

Education Technology Plan



Alameda Unified School District

July 1, 2013 - June 30, 2016

Kirsten Vital, Superintendent

The overarching purpose of the Alameda Unified School District Educational Technology Plan is to establish a three-year blueprint for building a rigorous, sustainable, and equitable 21st Century teaching and learning environment for all AUSD students, teachers, administrators, and support staff.

Note:

Some items and action steps suggested and/or outlined in this plan/document may be subject to collective bargaining.

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Executive Summary

The Alameda Unified School District Technology Plan for 2013-2016 outlines how technology and digital media resources will be integrated throughout its classroom and administrative practices to best prepare its students for productive futures in the 21st Century. Information and instructional technology (IIT) in AUSD will assist staff and students to restructure the way they teach and learn. Personal computers, digital devices, and media resources will touch the life and learning of every student who attends its schools and will play a major role in preparing them for the twenty-first century. With this said, this AUSD Plan is not just about technology; it is about the learning that takes place *with* technology and all that goes with this profound shift to a “net-worked, digital-learning culture” (Walser, 2011). The connections and collaborations that tools and resources afford its students and staff are propelling the district to a new ecology of learning. Teachers, students, parents, and the community will be part of this transformation, and everyone will benefit from the infusion of technology and digital media in the Alameda Unified School District.

The AUSD Education Technology Plan describes the process in which computers and related technologies and digital media resources will be integrated within K-12 grade level instruction. For each goal, the technology plan outlines the objectives that will support the mission of the Alameda Unified School District. The plan also describes new California legislation and revised Federal laws (*CIPA and Protecting Children in the 21st Century Act*) that influence district policy, teaching, and learning in areas related to digital safety, ethics, and citizenship. Acceptable use policies, board policies, and codes of conduct are being updated to reflect the use of new electronic devices, expectations, disciplinary consequences, monitoring online activities of minors, and required student and staff training related to cyber bullying and social media.

This plan has been developed not only to set future direction for the use of technology in teaching and learning, but also to guide the use of the AUSD parcel tax (Measure A) and meet certification requirements of the California Department of Education. As a required document, this plan supports the school district in qualifying for e-Rate benefits and potential State, Federal, and private funding (e.g., Education Technology K-12 Voucher Program).

The district plan identifies the method for routine review and revision to ensure continued alignment of technology with curriculum development, the district's mission, and the California Common Core Standards. It will be reviewed annually, and specified areas may be reviewed more frequently, as indicated.

Mission and Vision

Mission

The Mission of the Alameda Unified School District is that the district will effectively use its limited resources to ensure that every student succeeds.

Guiding Principles:

- All students have the ability to achieve academic and personal success.
- Teachers must challenge and support all students to reach their highest academic and personal potential.
- Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed.
- Parental involvement and community engagement are integral to the success of all students.
- Accountability, transparency, and trust are necessary at all levels of the organization.
- Allocation of funds must support our vision, mission, and guiding principles.
- All employees must receive respectful treatment and professional support to achieve district goals.

Vision

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

Theory of Action

If we create the learning environment that teaches students the skills for a new century – critical thinking, problem-solving, collaboration, written and oral communication, creativity, self-direction, leadership, adaptability, responsibility, and global awareness... and

We support teachers in their learning to improve their instructional practices, and

We involve families in educating students, then

Our students will succeed in an increasingly complex and rapidly changing global society.

Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn, explore, and do this in ways that are safe and responsible. Used effectively, technology promotes the ability to access information, make connections, communicate, and collaborate within teaching and learning spaces. It is where both teachers and learners are risk-takers; where ideas are shared, debated, and reflected upon; and where communication and conversation take place across the barriers of language and culture for all learners. Educators in the field of special education apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. Technology assists special education student learning through the use of computers, software, digital learning, and communication with accommodations, e.g., adaptive keyboards, key guards, mice, pointers, touch screens, and voice recognition. English Language Development educators use

technology to provide students with a multi-media approach to acquiring language skills and learning core content. Technology is used not only to enhance the instructional experience, but also to monitor progress and inform instructional decisions so that English Learners can excel. Digital age skills are vital for preparing all students, as well as their families, to work, live, and contribute to the social and civic fabric of our communities.

District Demographics

District Profile: Alameda is an island city in the San Francisco Bay with a population of roughly 74,000. AUSD is located in Alameda County and includes 10 elementary schools, 2 middle schools, 2 comprehensive high schools, 1 continuation high school, and 1 early college high school. Five of these are Title I schools. Total K-12 student enrollment for 2012-2013 is approximately 9,905.

Student Demographics: District-wide, the major racial/ethnic groups are: 27% Asian, 30% White, 15% Latino, and 13% African American. 37% are socio-economically disadvantaged, 10% are students with disabilities, and 40% are English Learners (22%) or Fluent English Proficient. Among EL and FEP students, 76% speak one of the 4 most common home languages: Cantonese (11.25%), Spanish (7.16%), Vietnamese, and Filipino. There is English Learner (EL) representation in each of the district’s elementary, middle, and high schools. 72 different languages are represented among our diverse student population. EL student enrollment can be anywhere between 30 and 269 students per school site. There are currently three schools that have more than 15% of their EL student population whose primary language is not English. This requires that all home and school correspondence be translated into the student’s primary language.

AUSD School Sites

	School	Student Enrollment	Number of ELs
Elementary and Pre-Kinder	Bay Farm Elementary	530	95
	Earhart Elementary	594	119
	Edison Elementary	477	50
	Franklin Elementary	313	42
	Haight Elementary	416	171
	Lum Elementary	502	167
	Maya Lin Elementary	315	121
	Otis Elementary	536	105
	Paden Elementary	329	107
	Ruby Bridges Elementary	634	214
	Woodstock Child Development Center (PreK)	105	N/A

School		Student Enrollment	Number of ELs
Middle School	Lincoln Middle	992	103
	Wood Middle	536	157
High School			
High School	Alameda High School (AHS)	1,789	223
	Alameda Science & Technology Institute (ASTI)	162	7
	Encinal High School (EHS)	1,062	254
	Island High School (IHS)	202	28
	Alameda Adult School (19 years+)	706	N/A

AUSD Students and Staff

Average Class Size	26
Number of Schools	18
Number of 12th Grade Graduates	776
Grads with Grade C or Better (completing all courses required by UC or CSU)	339
Number of Dropouts	105
1-year Dropout < 2%	N/A
Teachers FTE	398.75
Pupil Services Staff FTE	48.89
Pupil-Teacher Ratio	1:26

AUSD Students

AUSD has demonstrated significant success in increasing achievement across the student population, including among specialized groups, and has achieved major gains in California Standardized Test (CST) scores, particularly in the percentage of students who scored *proficient and advanced* in ELA. Over the last six years since results were reported for 2007, student scores have increased, on average, 11.3 percentage points. The high-need subgroups have grown, too, but a gap in achievement remains. Among racial/ethnic groups, Latino students made the highest gains at 12.5%; African American students gained 12.5%; and Filipino students who increased 9.7% made the least gains. Scores for students with limited English proficiency have grown from 47.0% *proficient or advanced* in 2006-07 to 59.5% *proficient or advanced* in 2011-12. Scores for students with disabilities have grown from 32 % *proficient or advanced* in 2006-07 to 45.3% *proficient or advanced* in 2011-12. Scores for socio-economically disadvantaged students have grown from 44% *proficient or advanced* in 2006-07 to 55.5% *proficient or advanced* in 2011-12. Despite significant improvement for all groups in ELA, there still exists an achievement gap. AUSD similarly demonstrates significant improvement for all groups in Math, with a persistent achievement gap remaining.

An area in which AUSD has demonstrated improvement in narrowing achievement gaps is pass rates on the California High School Exit Examination (CAHSEE). From 2006-07 to 2011-12, district-wide 10th grade pass rates in ELA have grown from 84% to 88%, and pass rates in Math have grown from 83% to 89%. 10th grade English Learners had higher gains during the same time period, growing from 64% to 72% passing in ELA and 74% to 80% passing in math. Economically disadvantaged 10th grade students grew from 78% to 82% passing in ELA and 78% to 81% passing in math. 10th grade students receiving services from Special Education grew from 42% to 66% passing in ELA and 39% to 61% passing in math. Although we have progressed in narrowing achievement gaps, continued effort is required to close these gaps.

Through the vision, goals, strategic processes, and technology choices designated within this plan, it is hoped that all students, including those who are struggling and/or underperforming as well as students needing more challenge and enrichment, will have access to alternative ways and means for increasing their literacy and content skills, and teachers can use research-based technologies to better meet the needs of all students. AUSD students will be given the opportunity to learn effectively and live productively in an increasingly competitive, interconnected economic and social world united via technology and digital media. Simply being able to use technology is no longer enough. Today's students need technology to analyze, learn, and explore. Digital age skills are vital for preparing students to work, live, and contribute to the social and civic fabric of our communities.

Alternative Education Schools & Programs

Alameda Unified School District offers alternative education programs for those students whose learning styles and/or needs are not met within the comprehensive high schools. *Island High School* is a continuation high school, which serves two hundred (200) 16-19 year old students. It provides an alternative school site and program to those students with credit deficiency for graduation. The *Alameda Adult School* is an adult education school focused on providing high school or equivalent skills to members of the community who have reached adulthood without either a high school diploma or GED certification. There are 420 ESL students and approximately 200 high school students enrolled in this program. The *Independent Study Program* is comprised of 47 students who come from the two comprehensive high schools (AHS and EHS) and Island High School. Students enrolled in this program have demonstrated an ability to learn independently and study off-site, meeting with a teacher 60-90 minutes per week. The *Cal-SAFE* (School-Age Families) program has a current enrollment of 8 students. This program provides infant care to teen parents who are working towards completing their high school diploma, as well as offering parenting/child development education. The *Credit Recovery Program* is comprised of approximately 240 students who are working towards earning credits toward high school graduation. Participating students come from Island High School (100%) and any site within the district that has students deficient in graduation credits. Students utilize the online, self-paced, credit recovery program called *CyberHigh*. CyberHigh labs are offered at AHS, EHS, and IHS with drop-in access for ASTI students. In addition, there is concurrent enrollment in Alameda

Adult School classes for high school students on a space-available basis, and there is a 5th year high school for students who are not able to graduate on time. *Career Technical Education (CTE)* program is offered at the two comprehensive high schools (Alameda and Encinal) and at Island High School with a combined enrollment of 258 students.

Special Education Programs

Alameda USD provides a continuum of program options serving students with disabilities from infancy through age 22. The District has preschool, elementary, middle, and high school options. About 10 % (1,100 students including pre-school) of the population participates in Special Education programs. The District provides a continuum of services, serving students with mild/moderate disabilities, students with moderate/severe disabilities, students with autism spectrum disorders, and students identified as having an emotional disturbance.

Special Education is best characterized as part of the district's overall continuum of education services. Alameda USD's K-12 programs include special day classes (SDCs), resource specialist programs (RSPs), learning centers (blending of students with mild/moderate disabilities), and designated instruction services that include speech and language services, nursing services, psychological services, occupational therapy (OT) services, and adapted physical education (APE).

The Special Education Department of Alameda Unified School District ensures that a Free and Appropriate Public Education (FAPE) is provided to all qualified students with disabilities. The Special Education Department is one part of a unified educational effort to provide educational programming and services to ensure an educational benefit and response to each student's unique needs. The Special Education Department works collaboratively with all departments and sites to ensure that all students have equity in access to an excellent educational system.

