- Instructional staff development topics are covered/addressed online through Blackboard courses and Life-Touch and United Streaming offerings.
- In 2005, USD 261 offered two Leadership Academies for staff participation. One strand was for "Teacher Leaders" and the other was for "Teachers Who Aspire to Become Administrators". Each strand met seven times during the year from 8:00 – 3:00. The 30 participants engaged in book studies, presentations, and other activities given by educators and non-educators from within and outside the district as appropriate for each topic. The topics and activities addressed/incorporated

best practice, school improvement strategies, communication and leadership techniques, and technology use. These two strands will continue to be offered to educators within and outside the district on an application basis (to control numbers). In 2006, a new strand, Leadership Haysville, was started. Participants for this strand are from the Haysville community. New strands will continue to be added to provide opportunities for USD 261 classified staff and BOE members.

USD 261 is in the process of remodeling a district-owned property into a staff development center called The Learning Center. A director and clerical help have been hired for the Learning Center and although the center is not yet completed, the director has already begun offering staff development opportunities based on staff development plans, requests, and other needs. Having someone to coordinate staff development activities will be a great asset to the district. The director will also work to coordinate grant writing efforts and will organize the district Leadership Academies, which include instructional technology topics and presentations. Once The Learning Center has been completed, the instructional support coaches will be housed there. Renovation plans call for the installation of interactive boards, video equipment, and other technologies to be used for/during training. Training schedules and topics will be offered at various times both inside and outside the school day. Evening access to training and technology is to be available for students and the community. Trainers and presenters will come from within and outside the district. Many resources and technologies will be available for use and check out. College/graduate credit classes will be offered.

The Assistant Superintendent for Curriculum and Instruction, Director of Instructional Technology, Director of Elementary Curriculum, and the Instructional Support Coaches, meet weekly with the Director of the Learning Center to plan staff development activities and discuss on-going training needs.

Modeling Technology Use:

Administrators and instructional leaders are encouraged to look for new creative ways to model the use of technology, and teachers are provided opportunities to share their creative uses of technology with colleagues.

Instructional Support Coaches incorporate the use of technology as they work with teachers.

District and building administrators meet two times each month and technology is always an agenda item.

Presentations during the administrative meetings model technology use, tips and tricks.

The 2006 back-to-school technology update by the Director of Instructional Technology was delivered 'virtually' via a brief video presentation that showcased new technologies/applications and included screen captured video clips for the new technology offerings. Technology survey results and technology plans from the previous year were referenced to assure teachers that their input is considered as new technologies are added.

On-Going Instructional Technology Objectives

- Provide modeling of successful instructional technology use
- Offer a variety of professional development options including, but not limited to one-on-one or small group training, on-line training, online help and video tutorial resources
- Continue to offer various incentives to encourage active participation in professional development opportunities that address the awareness, application, and impact levels of professional development
- Ensure that there is a plan for staff development follow-up to promote transfer to the classroom

3c-1. Technology Professional Development Assessment

Staff development is part of each building's School Improvement Plan, and as such must be aligned with the school's academic priorities. Measures of success are defined by determination that staff development is transferred to the classroom (impact level).

With the completion of The Learning Center, staff development opportunities will be greatly enhanced. Follow-up is planned for each Learning Center training/presentation. The follow-up will be in the form of additional training and/or follow-up contact to ascertain that progress has been made toward implementation/transfer of the skill or information that was presented. Participants will be given ideas and encouragement to help them move from one level to the next (i.e. awareness to application or application to impact). Plans are underway to make this type of follow-up a systematic part of the professional development process.

Professional development points count toward re-licensure requirements and are tracked through a web-based application (My Learning Plan). In order to complete an activity and receive points/credit, participants are required to submit knowledge validation for each activity. Before the activity can be marked complete, the following knowledge validation questions must be addressed: "As a result of attending this activity, what knowledge/skills have you acquired?"

"Describe how this activity connects to district outcomes, building improvement plans, and/or individual goals."

Now that technology is more widely available for use throughout the district, staff members are routinely asked to perform tasks that require the use of technology. The Basic Tech Tools proficiency tasks/activities established a baseline for technology skills. When teachers are asked to perform basic tasks such as submitting forms as attachments, entering or manipulating spreadsheet data, creating a back-to-school presentation, etc., the expectation is that those skills have been mastered. This performance-based expectation allows for on-going assessment of teachers' basic technology skills and helps determine the effectiveness of prior as well as the need for additional training/follow-up. As teachers move from tier to tier (access>use>impact) staff development will be available at all levels and assessment will

School improvement data provides information as to the success of staff development efforts through results-based staff development plans.

Curriculum maps, IPI walk-thoughts, IS Coach observations, formal teacher evaluations and student/staff/patron surveys, provide additional information/data to assess the effectiveness of professional development efforts throughout the district.

Perhaps the greatest measure of the USD 261 staff development efforts will come as the district continues to make the necessary achievement gains needed to move away from its 'Plan of Improvement' status.