English Language Learners

English Language Learners (ELLs), in general, are one of the fastest-growing segments of the school-aged population. ELLs account for 2,377 of AUSD's total student population; this enrollment figure is consistent with the growth trends seen in many other California school districts. No educational reform will be successful if this subgroup of students is left behind. AUSD has made a commitment to ensuring that attention is given to how technology can support a more rigorous curricula, appropriate assessments, and effective parent engagement. Raising standards to ensure college and career readiness is a critical step towards ensuring that all ELL students receive a high quality education. The district, however, realizes that preparing ELLs for the California Common Core Standards requires a shift mainly because of the prominent role that language plays and support that will need to be in place. By aligning our technology goals with our plans for increasing the EL student achievement, the district is confident that it can build sustainable success. Challenges in this endeavor include assuring that rich language is a necessary part in all classrooms and that the district engages in a comprehensive approach to reform all components of our system. By including technology support, AUSD can work towards accomplishing this goal.

1. Plan Duration

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1, 2013 to June 30, 2016. This plan is written to meet the criteria for E-rate, K-12 Voucher, as well as other state and federal funding criteria.

2. Stakeholders

The following stakeholders participated in a variety of ways to develop the AUSD Education Technology Plan for 2013-2016. Participation included attending focus meetings, brainstorming ideas and strategies, submitting content and data, creating and distributing of teacher/administrator surveys, and/or review of drafts for feedback and modifications.

Name	Position
Kirsten Vital	Superintendent
Sean McPhetridge	Assistant Superintendent
Robert Shemwell	Chief Business Officer
Patricia Calvert	Interim Director, Human Resources
Danielle Houck	AUSD General Legal Counsel
Rob van Herk	Director, Technology
Barbara Adams	Director, Curriculum and Instruction
Susan Mitchell	Director, Special Education
David Lurie	Special Education Coordinator, Secondary
Terri Elkin	Coordinator, Student Achievement and Assessment
Zarina Zanipatin	Coordinator, ELD and Categorical Program Compliance
Alysse Castro	Principal, Educational Options
Jo Ann Milne	Administrative Assistant to Assistant Superintendent
Pam O'Neil	Adaptive Technology Support Specialist
Aurora Sweet	Principal Edison Elementary School
Mike McMahon	Board Member
Diana Paradise	AUSD Ed Tech Plan Consultant/Writer

3. Curriculum

3a. Current Access by Teachers and Students to Technology Tools

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

All AUSD employees have a computer for daily use and email accounts. Human Resources notify the Technology Department when new employees have been hired; at that time, both network and email accounts are created. Staff and teachers use the Microsoft Exchange e-mail system. All employees have web access to their mail when they are off campus. Teachers and administrators have access to the student information and assessment data systems from any Internet-connected location in the world.

All teachers in the district have a dedicated teacher Internet-connected computer in their classroom on the administrator network. At all sites, teachers have access to computers in the computer lab(s) before and after school. Many also have access during breaks and lunch, and they can access the designated teacher workstation established in each lab. Throughout the district, students have access to computers labs and classrooms before and after school. Many teachers are willing to open up their classrooms outside of regular school hours and/or afterschool intervention programs offer time in the labs. The comprehensive high schools and middle schools arrange to give students access to technology before and after school and during lunch.

AUSD's Family Involvement and Community Engagement (FIACE) Programs will partner with the Alameda Public Library, Alameda Police Department, and AUSD's Adult School to promote workshops and resources that can help students and families gain digital literacy, and (for those more advanced in technology use) enforce online safety with cyber-bullying prevention and intervention tools.

All ten elementary schools have at least one Internet-connected computer lab on campus containing 25-35 computers and a projection device. One of the middle schools has two Internet-connected computer labs on campus containing 30-35 computers and a large media video screen and projection device. The other middle school has one Internet-connected computer lab on campus containing 34 computers and a smaller learning center with 12 Internet-connected computers. Five of our schools have netbook, laptop, or Chromebook carts. During the school day, the computer labs are accessible to teachers and students for skills-based support, for conducting research, and for completing projects related to particular content areas. All of this equipment is available for all classes to use, which include GATE, Special Education, and ELD students.

Alameda High School has two computer labs, and Encinal High School has one computer lab. Labs are available during the school day to teachers and students for skills-based support, conducting research, and completing projects related to particular content areas as well as for mastering use

of presentation and analysis software such as Microsoft PowerPoint and Excel. Students also search the library collections and have access to applicable Web sites on the Internet. The equipment in these labs are available for all classes to use, which include GATE, Special Education, and ELD students. Labs are also available to staff before, during, and after school. Each library is usually available to students outside the school day in the morning, during lunch, and after school. The continuation school has two Internet-connected labs on campus that are available to staff and students before, during, and after school as well as one Internet-connected workstation in every primary instructional area.

Seven out of 10 of the elementary schools have at least one interactive white board with the highest number being 16 at one site. The comprehensive high schools and the middle schools have at least one to eight interactive white boards on their campus. Six schools have at least one class set of student response systems (aka clickers). These systems are being used for formative assessment across multiple curricular areas. All classrooms are equipped with document cameras and LCD projectors, which are used on a daily basis.

For Special Education students, there is not only a need for the standard equipment, digital resources, and network access provided to all AUSD students, but in many cases, they also require access to unique physical devices, software, and forms of accommodations to support their learning both in class and at home. Special Education students with mild/moderate disabilities have access to a variety of computer devices such as desktop computers, laptops, net books, and *AlphaSmarts* located in the RSP classroom, Media Learning Centers and pods, which are often adjacent to the classroom. Students also have access to networked computer from within their classrooms, adjacent pod areas, and/or Media Learning Centers. Some students have a personal, designated *AlphaSmart* or laptop with appropriate supportive software with take-home rights. Handheld devices can include calculators, digital spellers, *iPads*, or *AlphaSmarts*. The district provides a wide range of assistive devices to accommodate students with unique physical, cognitive, and developmental needs. Those students who need alternative access for writing and response may use switches, adaptive keyboards, key guards, and adaptive mice. When needed, a switch with interface is used to allow physically challenged students to participate in their learning. To enlarge the size of the letter/number/commands on the keyboard, keyboard stickers can be applied. Touch screens (e.g., *iPads*, tablets) and the ability to magnify the screen to increase readability are used during interactive lessons and speech sessions. Projectors and document cameras provide a shared, large screened experience during story time and lesson presentations. Audio devices are used to deliver music and stories during circle time. Textbooks are available digitally via DVDs, which accommodate those students with physical restrictions. Picture Exchange Communication System (*PECS*) books and eye gaze boards are used for communication. Physical access to classrooms and school is also an essential accommodation provided to students, when needed, so that facility limitations do not interfere with the learning opportunities and personal needs of students with physical disabilities.

3b. Current Use of Technology in Support of Teaching and Learning

Description of the district's current use of hardware and software to support teaching and learning.

AUSD Instructional Technology Hardware

School	Smartboard or Mimio	Student Responder sets	iPad	iPod Touch	MOBI	Student Computers (may include netbooks)	Chromebooks	Netbooks	Vernier Probeware
Bay Farm	16		40		1	54		95	
Earhart	10	1	40			136			
Edison	4	1	3		1	61			
Franklin	1				1	46		24	
Haight	1		13		1	70		10	
Lum	2	3	5		3	100			
Maya Lin					1	68			
Otis	5	2			2	56			
Paden			1	1	1	49		32	
Ruby						165			
LMS	3					82			
WMS	2					49			
ASTI						33			6
AHS	1	3	35			311	35		
EHS	8	6	2			245	70	50	
IHS	2					38			

Software & Network Options Used in AUSD

Software	Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby	Maya Lin	LMS	WMS	AHS	EHS	IHS	ASTI
Adobe CS4													X	X	X	X
Animoto *	X													X		
ArtRage 2 Starter Edition								X								
Awesome Animated Math										X						
Bailey's Book House							X			X						
Brain Pop		X			X	X	X				X			X		

Software	Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby	Maya Lin	LMS	WMS	AHS	EHS	IHS	ASTI
Brain Pop Jr		X														
ClassZone											X					
Collaborize Classroom														X		
Comic Life	X													X		
Creative Writer												X				
CyberHigh															X	
Discovery Streaming	X	X			X	X						X		X		
Dragon Speak		X		X							X					X
DropBox														X		
Easy Book Deluxe								X		X						
Edmark																
Education City						X										
Enchanted Lear						X										
ExamView											X					
Follet Destiny	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Glogster EDU *	X													X		
Good Reads														X		
Google Docs	X										X		X	X		
Google Earth		X	X	X	X	X	X	X	X	X	X			X		
Google Sketchup								X						X		
Heartsoft										X						
HJeDesign														X		
HJeShare														X		
IXL		X														
K-2 Book House							X									
Kid Pix 4	X		X		X	X	X	X		X						
Kuder Navigator															X	
Livebinders														X		
Math Blaster			X		X			X		X						
Math Type											X					
Mavis Beacon 16	X		X			X	X	X			X					
Mavis Beacon 20				X					X	X	X					
Microsoft Excel		X	X				X				X			X	X	X
Microsoft Word		X	X	X		X	X		X		X			X	X	X
Millies Math H						X				X						
PowerPoint		X	X	X		X	X		X		X			X	X	X
Publisher		X	X								X					
Photostory 3 Windows	X	X		X	X	X		X	X	X	X			X		
Printshop										X						

Software	Bay Farm	Earhart	Edison	Franklin	Haight	Lum	Otis	Paden	Ruby Bridges	Maya Lin	LMS	WMS	AHS	EHS	HIS	ASTI
Promethean Active Engage														X		
Promethean Active Inspire														X		
Read Write and Type			X													
Reading Blasters					X					X						
ReadWriteType																
Rosetta Stone - English				X							X					
Scholastic-Reading Counts	X				X						X					
Scholastic-SRI					X											
School Loop	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SchoolTube														X		
Scott Foresman	X	X		X	X	X	X	X	X	X						
Scratch								X		X				X		
Slideshare														X		
Socrative														X		
SRI Student												X				
SuccessMaker5	X	X	X	X	X	X	X	X	X	X	X	X				
Talking Typer				X										X		
Thinking Things 1 & 2										X						
Timeline 5.0							X									
Tumblebooks					X											
Turnitin.com																X
Tux Math				X					X	X						
Tux Paint									X							
Tux Typing				X					X	X						
Type to Learn				X	X	X										
Type to Learn Jr, New Keys								X		X						
Voicethread *	X															
YouTube														X		
Social Media																
Facebook			X						X						X	X
Twitter			X												X	X
Website	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Students

Across the district, elementary schools are using a number of online and server installed software. Examples include Microsoft Word, Mavis Beacon Teaches Typing, Google Earth, Kid Pix, Photostory, and Brain Pop as well as more sophisticated tools like PowerPoint and Excel. Students are also learning how to access website links for specific school and grade level information. Four (4) elementary schools and one middle school subscribe to Discovery Education Network. The high schools teach the use of Microsoft Word, PowerPoint, and Excel, and all have a site license for Adobe CS4. All K-8 Schools are using the latest browser based version of SuccessMaker which also allows student home use. All schools have websites that are updated with announcements, events, and important meetings, and a few schools are currently use social media to stay in touch with students and families.

Teachers

District and site administrators actively use technology daily for a range of tasks, including communication with colleagues, teachers, and parents. Technology is also used to analyze data, track, and report on student progress. The use of technology to help support data driven decision-making has increased over the past three years due to increased use of student assessment tools, including *Aeries, Measures, and School Loop*.

Media Centers / Libraries

All elementary schools have Media Centers that also serve as libraries for the school. The centers contain books and digital resources. They are equipped with computers and/or mobile carts and have access to the Internet and software used by the school. There is a credentialed Media Center teacher at every site who provides direct instruction about concepts and skills related to library use and digital media to all students. Secondary sites also have Media Centers that are maintained and staffed by classified employees.

Alternative Education

The Alternative Schools are provided with the same infrastructure, network access, and standard equipment, software, and digital resources as the other comprehensive high schools. Unique to the Continuation School and Independent Study programs is the school-wide utilization of CyberHigh, an on-line, electronic high school curriculum that prepares students for the new information age workplace through the use of Internet resources. By offering credit recovery courses, students are able to participate in self-paced class coursework, which can result in satisfying course credits towards high school graduation or GED Certification. The goal of Cyber High is to integrate educational curriculum and technology in using the power of the web to break down barriers imposed by classroom walls and provide students with experiences and resources not possible in the traditional educational setting. The Cyber High curriculum is aligned with California State Content Standards and Frameworks. Selected courses also meet the University of California's A-G requirements. Cyber High offers all students new opportunities for achievement and productivity so that they can compete for the jobs of the 21st Century world. In addition, Career Technology Education programs are available to students. Currently, specialized

technology labs provide the following courses: Sound Engineering, Music Production, and Multimedia Arts.

100% of the students enrolled at Island High School develop their own individual career path using a software program called *Kuder Navigator*. With this software students can:

- Watch videos and read about all of the different careers.
- Be quizzed about their interests and discover how to connect them to careers.
- Create a four-year education plan.
- Search for colleges and financial aid to help fulfill their goals.
- Build a personal portfolio.
- Create résumés, practice interviewing skills, and look for jobs.

Special Education

In order to serve students with physical, cognitive, and/or learning disabilities, AUSD provides Special Education students with assistive technology hardware and software that meet individual requirements as designated in their Individual Education Plans. Technology removes learning barriers by providing students access to computers, software, digital learning, and communication with accommodations, e.g., adaptive keyboards, key guards, mice, pointers, switches, voice recognition, text-to-speech, digital worksheets, digital textbooks, and Augmentative & Alternative Communication (AAC) devices. Alternative keyboards and speech recognition software may be made available for those who encounter writing obstacles. Teachers may deliver multi-sensory instruction using digital modes over an interactive platform (e.g., daily schedules using Picture Exchange Communication (PEC) or touch screens). By providing these accommodations, students have access to an age/cognitive appropriate level of instruction delivered in a multi-sensory mode to enhance grade level curriculum and/or IEP goals. AUSD is supporting all students in attaining their learning goals and objectives by addressing their academic, physical, language, cognitive, and developmental needs. Special Education teachers may also use technology to collaborate with other teachers regarding lesson plans, new technologies, best practices, and communication with parents. Teachers use Conover software for assessment and vocational education.

English Language Learners (ELL)

While there are currently few district wide digital resources and technologies specifically for ELLs (English Language Learners), there are various standard classroom and media lab devices and resources that, when applied with the ELL students, greatly benefit a student's language development. Essential elements of language development include reading, writing, speaking, and listening skills. Currently, technology and digital resources are available to support acquisitions of language. AUSD EL students have access to listening stations in their classrooms and media center labs to support literacy lessons (listening and speaking) which include a computer, DVD software programs, and headphones. Teachers that have access to an LCD projector in their classroom are able to deliver lessons and concepts with audio and visual examples so that students have a model for the production of their own multimedia projects. Those classrooms and media centers at school sites that have access to SMART boards can enrich language development through

interactive learning combined with visual, audio, and kinesthetically designed lessons. These resources will continue to be instrumental in providing teachers with the tools needed to increase EL students' English fluency, use of academic vocabulary, and proficiency with writing across the different content areas.

The district is in the process of developing an English Language Learner Master Plan that will serve to guide the identification and implementation of the most current research practices and policies for ELs. It will include the important role that technology has in developing students' receptive and expressive skills. The current technology listed above needs to be supported and enhanced to include more software with specific applications for English Learners, such as *Imagine Learning English* and *Kidspiration*. A goal is to provide a technology infrastructure that increases the capacity of teachers of English Learners to effectively implement language learning computer programs. By integrating the use of technology, teachers will be able to enhance their English Language Development lesson design, delivery, and assessment in such a way that will provide a multi-dimensional approach to learning for the EL student. Included in this goal is incorporating the use professional networking forums such as Edmodo to begin to establish sustainable professional development support with colleagues. This approach will further support and facilitate the ongoing communication with EL student families about student academic progress which will result in increased parent participation and student achievement. Some teachers and administrators also have parent translation kits at their school sites used for large-scale school parent meetings to encourage the participation and communication with EL families. The *National Education Technology Standards for Teachers* has established essential best practices using technology to meet the needs of all students. The Standards support the creation of classroom learning environments which "address the diverse needs of all learners by using learn-centered strategies providing equitable access to appropriate digital tools and resources." In the Curriculum section of this plan, the National Educational Technology Standards (NETS) and 21st Century skills will greatly inform AUSD with the ELL goals and objectives for technology integration for language development and academic success.

3c. District Curricular Goals

The AUSD Technology Master Plan is aligned and influenced by various district strategic documents, programs, state and federal guidelines, and the coming of the California Common Core Standards. Foremost, the *Alameda Unified School District Master Plan 2011-2015 (please refer to below)* provides essential district-wide objectives that give direction and meaning to the goals and implementation plan set within the Alameda Unified School District. This plan is also guided by new California legislation and the recently revised Federal laws (*CIPA and Protecting Children in the 21st Century Act*) which influence district policy, teaching, and learning in areas related to digital safety, ethics, and citizenship. The components and sections of this plan are also written to the required criteria of the federally funded discount program called E-Rate, which not only assists in providing affordable technologies, but is the eligibility factor for participation in the K-12 Voucher Program (e.g., *Microsoft Settlement*) and likely future education technology grants.

The purpose of this AUSD Education Technology Maser Plan is to guide the use of the AUSD parcel tax (Measure A) and meet the certification requirements of the California Department of Education. As a required document for E-Rate and K12 Voucher Grant funding, this plan supports the school district in qualifying for e-Rate benefits and potential State, Federal, and private education technology funding programs.

Our specific curricular goals are to make a smooth transition from California Content Standards to California Common Core State Standards (CCSS). All components of the Master Plan goals and strategies support this transition, and we are currently exploring technology to enhance instructional practice and student mastery of CCCSS .

Alameda Unified School District Master Plan 2011-2015

Raising the Bar

Goals

- To build a “state of the art” and accountable public education system that prepares all students for graduation, college, work, and successful careers in the 21st Century by 2015.
- To significantly reduce the achievement gap and access gap over the next three years by personalizing teaching and learning for each student, holding high expectations, and providing additional supports for students who require them.

Strategies

Develop individual School Instructional Initiatives that focus on clear goals and use of student targets

- Student benchmark data, improvement strategies
- Professional development and collaboration

Accelerate learning through high quality instruction every day

- Continue to implement Math, SIM, IBD instructional initiatives
- Implement 21st Century technology standards for students
- Develop teacher incentive plans that support student improvement
- Reinforce School calendars and collaboration time for teachers that support the academic program
- Reinforce Response to Intervention (RTI) that supports struggling students
- Introduce and implement California Common Core Standards through district initiatives

Ensure school principals are instructional and community leaders

Develop an Accountability System for schools

- 10 Steps to Success developed and used to set/monitor system targets
- School Updates and Progress Reports (SUPR) developed to support a data dashboard for success

3d. Goals to Improve Teaching and Learning using Technology

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning as related to district curricular goals and 21st Century learning skills.

Teacher Use of Technology & Digital Media

Goal 3d.1: AUSD will increase the number of teachers utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of California Core Common Standards.

Objective 3d.1.1: By June 30, 2016, 80% of classroom teachers, as measured by a district survey, will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of California Common Core Standards.

Benchmarks:

Year 1: By June 2014, 30% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

Year 2: By June 2015, 50% of classroom teachers will demonstrate increased use of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

Year 3: By June 2016, 80% of classroom teachers will demonstrate increased and integration of technology as a tool to improve delivery of instruction and to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards as measured through self-assessment surveys of multiple stakeholders.

Goal 3d.1. Teacher Use of Technology & Digital Media		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Convene a district-wide committee that includes Preschool-Adult school teachers and administrators and experts to develop virtual education program standard that addresses personalized and blended learning and program effectiveness.	Winter, 2013	Director of Curriculum and Instruction

Develop a program evaluation to assess the use of online courses, extent of blended learning that is incorporated into instructional time, and the impact of these innovations.	Second semester, 2013-14 school year	Directors of Technology and Curriculum & Instruction, Tech Committee
Site administrators integrate into Single Plan for Student Achievement (SPSA) the use of e-learning (e.g. SuccessMaker) that provides intervention for students needing more practice and acceleration for students needing more challenge.	Yearly	Site Administrators, Educational Services staff
District establishes a comprehensive strategic plan for the K-8 th grade implementation of <i>SuccessMaker</i> .	Spring and Summer 2013	Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology and/or Site Admin
Professional development training is scheduled for K-8 teachers in <i>SuccessMaker</i> .	Summer 2013	Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology and/or Site Admin
K-8 teachers attend <i>SuccessMaker</i> trainings; follow-up support is established to ensure successful implementation in the classroom.	Summer 2013 and ongoing throughout school year, as needed	Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology; Site Admin; Media Center Teachers and/or IT Staff
K-8 schools site support person(s) are identified for follow-up assistance in <i>SuccessMaker</i> with teachers.	Fall 2013 and ongoing	Coordinator, Student Achievement & Assessment; Director of C & I; Director of Technology; Site Admin and/or Media Center Teachers
Site Administrators schedule collaboration time for Site Administrators and teachers to align standards-based instruction, analyze district and standardized assessment data, identify student strengths and needs, and plan next steps, including re-teach strategies using technology resources (video, tutorials, manipulatives, and games).	9/2013 – 6/2016	Site Administrator and/or Media Center Teachers, Coordinator of Student Achievement & Assessment
District and Site Administrators allocate teacher time for professional development as the district sets its annual calendar.	Annually	Site Administrators and Director, Curriculum & Instruction
Review of new electronic/digital learning resources that facilitate differentiated instruction using 21 st Century and Information/Digital Media Literacy (IDML) skills (NETS) and Common Core Standards.	9/2013 – 6/2016	Director of C & I; Media Center Teachers; District Tech Committee; Lead Teachers; Site Administrators and/or Director of Technology, Media Center and/or Classroom Teachers

Communicate District and site hardware, software, and training needs to site and IT administration annually.	9/2013 – 6/2016	Site Administrators; Classroom Teachers; Director of Technology; IT Staff and/or Media Center Teachers
Determine purchase of new electronic/digital learning resources, which facilitate differentiated instruction using 21 st Century and Information/Digital Media Literacy (IDML) skills.	9/2013 – 6/2016	Site Administrators; Lead Teachers; Director of C & I; Media Center Teachers and/or Director of Technology, AUSD Technology Committee
Teachers plan units of practice that incorporate use of technology and that have "real world" relevancy and are integrated to the grade level curricula (in alignment with Common Core Standards, 21 st Century Skills, and NETS (Info/Digital Media Literacies).	2013-2016	Site Administrators; Director, C & I; Grade Level/Department teachers and/or Media Center Teachers
Dedicate one staff meeting per trimester at each school site exclusively for technology demonstration and training.	Three times per year at each site.	Site Administrators; Media Center and/or Tech Lead Teachers and/or Director of Technology
Create assessment tools to measure students' levels of proficiency with technology and info/digital media skills/NETS (e.g., use tool like <i>Simple Assessment</i>). [http://www.simpleassessment.com]	2013	Media Center Teachers; District Tech Committee; and/or Coordinator, Student Achievement & Assessment
Provide in-class, after-school and release time support for teachers on an as-needed basis, by skilled in-district staff member expertise.	2013-2016	Site Administrators; Teacher Leader and/or Media Center Teachers
Develop and offer a summer technology institute that focuses on technology integration in core curricula (aligned with district initiatives, Common Core Standards, 21 st Century Skills, and NETS (Info/Digital Media Literacies).	By 8/2014	Director, Curriculum and Instruction; Director of Technology; Site Admin; Teacher Leaders; Media Center Teachers and/or District Technology Committee
Utilize Google Forms to survey staff and develop targeted staff trainings in support of district initiatives, Common Core Standards, 21 st Century Skills, and NETS (Info/Digital Media Literacies).	9/2013	District Technology Director; Site Administrators; Teacher Leaders; Media Center Teachers and/or District Technology Committee
Develop a template outlining levels of technology proficiency for each grade in alignment with NETS.	Fall, 2013-2016	District Tech Committee; Media Center Teachers; Director of Curriculum & Instruction; Coordinator, Student Achievement & Assessment and/or Director of Technology

Implement and review results from assessment tools measuring students' levels of proficiency with district initiatives, Common Core Standards, 21 st Century Skills, and NETS (Info/Digital Media Literacies) and adjust goals, activities, and implementation steps accordingly.	Annually	Coordinator, Student Achievement & Assessment; Director, Curriculum and Instruction; District Technology Committee, and/or Site Admin
District and Site continue to collaborate around educational use of technology and best practices of teaching which focus on 21 st Century Skills, district initiatives, Common Core Standards, and Information/Digital Media Literacy.	Bi-Monthly	Director of Curriculum & Instruction; Tech Committee; Media Center Teachers
Continue training to increase use of proficiency with data analysis program to evaluate effectiveness of instructional practice and level of student mastery	Years 1, 2, and 3	Coordinator of Student Achievement & Assessment, Director of Curriculum & Instruction, Director of Technology, Site Administrators, Lead Teachers
Develop a plan to increase capacity for and support use of online assessment for formative, summative, and State testing.	Years 1, 2, and 3	Coordinator of Student Achievement & Assessment, Director of Curriculum & Instruction, Director of Technology, Site Administrators, Lead Teachers
Explore the use of graduation/college/career software like Kuder Navigator, CS Nav, or other for use at the other AUSD high schools.	Year 1	Coordinator of Student Achievement & Assessment, Director of Curriculum & Instruction, Director of Technology, Site, counselors/teachers, et alia

Monitoring & Evaluation: The intersection of virtual education (blended learning global classrooms, social network, e-learning, etc.) and classroom instruction calls for greater accountability. The response of our district will affect the impact of e-learning in our schools. The creation of a system of accountability for virtual education can demonstrate effectiveness or lack of it. The plan will also help us determine what is not working and help us take action to address problems that occur.

A program evaluation, developed by a credible consultant with the input of staff and coordinated with the Education Services and Technology departments, is critical prior to any significant investment. Our monetary, talent, time, and human capital resources are limited. The program evaluation must focus on the effectiveness of our use of technology and the impact on student learning. For example, as schools, particularly high schools, use of on-line learning is important to have evidence of student work that demonstrates application of a learned skill.

The program evaluation will guide District administrators, school site administrators, and classroom teachers to monitor the development of goals and implementation of all activities and accomplishments which include teacher input. Progress will be tracked as outlined in the program evaluation and reported quarterly to superintendent, board, and staff in scheduled meetings.

Modifications and adjustments of measureable objectives to our district technology plan will be made based on the analysis of the data collected in the program evaluation plan.

Student Use of Technology & Digital Media

Goal 3d.2: *Students will use technology to master content standards (California Common Core Standards - CCCSS), support higher level thinking skills, increase collaboration, and participate in global learning communities using 21st Century skills (National Educational Technology Standards or NETS).*

Objective 3d.2.1: By June 30, 2016, 90% of Kindergarten-3rd grade students will use technology to practice and increase their skills in reading and math as aligned with the California Common Core State Standards and NETS (National Education Technology Standards for Students).

Objective 3d.2.2: By June 2016, 90% of 4-5th grade students will use technology to read, write, research, foster mathematical thinking skills, and collaborate with peers in alignment with the California Common Core State Standards and NETS.

Objective 3d.2.3: By June 2016, 90% of 6th-12th grader students will use technology to read, write, research, foster problem solving skills, participate in global learning communities, and collaborate with peers in alignment with the California Common Core State Standards and NETS.

Benchmarks:

Year 1: By June 30, 2014, 50% of K-12th grade students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

Year 2: By June 30, 2015, 70% of K-12th Grade Students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

Year 3: By June 30, 2016, 90% of K-12th Grade Students will use technology to meet their grade-level objectives as stated above as measured through self-assessment surveys of multiple stakeholders.

3d.2. Student Use of Technology & Digital Media		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
K-3 rd grade teachers [with adequate professional development and IT support] adapt lesson plans so that students in grades K-3 create <i>at least two assignments</i> that demonstrate appropriate use of technology skills to communicate understanding of learning objectives.	Minimum: Bi-annually (Sept-Dec; Jan-June) - Year 1, 2, 3	Elementary Site Admin; K-3 rd Grade Teachers; Library/Media Center Teachers and/or IT staff

K-3 rd grade students participate in teacher-facilitated classroom lessons and units, which incorporate CCCSS and NETS .	Throughout the school year – Year 1, 2, 3	K-3 rd Grade Teachers; K-3 rd Grade Students; Site Administrator; and/or Library/Media Center Teachers
K-3 rd grade students develop and present a <i>minimum of 2 lessons or projects</i> during the year, which demonstrates their understanding of grade level CCCSS and NETS (IDML).	Minimum: Bi-annually Sept-Dec; Jan-June - Year 1, 2, 3	K-3 rd Grade Teachers; K-3 rd Grade Students and/or Library/Media Center Teachers
4-5 th Grade Teachers [with adequate professional development and IT support] adapt lesson plans so that students complete more than two assignments/projects during the school year that demonstrate appropriate use of technology skills and understanding of content standard objectives.	Minimum: Bi-annually Sept-Dec; Jan-June - Year 1, 2, 3	Elementary Site Admin; 4-5 th Grade Teachers; Library/Media Center Teachers and/or IT staff
4-5 th grade students participate in teacher-facilitated classroom lessons and units, which incorporate grade level CCCSS and NETS.	Throughout the school year – Year 1, 2, 3	4-5 th Grade Teachers; 4-5 th Grade Students; Site Administrator; and/or Library/Media Center Teachers

4-5 th grade students develop and present <i>more than 2 lessons or projects</i> during the year, which demonstrate their understanding of CCCSS and NETS (IDML).	Minimum: Bi-annually Sept-Dec; Jan-June - Year 1, 2, 3	4-5 th Grade Teachers; 4-5 th Grade Students; Site Administrators; and/or Library/Media Center Teachers
6-12 th Grade Teachers [with adequate professional development and IT support] adapt lesson plans that demonstrate appropriate use of which demonstrate their understanding of grade level CCCSS and NETS (IDML).	Throughout the school year – Year 1, 2, 3	Site Administrators (Middle and High School); 6-12 th Grade Teachers; Library/Media Center Teachers and/or IT staff
6-12 th grade students participate in teacher-facilitated classroom lessons and units, which incorporate CCCSS and NETS.	Throughout the school year – Year 1, 2, 3	6-12 th Grade Teachers; 6-12 th Grade Students; Middle School and High School Site Administrators and/or Library/Media Center Teachers
6-12 th grade students develop and present <i>more than 4 lessons or projects during the year</i> , which demonstrate their understanding of grade level CCCSS and NETS (IDML).	Minimum of 4 times during the school year – Year 1, 2, 3	6-12 th Grade Teachers; 6-12 th Grade Students; Middle School and High School Site Administrators and/or Library/Media Center Teachers

K-8 students receive training in <i>SuccessMaker</i> .	Fall and throughout school year – Year 1, 2, 3	Elementary and Middle School Site Administrators; Elementary and Middle School Teachers; Library/Media Center Teachers; Coordinator, Student Achievement & Assessment and/or Director of Technology
K-8 parents are offered training in <i>SuccessMaker</i> in support of student use.	Fall & throughout school year – Year 1, 2, 3	Elementary and Middle School Site Administrators and/or Coordinator, Student Achievement & Assessment
K-8 teachers schedule instructional time during week for students to utilize <i>SuccessMaker</i> to build their math skills. (Teachers encourage home use.)	Throughout school year – Year 1, 2, 3	Elementary and Middle School Teachers; Library/Media Center Teachers and/or Elementary and Middle School Site Administrators
K-8 teachers support students in using <i>SuccessMaker</i> both in the classroom and at home to increase their math skills.	Year round [including summertime] – Year 1, 2, 3	Elementary and Middle School Teachers; Library/Media Center Teachers and/or Elementary and Middle School Site Administrators
K-12 th grade teachers will train and utilize parent volunteers to assist in working with students to implement technology standards, as needed.	Throughout school year – Year 1, 2, 3	K-12 th Grade Teachers; Library/Media Center Teachers and/or Elementary and Middle School Site Administrators
High school administrators, counselors, and teachers will receive training on and students will have access to Kuder Navigator or other career planning programs.	Years 1, 2, 3	Alternative Education, Educational Services staff, high school counseling staff

Monitoring and Evaluation: Our program evaluation plan will focus on demonstrated results for student learning. The key question we must ask about student learning is “does the integration of technology add value to teaching and learning?” Results for learning will demonstrate accountability for our learning. It is essential that the plan be carefully constructed to distinguish between causal and associated relationships between student performance and use of e-learning.

Following the activities outlined in the program evaluation plan, we will track the implementation of all activities and report our progress annually at district meetings. Modifications to district activities will be made as needed.

Evaluation Instruments and Data: Our program evaluation will guide the selection and use of evaluation instruments, which may include: logs of mobile lab and computer lab usage, samples of student projects, teacher lesson plans, rubrics, and other formative assessments. Guided by the program evaluation plan, we will integrate state tests that are used to calculate API and AYP.

Alternative Ed

100% of Island High School students explore and develop their individual career path using an online subscription program called *Kuder Navigator*. With staff support, students learn about different careers via video, identify their interests, create a four-year education plan, and utilize various tools for building a resume, practicing interview skills, and pursuing a job, training program, and/or college. Student can access their personal account while at school, at home, and, most importantly, after graduation. This program also provides a searchable database to apply for financial aid.

Goal 3d.3: 100% of Island High School graduates will have a working post-high school plan developed with the assistance of Kuder Navigator. (This or similar programs will be made available to students at Alameda High School, Encinal High School, and ASTI. See Implementation chart for 3d.1.)

Objective 3d.3: Throughout this 3-year plan, 100% of Island High School graduates will have a working post-high school plan developed using *Kuder Navigator* web-based program.

Benchmarks:

Year 1: By June 30, 2014, 100% of Island High School graduates will have a working post-high school plan developed using *Kuder Navigator* web-based program.

Year 2: By June 30, 2015, 100% of Island High School graduates will have a working post-high school plan developed using the *Kuder Navigator* web-based program.

Year 3: By June 30, 2016, 100% of Island High School graduates will have a working post-high school plan developed using the *Kuder Navigator* web-based program.

Goal 3d.3. Student Use of Technology & Digital Media – Alternative Education		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Alternative Education teachers (Teacher Advisors) are trained in how to effectively navigate and utilize the <i>Kuder Navigator</i> web-based program in support of their students' career preparation and development.	Annually in Fall Year 1, 2, 3	Principal and <i>Life after High School</i> Coordinator
Alternative Education teachers (Teacher Advisors) receive ongoing support for how to effectively navigate and implement the <i>Kuder Navigator</i> website and resources successfully with students.	As needed in Year 1, 2, 3	Principal and <i>Life after High School</i> Coordinator

Computer/digital devices and network access must be available to Island High School students in order to access the <i>Kuder Navigator</i> .	Ongoing Year 1, 2, 3	Technology Services
Alternative Education teachers (Teacher Advisor) provide ongoing support to Island High School students for how to utilize <i>Kuder Navigator</i> website, course modules, and available resources to complete assignments for career exploration and preparation.	Throughout the school year Year 1, 2, 3	Teacher Advisors
Students self-pace their work in order to complete assignments and modules within the <i>Kuder Navigator</i> .	Throughout the school year Year 1, 2, 3	Teacher Advisors
Teacher Advisors support, monitor, and assess student assignments designated within the lessons and assignments of the program.	Throughout the school year Year 1, 2, 3	Teacher Advisors
Course description for Life after High School will be written and approved.	Spring 2013 and Fall 2013	<i>Life after High School</i> Coordinator

Special Education

Each Special Education student with an identified learning disability will have access to technology which compensates for his/her discrete area of processing difficulty (e.g., auditory processing, visual processing, etc.) in order to complete classroom assignments and assessments in a manner that fully demonstrates subject matter proficiency without the impact of the learning disability.

Special Education and Common Standards Initiative: Application to Students with Disabilities
<<http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>; <http://www.corestandards.org/>

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning based on the principles of Universal Design for Learning (UDL) which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005): changes in materials or procedures, which do not change the standards but allow students to learn within the framework of the Common Core State Standards.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.
- Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both

instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

Goal 3d.4: 100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Objective 3d.4: 100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Benchmarks:

Year 1: By June 30, 2014: 100% of Special Education students will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Year 2: By June 30, 2015: 100% of Special Education students will have will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Year 3: By June 30, 2016: 100% of Special Education students will have will have access to and proper use of instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Goal 3d.4. Student Use of Technology & Digital Media – Special Education		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Teachers assess student needs and select required and appropriate assistive technology tools and resources based on the student’s unique needs.	Throughout school year – Year 1, 2, 3	Special Education Teachers; Special Education Coordinator/Specialists, Teacher Librarians, and/or Director of Special Education
District or site purchase needed tools and resources for Special Education students.	Throughout school year – Year 1, 2, 3	Director of Special Education and Support Team; Site Principals and Teams

Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education Teacher at a mutually agreeable time (or in small group, if beneficial to teacher).	Throughout school year, as needed. – Year 1, 2, 3	Director, Special Education; Special Education Coordinators/Specialists; Special Education Teachers, Site Administrators, and Classroom Teachers, as needed
Teacher and/or Classroom Support Person (e.g., teacher aide) assist Special Needs Student in their use of designated tools and/or resources.	Throughout the school year – Year 1, 2, 3	Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists and/or Teacher Assistants

English Language Learners

Goal 3d.5: *English Language Learners will utilize technology and digital media in support of their meeting specific California Common Core State Standards in ELA and ELD.*

Objective 3d.5: All EL students will acquire a level of English proficiency that will allow them to engage in discourse in the classroom setting by using multimedia technology resources and devices that provide access to the ELA and ELD common core standards in order to reach proficiency.

Benchmarks:

Year 1: By June 30, 2014, teachers of ELs will participate in professional development that will assist them in implementing learning strategies and monitoring systems for developing ELs students’ receptive and expressive skills using technology devices as the median.

Year 2: By June 30, 2015 : By June 30, 2015, English Language Arts, K-12 EL students will increase their listening and speaking skills that will allow them to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence by using technology devices and software (CCCSS ELA standard).

Year 3: By June 30, 2016: English Language Arts K-12 EL students must be able to construct viable arguments and critique the arguments of others using technology devices and software that include multimedia forums.

Goal 3d.5. Student Use of Technology & Digital Media – English Language Learners		
Implementation Plan		
Activity	Timeline	Person(s) Responsible

Identify funding for purchase and training of audio/visual devices. Examples are tablets, iBooks, and/or iPads.	August 2013- June 2014	ELD Coordinator; Director of Technology; Site Administrators; C & I Director; ELD teachers
Audio/visual devices such as tablets, iBooks, and/or iPads are purchased for ELL students. Purchasing will be prioritized for targeted sites and eventually become district-wide.	August 2013- June 2014	ELD Coordinator; Director of Technology; Site Administrators; C & I Director
Train teachers on the varied features and applications for language learning with audio/visual devices such as tablets, iBooks, and/or iPads in support of the ELA Standards and ELL student and language development.	August 2013- June 2014	K-12 Classroom Teachers; District ELD Coordinator, Media Learning Center Teachers, IT team; Site Administrators
Teachers develop classroom lesson(s) in support of the ELA Standards and language development for ELL student; lessons are posted on the AUSD teacher web portal.	August 2013- June 2014	K-12 Classroom Teachers; Media Learning Center Teachers, IT team; Site Administrators
Classroom teachers teach ELL students the varied features and applications for English language learning support using the visual/audio/writing/drawing functions of devices such as tablets, iBooks, and/or iPads.	Weekly for year 1 of plan; refreshing lessons, as needed	K-12 Classroom Teachers; Media Learning Center Teachers, IT team; Site Administrators
ELL students practice the features and functions of their designated mobile device. They complete assignments to demonstrate understanding of technology and designated ELA Standards.	Bi-monthly; October 2013- June 2014 for years 1, 2, 3 of plan	K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators
Teachers join online professional learning community to discuss and share best practices, what worked/didn't work with the mobile devices for ELL students. Bank of lessons are posted in forum area.	Bi-monthly; October 2013- June 2014 for years 1, 2, 3 of plan	K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators
ELD Coordinator will lead and promote discussion within the online PLC forum whose purpose is for teachers to share and develop their skills and integration with ELL essential principles, strategies, best practices.	Ongoing asynchronous info/bank of lessons; monthly synchronous forums.	K-12 Students, K-12 Teachers, Media Learning Center Teachers, IT team; Site Administrators

3e. Developing Technology and Digital Literacy Skills

NCLB Part D, Section 2402 of NCLB states that all school districts must ensure the technology literacy of their students by the eighth grade. One of the ways to make this determination is to use *Simple Assessment*, a free tool from *InfoSource Learning*. After setting up a district account with *InfoSource* advisors, AUSD will be able to assess student knowledge and progress in the NETS

described below and track test scores. Assessment tests are available for both Windows and Mac platforms. Test prep games are also available.

Technology Literacy

The student National Education Technology Standards (NETS) were revised to meet the demands of Digital Age learning. (See: Appendix A). These new student standards focus on skills and knowledge that students need to learn effectively and live productively in an increasingly digital society. Cognitive and learning skills, as well as creativity and innovation, are the focus now - and information and digital media literacy are also elevated in importance. The changes shift away from a focus on competency with technology tools and emphasize skills required in a digital world to produce and innovate using technology.

The new International Society for Technology in Education (ISTE) student standards are organized into six categories:

Information and Digital Literacy

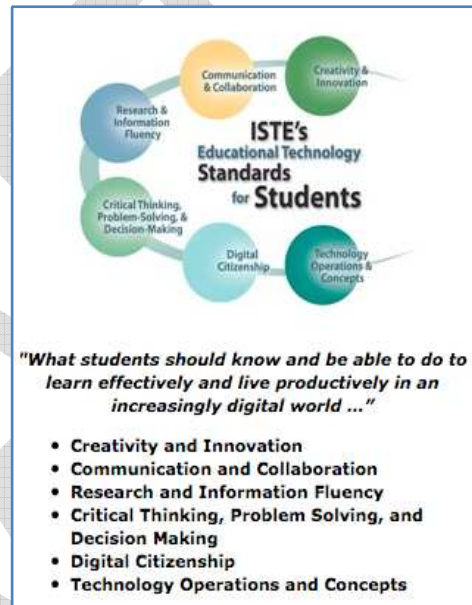
Information Literacy: Our education system society not only require students to know more they ever have before, they require that students be able to communicate what they about academic concepts and theories.

Students will be given more opportunities to gather and organize information. One of our

goals of the curriculum component will be the development of information literacy skills and the ability of students to learn independently. Information literacy enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Information literacy skills are lifelong learning skills that require a student to apply higher-level thinking. These skills are not taught in isolation but rather should be integrated



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throughout the curriculum. Information literacy requires collaboration between the classroom teacher and the Media Center Teacher, and, at the secondary level, it must be embedded in all technological arenas. Staff will work together to teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-intensive environment. Authentic practice of these skills will enable students to realize their potential as informed citizens who think critically and solve problems.

The use of technology is an integral part of information and digital literacy. In Alameda Unified School District schools, this translates into: effectively searching the electronic library catalog, online databases, reference sources, and the Internet with a critical evaluation of authority, credibility, and currency of information; use of note taking; and the presentation of information in a variety of formats such as word processing and multimedia within a variety of media environments.

Digital Literacy

Information Literacy and Digital Media Literacy are very intertwined. Also called, Information Media Literacy, IML is a combination of information literacy and media literacy. The purpose of being information and media literate is to engage in a digital society; one needs to be able to use, understand, inquire, create, communicate, and think critically. It is important to have capacity to effectively access, organize, analyze, evaluate, and create messages in a variety of forms.

The transformative nature of IML includes creative works and creating new knowledge; to publish and collaborate responsibly requires ethical, cultural, and social understanding. The IML learning capacities prepare students to be 21st Century literate. According to Jeff Wilhelm (2000), "technology has everything to do with literacy. And being able to use the latest electronic technologies has everything to do with being literate." He supports his argument with J. David Bolter's statement "that if our students are not reading and composing with various electronic technologies, then they are illiterate. They are not just unprepared for the future; they are illiterate right now, in our current time and context." (Wilhelm, 2000, p. 4). In general, many students are better networked through the use of technology than most teachers and parents. Teachers and parents may not understand the abilities of technology. Students are no longer limited to the desktop computer. Students use mobile technologies to graph a mathematical problem, research a question for Social Studies, text message an expert for information as well as

send homework to a drop box. Students are accessing information by using MSN, personal Web pages, Weblogs, and social networking sites.¹

Goal 3e.1: *All students will become technology literate as designated in the NETS Standards for Students, at their appropriate grade level.*

Objective 3e.1: By June 2016, 80% of all K-12 students will demonstrate proficiency in technology, information, and digital literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Benchmarks:

Year 1 Benchmark: 40% of all K-12 students will demonstrate proficiency in technology, information, and digital literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Year 2 Benchmark: 60% of all K-12 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Year 3: 80% of all K-12 students will demonstrate proficiency in technology and literacy skills at the appropriate grade level, as measured by the National Educational Technology Standards (NETS) Performance Indicators.

Goal 3e.1. Technology Literacy for Students		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Teach students how to apply digital tools to gather, evaluate, and ethically use online information.	Ongoing	Teachers, classroom teachers
Raise teacher awareness of the ISTE NETS and analyze how they may apply to the curriculum.	Annually at the start of school.	Site Administrators, Teacher Leaders, District Tech Committee, Library/Media Center Teachers

¹ Information Media Literacy. Retrieved on November 3, 2012 from Wikipedia, "Information and Media Literacy", http://en.wikipedia.org/wiki/Information_and_media_literacy.

Designated time is provided during staff development and/or staff meetings to train teachers and staff about ISTE NETS.	Annually at the start of school.	Site Administrators, Teacher Leaders, District Tech Committee, Library/Media Center Teachers
Explore ways to develop and implement embedded technology skills into the curriculum and assignments where students can demonstrate mastery of both the curriculum and technology skills.	At least once per trimester.	Classroom teachers, Library/Media Center Teachers, District Tech Committee
Formalize a way for students to acquire information literacy skills in connection with research-based projects.	2013-2016	Grade level and Subject area teacher groups, Library/Media Center Teachers, District Tech Committee,
Assess student progress on an annual basis using a free tool like <i>Simple Assessment</i> or teacher-generated surveys and assessments.	2013-2016	Classroom teachers, Library/Media Techs, District Tech Committee
Collect and share examples of best practices on various shared district website, e.g., NING.	Ongoing	Site administrators, District Tech Committee, teachers
Implement and evaluate grade-level information literacy standards.	2015-2016	Library/Media Center Teachers, Classroom teachers
Utilize staff development days and/or staff meetings to collaborate in grade level groups for the purpose of: <ul style="list-style-type: none"> Developing and sharing solutions for incorporating technology skills into student learning experiences Determining which skills will be covered in which classes. 	2013-2016	Library/Media Center Teachers, Grade Level and Subject area teachers

Monitoring and Evaluation: As part our program evaluation plan, we will use our formative assessment in literacy in relationship to e-learning to study the impact on student achievement. District administrators and school site administrators will track the development and implementation of all goals, activities, and accomplishments through monthly progress reports at regular district/ site administration meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed measurable objectives.

Evaluation Instruments and Data: Use of evaluation instrument will be guided by the program evaluation plan: grade level and core subject area meeting notes, teacher use of K-12 rubrics, teacher observations, student data from *Simple Assessment* and other surveys, evidence of lesson plans that incorporate technology standards, and other rubrics.

Special Education

Each Special Education student with an identified learning disability will have access to technology that provides compensation for his/her discrete area of processing difficulty (e.g. physical, developmental, auditory processing, visual processing) in order to complete classroom

assignments and assessments in a manner that fully demonstrates subject matter proficiency without the impact of the learning disability.

Goal 3e.2: *All Special Education students will exhibit, with whatever additional assistance needed, proficiency in the use of designated technology tools and digital resources in order to fully demonstrate subject matter proficiency without the impact of the learning disability.*

Objective 3e.2: By June 2016, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Benchmarks:

Year 1 Benchmark: By June 2014, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Year 2 Benchmark: By June 2015, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Year 3 Benchmark: By June 2016, 100% of all K-12 Special Education students will exhibit proficiency in the use of designated technology tools and digital resources so as to fully demonstrate subject matter proficiency without the impact of the learning disability.

Goal 3e.2. Technology Literacy for Students – Special Education		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Identified experts in designated tool(s) and/or digital resource(s) are chosen to provide 1-on-1 training to teachers.	As needed	Special Education Teachers, Site Principals, Special Education Coordinators/Specialists, and/or Technology coaches
Teacher and/or Classroom Support Person (e.g., teacher aide) assist students with special needs in their use of designated tools and/or resources.	Throughout the school years – Years 1, 2, 3	Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals
Students build their skills in designated tools, devices, and digital resources by practicing with the assistance of a support person.	Daily basis throughout the school year	Special Education Teachers; Teacher Assistants; Special Education Coordinator/Specialists; Site Principals

Students apply their use of the designated tool(s), device(s), and digital resource(s) in their daily classroom lessons and assignments.	Daily basis throughout the school year	Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists; Site Principals
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3f. Ethical Use

List of goals, an implementation plan, and training program that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use.

Previous to the 2013-2014 year, cyberethics and cybersafety education had not been delivered district wide, but at the discretion of individual teachers and/or school sites. Examples of information and instruction delivery include: a library/media center and classroom teacher collaborate on providing information about plagiarism and how to appropriately source downloaded images from the Internet; site administrators develop a computer-use agreement for the upper grade students that may include Digital Etiquette, Digital Rights/Responsibilities, and/or Digital Security; the school requires that families sign an Acceptable Use Policy for technology; individual teacher or school site provides variations of content and assignments addressing various cyber ethic and Internet safety topics (e.g., during a 6 week Island High School student orientation course, the topic of cyberethics is addressed). Another example has been taking place at Encinal High School. Since 2010-2011, 9-12 grade Encinal students have been enrolling in the *Digital Citizenship Course* (one semester elective), designed and delivered by a lead teacher. The course syllabus reads, "Students are living and engaging in a digital world. Students will learn how to interact and navigate safely and ethically in cyberspace." Units include: *Digital Life; Safety; Connected Culture; Security; Privacy and Digital Footprints; Searching; Research and Evaluation*. The district will consider successful models of ethical behavior and Internet Safety programs currently being implemented at different AUSD school sites for replication at other sites.

Individual teachers have addressed aspects of cyber safety and ethical behavior topics in different ways:

- Discussion of plagiarism and copyright begins by third grade during note taking and research; students are taught to document sources.
- Fourth and fifth grade students are taught to create bibliographies and to cite sources, giving credit to the author.
- Students are taught how to avoid copyright and plagiarism during note taking.
- Students are taught that other students' logins and digital work are private domains.
- CyberEthics is integrated into some research lessons during Media Learning Center time.
- 3rd through 6th grade students are developing appropriate social media behaviors by participating in sheltered social media environments/activities using KidBlog and Edmodo.

The goal of AUSD is to use contemporary information, communication, and learning technologies in a manner necessary for successful life-long learning and citizenship in a knowledge-based,

digital, and global 21st century, which includes the abilities to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage, and create information and, otherwise gain information literacy; and to do so in a safe and ethical manner. Several pieces of legislation are driving AUSD's response towards establishing practices, policies, and procedures about ethical behavior and Internet safety of students and staff; new legislation will continue to inform future modifications as new laws are instituted. Current laws and mandates include:

Federal and State Legislation

This district technology plan describes new California legislation and revised Federal laws that will influence district policy, teaching, and learning in areas related to cybersafety, cyberethics, and digital citizenship. Acceptable use policies, board policies, and codes of conduct must be updated to reflect the latest criteria and laws required by state and federal legislatures; they include:

- **Assembly Bill 86**

Effective January 1, 2009, California Education Code 48900 has been amended to authorize school districts to suspend or expel students for bullying, including cyberbullying. AB 86 will influence not only tech plan development but also development of individual site plans. Each year, every school in California is required to review their School Safety Plan in order to be eligible for Safe School funding. Safe School Planning teams are now authorized to include training on cyberbullying awareness in their plan.

Grounds for student suspension or expulsion were amended to include bullying by electronic means:

- ... While on school grounds
- ... While going to or coming from school
- ... During the school lunch period whether on or off campus
- ... During or while going to/coming from a school activity

- **Assembly Bill 307 [Chavez Bill]**

(Education Code Section 51871.5) The guidelines and criteria for federal funding shall include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom; Internet safety; the manner in which to avoid committing plagiarism; the concept, purpose, and significance of a copyright so that pupils are equipped with the skills necessary to distinguish lawful from unlawful online downloading; and the implications of illegal peer-to-peer network file sharing.

- **S. 1492 [Broadband Data Improvement Act]**

Signed into law on October 10, 2008, the Broadband Data Improvement Act requires schools receiving federal E-Rate discounts on telecommunications services and internet access to educate their students "about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

- **E-RATE Discount Program**

The *Protecting Children in the 21st Century Act* [S.49] adds additional requirements to the schools and libraries that receive E-rate discounts. These requirements are chiefly focused on educating minors about appropriate online behavior, including:

- Interacting with other individuals on social networking websites
- Interacting with others in chat rooms
- Cyberbullying awareness and response

If an E-rate applicant's Internet Safety Policy: 1). Does not include provisions that address these new requirements, and 2). If the recent CIPA update has not been written into Board Policy and publicly addressed and approved at a public board meeting (public input), the organization will be required to review and revise their policies and practices to incorporate these items in order to receive E-rate discounts. It could also jeopardize the organization from participation in the E-Rate Discount Program.

The Federal Communication Commission (FCC) updated The Protecting Children in the 21st Century Act [S.49] in 2010-2011, providing new guidelines for cyber bullying and social media. The actual curriculum development and/or ready-made content and trainings for students and teachers/administrators must begin in the 2012-2013 school year. Content must include: inappropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyber-bullying awareness and response.

As required, on August 28, 2012, the AUSD School Board publically approved the following: District Board Policy: BP 5131, Conduct; BP 5131.2, Bullying to address the following CIPA addendum.

CIPA Addendum:

1. Internet Safety Board Policy

Educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.

2. Technology Protection Measure

Monitoring of the online activities of minors must take place

3. Public Notice

- Public notice of the organization's updated Internet Safety Board Policy must take place. This could occur in local community newspapers, district website, or other publically distributed/accessible media, and...

- A hearing or meeting (for public response) should have taken place at the time of a board meeting of that organization by July 2012.

Once accomplished, a copy of the AUSD Board Agenda and Minutes on August 28, 2012 will be added to the district's E-Rate files for future proof and reference. Also noted, updates to the AUSD Acceptable/Responsible Use Policy signed by students and parents at the beginning of each school year will reflect the updated language and requirements of CIPA.

While AUSD has not had a district-wide cyber [digital] safety and ethics program (e.g., Digital Citizenship) in place at all its schools, the district will focus its efforts from Spring to Fall 2013 on mapping a strategic course, identifying curriculum to best meet the needs of K-12 grade levels, and planning professional development offerings for digital citizenship which will be implemented at the start of the 2013-2014 school year. By doing so, we will ensure that all K-12 students and staff engage in a comprehensive, high quality digital citizenship program whose elements are described in the 3f and 3g implementation sections of this plan. The AUSD Task Force for Digital Citizenship (DC) will be formed in late Spring/early Summer 2013 to initiate the exploration, decision-making, and action steps towards building a comprehensive, K-12 DC Program across all school sites. Various curricula (free and fee-based including teacher developed) will be considered, such as *Common Sense Media*. A primary guiding document throughout this process is the ISTE Standards for Digital Citizenship. A premiere, educational organization, ISTE [[International Society for Technology in Education](http://iste.org)] is a globally recognized leader in the promotion of best practices for technology in PK-12. The *ISTE National Education and Technology Standards for Students, Teachers, Administrators, Coaches, and Computer Science Educators* are referenced as the premier guidelines and models for educators and leaders worldwide. At the ISTE website <<http://iste.org>>, K-12 Standards, Profiles, Essential Conditions, Implementation Wiki, and Translated NETS are freely provided (downloadable) as excellent reference documents to guide AUSD in the development of content and best classroom practices. (See: Appendix A).

Given the district has had little time to respond to the new addendum of the CIPA Protecting Children Act which states that *the education of students* is to begin in the 2012-2013 year, the roll-out of our DC Program may not be as comprehensive in its first year; henceforth, a DC Program will be fully developed and widespread for all students and staff starting in 2013-2014 school year. Indeed, Digital Citizenship is currently being offered now at Alameda High School, and AUSD looks forward to ongoing implementation.

Standard V - Students

Digital Citizenship

- a) Advocate and practice safe, legal, and responsible use of information and technology
- b) Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c) Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students will:
- d) Demonstrate personal responsibility for lifelong learning.
- e) Exhibit leadership for digital citizenship

Standards IV – Teachers

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Promote and Model Digital Citizenship

- a) Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b) Address the diverse needs of all learners by using learn-centered strategies providing equitable access to appropriate digital tools and resources
- c) Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d) Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standards V – Administrators

Educational administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

- a) Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b) Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology.
- c) Promote and model responsible social interactions related to the use of technology and information
- d) Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

AUSD’s Family Involvement and Community Engagement (FIACE) Programs will partner with the Alameda Public Library, Alameda Police Department, and AUSD’s Adult School to promote workshops and resources that educate students and families about ethical use of digital media and enforce online safety with cyber-bullying prevention and intervention tools.

Ethical Use

Goal 3f: All K-12 AUSD students, teachers, and families will have knowledge of and practice with appropriate, ethical, and safe use of information technology, digital media, and educational networks through a digital citizenship program of instruction for students and staff as defined by the CIPA Protecting Children in the 21st Century Act [S.49] and best practices.

Goal 3f. Ethical Use		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Year 1 (2013-2014)		

<p>AUSD District Office will review and modify its Ethical Behavior and Internet Safety policies and procedures as needed to align with current laws and best practices. Guidelines and expectations will be established.</p>	<p>Annually, ongoing</p>	<p>Superintendent, District and Site Leaders, and District Technology Committee</p>
<p>District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, modified, and updated, as needed, for the purpose of district alignment, compliance with current laws, and for best practices. These policies and procedures are also referenced in each site's School Plan for Student Achievement.</p>	<p>Annually, and ongoing.</p>	<p>Superintendent, District and Site Leaders, District Technology Committee</p>
<p>Designated individuals document how each school sites are currently addressing cyber ethics and safety content, training, and practices with its K-12 students and staff.</p>	<p>Summer 2013</p>	<p>Director of Technology, Library/Media Center Teachers, District Technology Committee and/or Site Administrators</p>
<p>A district DC Task Force, comprised of a variety of AUSD stakeholders, is established to initiate the planning and development of a <i>Digital Citizenship Program</i> for AUSD K-12 students.</p>	<p>Summer 2013</p>	<p>Director of Technology, District Technology Committee, Director of C & I, and/or Library/Media Center Teachers</p>
<p>The AUSD DC Task Force convenes for the purpose of:</p> <ul style="list-style-type: none"> • Establishing its purpose and goals • Reviewing current status of district-wide DC implementation • Brainstorming possible DC content options for classroom implementation (e.g., <i>Common Sense Media</i>) • Developing action steps, timeline, challenges, and persons responsible 	<p>Summer 2013-Fall 2013</p>	<p>DC Task Force members, Director of Technology, Director of C & I, other District leaders and/or Site Leaders</p>
<p>The AUSD DC Task Force will reconvene to review, discuss, and ensure that the various identified curricula related to Digital Citizenship (e.g., ethics, safety) are aligned to the requirements of the CIPA Act and best practices.</p> <ul style="list-style-type: none"> • Support materials will also be reviewed, as available: Teacher Professional Development content, Parent presentation materials, etc. • Guidelines and expectations will be reviewed. 	<p>Fall-Winter 2013</p>	<p>DC Task Force members, Director of Technology, Director of C & I, other District leaders and/or Site Leaders</p>

District and school sites announce Digital Citizenship Program at district and school site parent events. If requested, site leaders will provide parent information training session using designated materials.	Fall-Winter 2013	Site Administrators; K-12 Teachers, and Director of Technology
Task Force chooses and recommends K-12 DC curriculum(s) to AUSD District Office for district approval. DC content and support resources will be an acceptable choice(s) as defined by CIPA Act.	Winter 2013	DC Task Force members, Director of Technology, Director of C & I, other District leaders, Site Leaders, and/or District Technology Committee
Trainers are identified to train AUSD teachers, administrators, and support staff in chosen DC curriculum and strategies for implementing within classroom. Scheduling and advertising of professional development sessions takes place.	December 2013/January 2014	DC Task Force members, Director of Technology, Director of C & I, Library/Media Center Teachers, District Technology Committee, other District leaders, and/or Site Leaders
Attending teachers complete the DC training sessions and map out their implementation in the classroom, e.g., calendar of topic modules, lessons, student assignments/deliverables which demonstrate student understanding and application. DC training and goals are included in SPSA documents.	January – March 2014	K-12 Teachers, K-12 Site Administrators, and/or Library/Media Center Teachers
Students complete DC lesson modules.	March-May 2014	K-12 Teachers, K-12 students, Site Administrators, Director of Technology, and/or Director of C & I.
Activity	Timeline	Person(s) Responsible
YEAR 2 (2014-2015)		
District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, modified, and updated, as needed, for the purpose of district alignment, compliance with current laws, and for best practices. Guidelines and expectations will be established.	Annually, and ongoing.	Superintendent, District and Site Leaders
Evaluation to assess the effectiveness of the DC Program is completed; modifications to content, delivery, implementation, and demonstration of student and teacher understanding/practice, as needed, takes place.	Summer 2014	DC Task Force, Director of Technology, Coordinator, Student Achievement & Assessment; District Technology Committee, and/or Library/Media Center Teachers

DC Task Force convenes to schedule the implementation of DC Program for 2014-2015, e.g., teacher trainings, implementation at all schools sites, parent information nights.	Summer 2014-Fall 2014	DC Task Force, Director of Technology, Director of C & I, and/or Library/Media Center Teachers
Site administrators and teachers at each AUSD school site collaborate in the scheduling and delivery of DC curriculum for students and staff. Possibility of Train the Trainer model may take place to strengthen teacher understanding and delivery.	Annually; Summer/Early Fall 2014	Site Administrators, K-12 Teachers, Library/Media Center Teachers, Director of Technology, and/or Director, C & I.
Digital Citizenship Program is implemented for all K-12 AUSD students and teachers 2014-2015	Throughout school year at all AUSD school sites	K-12 Teachers, K12 Site Administrators, Director of Technology, and/or Library/Media Center Teachers
Students complete DC lesson modules.	Throughout the 2014-2015 school year at all AUSD sites	K-12 Teachers, K-12 students, Site Administrators, Director of Technology, and/or Director of C & I.
YEAR 3 (2015-2016)		
Evaluation to assess the effectiveness of the 2014-2015 DC Program is completed; modifications to content, delivery, implementation, and demonstration of student and teacher understanding/practice, as needed, take place.	Summer 2015	DC Task Force, Director of Technology; Coordinator, Student Achievement & Assessment; District Technology Committee, and/or Library/Media Center Teachers
District Policies and Procedures for ethical behavior and Internet safety are reviewed, evaluated, and modified, as needed, for the purpose of district alignment, compliance with current laws, and for best practices.	Annually, and ongoing.	Superintendent, District and Site Leaders
DC Task Force convenes to schedule the implementation of DC Program for 2015-2016, e.g., teacher trainings, implementation at all schools sites, parent information nights.	Summer 2015-Fall 2015	DC Task Force, Director of Technology, Director of C & I, and/or Library/Media Center Teachers
District and School sites announce DC Program at district and school site parent events. If requested, site leaders will provide parent information training session using designated materials.	Fall/Winter 2015 and throughout the school year	Site Administrators; K-12 Teachers, and Director of Technology
Site Administrators and Teachers at each AUSD school site collaborate in the scheduling and delivery of DC curriculum for students and staff. Possibility of <i>Train the Trainer</i> model may take place to strengthen teacher understanding and delivery.	Annually; Summer/Early Fall and ongoing	Site Administrators, K-12 Teachers, Library/Media Center Teachers, Director of Technology, and/or Director, C & I.

Digital Citizenship Program is implemented for all K-12 AUSD students and teachers 2015-2016	Throughout school year at all AUSD school sites	K-12 Teachers, K-12 Site Administrators, Director of Technology, and/or Library/Media Center Teachers
Students complete DC lesson modules.	Throughout the 2015-2016 school year at all AUSD sites	K-12 Teachers, K-12 students, Site Administrators, Director of Technology, and/or Director of C & I.
Note: The cycle of implementing the DC Program at all AUSD school sites continues each year for the district to remain E-Rate compliant and maintain best practices.	Ongoing	K-12 Teachers, K-12 Site Administrators, Director of Technology, and/or Library/Media Center Teachers

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3g. Internet Safety

List of goals, an implementation plan, and training program that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.

The goal of AUSD is to use contemporary information, communication, and learning technologies in a manner necessary for successful life-long learning and citizenship in the knowledge-based, digital, and global 21st century, which includes the abilities to effectively communicate and collaborate; to analyze and solve problems; to access, evaluate, manage, and create information; to otherwise gain information literacy; and to do so in a safe and ethical manner.

3g. Goal: All K-12 AUSD students and teachers will have knowledge of and practice with appropriate, ethical, and safe uses of information technology, digital media, and educational networks through a Digital Citizenship program of instruction for students and staff as defined by CIPA Protecting Children in the 21st Century Act [S.49] and best practices.

Special Note: While Section 3f. *Ethical Behavior* and Section 3g. *Internet Safety* address different aspects of the AUSD Digital Citizenship Program, they are both guided by, and in compliance with, the same vision, outcomes, and program implementation (as described throughout the 3f. *Ethical Behavior* section of this plan). The following district initiatives, federal legislation, and national 21st Century education technology standards have guided the purpose, practices, and content of this plan:

- **CIPA: Protecting Children in the 21st Century Act [S.49]**
- **ISTE National Education Technology Standards (Digital Citizenship)**

While AUSD did not have a district-wide cyber ethics and safety program previous to the 2013-2014 school year, our 2013-2016 plan articulates the goals and implementation steps (AUSD Digital Citizenship Program) needed to ensure that all AUSD students and staff receive the necessary informational training and application, as described in 3f and 3g and in compliance with CIPA's Protecting Children in the 21st Century Act [S.49]. CIPA's 21st Century Act states that it is necessary that students (and teachers) are 'to be educated' in the following areas during the 2012-2013 school year:

Educating minors about appropriate online behavior, including:

- Interacting with other individuals on social networking websites
- Interacting with others in chat rooms
- Cyberbullying awareness and response

Though AUSD will not have a fully articulated digital citizenship program for its K-12 students in the 2012-2013 school year, the above 4 topics were addressed for all students and staff to both inform and provide practice to demonstrate understanding in these topic areas. Each school site determined what curriculum would be used to deliver instruction to its community of teachers, students, and parents/guardians (latter is optional group).

The AUSD Task Force for Digital Citizenship will convene in the 2012-2013 school year to initiate the exploration, decision-making, and action steps needed to ensure implementation of a comprehensive, K-12 DC Program in the 2013-2016 school years. Various curricula (free and fee-based) will be considered. The *ISTE Standards for Digital Citizenship* is an essential resource for guiding the district's decisions with their DC Program. ISTE is the International Society for Technology in Education. It is a global organization recognized as a leader in the promotion of best practices for technology in PK-12. The ISTE National Education and Technology Standards for Students, Teachers, Administrators, Coaches and Computer Science Educators are referenced as a premier guideline and model for educators and leaders worldwide. At the ISTE website <<http://iste.org>>, K-12 Standards, Profiles, Essential Conditions, Implementation Wiki, and Translated NETS are freely provided (downloadable) as excellent reference documents to guide AUSD in the development of content and best classroom practices. (See: Appendix A).

3h. Equitable Technology and Digital Media Access for All Students

Description of the district policy or practices that ensure equitable technology access for all students.

We recognize our responsibility to provide appropriate technology access and support to all students. Every student must be given opportunities to meet the curricular goals. E-learning provides us an opportunity to make time a variable rather than content. Our e-learning and digital resources standard will be value added to address academic needs of students, e.g., language development, academic level, and reading skills. Students and teachers find technology available to them in classrooms, library media centers, and computer labs in every school in the district. Each school will work on methods to provide some kind of computer access before and after school.

AUSD provides Internet access at efficient bandwidth levels and will finalize upgrading wireless network and Internet access across all campuses to address the varied and evolving contexts for student and teacher learning and collaboration.

In order to serve students with physical, cognitive, and/or learning disabilities, AUSD will provide special hardware and software to meet the individual requirements of these students as designated in Individual Education Plans and in compliance with FAPE. To provide FAPE to a child with a disability, schools must provide students with an education, including specialized instruction and related services that prepare the child for further education, employment, and independent living. FAPE – Free Appropriate Public Education - is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973[1] and the Individuals with Disabilities Education Act (IDEA). Under Section 504, FAPE is defined as “the provision of regular or Special Education and related aids and services that are designed to meet individual needs of handicapped persons as well as the needs of non-handicapped persons.

Physical access will be provided as needed in all classrooms so that facility limitations will not interfere with the learning opportunities of physically disabled students. Alternative keyboards

and speech recognition software will be available for those who may encounter writing obstacles. In addition, other special needs students (e.g., Gifted and Talented Education students, English Language Learners, etc.) may have special hardware and software requirements that will be accommodated on an as-needed basis so that all students can successfully attain their learning goals and objectives.

3i. Student Record Keeping and Assessment

AUSD is committed to applying regular common assessments to monitor student progress towards mastery of state content standards. Based on essential standards identified by California STAR Testing, assessments are developed collaboratively by groups of teachers and administrators. Common assessments are uploaded into a data analysis system to enable teacher and administrator access to formative student information. The result is that teachers can better align instruction to authentic student needs and skills.

AUSD teachers and administrators use a data and assessment management program called *Measures* for all schools. The purpose of this program is to provide assessments using pre-printed test documents and scan sheets and provide results in a timely manner. It is a powerful tool for data analysis of state content testing and district measurements. Staff implementation of *Measures* varies widely. Currently, the district uses Intel Assess for a 2nd – 5th grade item bank, which is aligned with the state standards. Over the coming year, additionally a new bank will be adopted to fully align with the new California Common Core State Standards.

The primary focus for student record keeping includes classroom assignments and the tracking of assessment results. There is currently not a consistent practice at elementary schools for using technology based grading systems. Technology based grading systems are available with School Loop or with the *Aeries Grade Book* program. 70-85% of middle and secondary school teachers post grades on *School Loop*, and about half use *School Loop* to communicate about track assignment completion.

With the coming of the California Common Core State Standards, the district is committed towards moving formative, benchmark, and state testing online. These efforts will pay off as it will result in increased efficiency of time, provide the school community with immediate results, and allow for computer adaptive testing which features animated and interactive assessment items to better engage students. Sites currently have labs that can technically handle online assessments; however, there are many curricular demands placed on those labs that would be disrupted by multiple test windows. We are currently looking for viable alternatives to support computer based testing at all sites.

Goal 3i.1: *AUSD is committed to providing tools and processes, which ensure stakeholders timely, meaningful access to student data for increased academic student success.*

Objective 3i.1: By June 30, 2016, 70% of K-12 teachers will use an online grading program (e.g., *School Loop*, *Aeries*) to increase efficiency, accessibility, and transparency of student record keeping.

Benchmarks:

Year 1: By June 30, 2014, 60% of secondary teachers will use an online grading program such as *School Loop* for student record keeping and assignment tracking.

Year 2: By June 30, 2015, 70% of secondary teachers will use *School Loop* and 30% of 4th & 5th grade teachers will use either *School Loop*, *Aeries*, or other online grading program for student record keeping and assignment tracking.

Year 3: By June 30, 2016, 80% of secondary teachers will use an online grading program such as *School Loop*; 50% of 4th & 5th grade teachers and 20% of K-3 teachers will use either *School Loop*, *Aeries*, or other online grading program for student record keeping and assignment tracking.

Goal 3i. Student Record Keeping and Assessment		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Year 1 (2013-2014)		
Trainers are identified and professional development content is developed for <i>School Loop</i> secondary teacher training.	Summer 2013	Data System Manager, Assessment Coordinator, Student Info Systems, secondary site administrators
Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff.	Fall 2013 and throughout 2013-2014 school year	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
Secondary teachers and site administrators implement <i>School Loop</i> for record keeping and assessment.	Throughout 2013-2014 school year	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for 4 th /5 th grade teacher trainings.	By Summer 2014	Data System Manager, Assessment Coordinator, Student Info Systems
District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians.	Bi-Annually; Sept and January 2013-2014	Assessment Manager, Site Principal, Data Systems Manager, Student Info Systems
Year 2 (2014-2015)		
<i>Continued</i> - Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for 4 th /5 th grade trainings.	By Summer 2014	Data System Manager, Assessment Coordinator, Student Info Systems

Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff.	Fall 2014 and throughout 2014-2015 school year	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
Secondary teachers and site administrators will implement online assessment and record keeping program with <i>School Loop</i> .	Throughout the 2014-2015 school year	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians.	Bi-Annually; Sept and January 2014-2015	Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems
4 th and 5 th grade teachers and site administrators receive training and support for <i>Aeries</i> or other designated program.	By February 2015 and, henceforth, ongoing	Data System Coordinator, Assessment Coordinator, Site Administrators
District and/or school sites provide training in <i>Aeries</i> or other designated program for 4 th & 5 th grade parents and guardians.	Bi-annually - Sept and January in 2014-2015	Assessment Coordinator, Site Principal
4 th & 5 th grade teachers and site administrators receive follow-up training and support on <i>Aeries</i> or other designated program.	By Sept 2014 and, henceforth, ongoing	Data System Coordinator, Assessment Coordinator, Site Administrators
4 th & 5 th grade teachers and site administrators implement online assessment and record keeping using <i>Aeries</i> or other designated program.	Throughout 2014-2015 school year	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
District and/or school sites provide training in <i>School Loop</i> for secondary parents and guardians.	Bi-annually - Sept and January in 2014-2015	Assessment Coordinator, Site Principal
An assessment and record-keeping program is chosen for K-3 grade teachers and site administrators.	By Summer 2015	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
Year 3 (2015-2016)		
Trainers are identified and professional development content is developed for <i>Aeries</i> and/or other chosen program for K-3 trainings.	By Summer 2015	Data System Manager, Assessment Coordinator, Student Info Systems
K-3 grade teachers and site administrators receive training on chosen assessment and record-keeping program.	By Feb 2016 and, henceforth, ongoing	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
Secondary teachers and site administrators receive training and support with <i>School Loop</i> for the purpose of review and new staff.	By Feb 2016 and, henceforth, ongoing	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems

4 th & 5 th grade teachers and site administrators receive follow-up training on <i>Aeries</i> or other designated program.	By Sept 2015 and, henceforth, ongoing	Data System Manager, Assessment Coordinator, Site Administrators, Student Info Systems
District and/or school sites provide training in <i>Aeries</i> or other designated program for 4 th & 5 th grade parents and guardians.	Bi-annually - Sept and January in 2015-2016	Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems
K-3 teachers and site administrators receive training and support on <i>Aeries</i> or other chosen assessment and record-keeping program.	By Feb 2016 and, henceforth, ongoing	Data System Manager, Assessment Coordinator, Site Administrators
District and/or school sites provide training in <i>Aeries</i> or other designated program for K-3 grade parents and guardians.	Bi-annually - Sept and January in 2015-2016	Assessment Coordinator, Site Principal, Data Systems Manager, Student Info Systems
K-3 grade teachers and site administrators implement online assessment and record keeping with <i>Aeries</i> or other chosen program.	Sept 2015 and throughout 2015-2016 school year	Data System Manager, Assessment Coordinator, Site Administrators
District or school sites provide training in <i>School Loop</i> for secondary parents and guardians.	Biannually - Sept and January in 2015-2016	Assessment Coordinator, Site Principal

Objective 3i.1.2: By June 30, 2016, 90% of administrators and 60% of 2nd-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Benchmarks

Year 1: By June 30, 2014, 60% of administrators, 40% of 2nd-5th grade teachers, and 30% of 6th-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Year 2: By June 30, 2015, 80% of administrators, 60% of 2nd-5th grade teachers, 50% of 6th-11th grade ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Year 3: By June 30, 2016, 100% of administrators, 80% of 2nd-11th grades ELA and Math teachers will use a designated data analysis tool to plan, differentiate, assess, and monitor student mastery of Common Core State Standards.

Goal 3i 1.2. Student Record Keeping and Assessment		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Year 1 (2013-2014)		

Purchase of Item Bank <i>Measures</i> program has taken place.	By Sept 2013	Assessment Coordinator
Trainers for chosen data analysis tool are identified.	Summer 2013	Assessment Coordinator and team
Trainers develop curriculum and procedures for implementing 'best practice' of data analysis tool.	Summer 2013	Assessment Coordinator and team
Trainings for the data analysis tool and best practices are scheduled.	By Fall 2013 and throughout year	Assessment Coordinator and team, Site administrators
Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers.	Throughout 2013-2014 school year	Assessment Coordinator and team, Site administrators
Year 2 (2014-2015)		
Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers.	Throughout 2014-2015 school year	Assessment Coordinator and team, Site Administrators
Year 3 (2015-2016)		
Trainings and support for the data analysis tool and best practices are conducted for administrators, 2-5 th and 6 th -11 th grade ELA and Math teachers.	Throughout 2015-2016 school year	Assessment Coordinator and team, Site Administrators

Objective 3i.1.3: By June 30, 2016, 70% of formative and summative assessment and all State assessments will be computer-based.

Benchmarks

Year 1: By June 30, 2014, 20% of 3rd-11th grade teachers will use a computer format for creating and delivering class and district assessments, and at least 50% will take State assessments online if that is an option.

Year 2: By June 30, 2015, 45% of 3rd-11th grade teachers will use an online format for creating and delivering class and district assessments, and 80% will take State assessments online.

Year 3: By June 30, 2016, 70% of 3rd-12th grade teachers will use an online format for creating and delivering class and district assessments, and all AUSD students will take State assessments online, unless there are individual circumstances which show it is in the student's best interest to use a different format.

Goal 3i 1.3. Computer based State assessment		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
YEAR 1		
Online field testing in 3 rd through 8 th grade completed and analyzed	By Sept 2013	Assessment Coordinator and team, Director of Technology & Staff
Focus groups meet to develop benchmarks using the Measured Progress item bank	Beginning Oct 2013 & continuing Year 1, 2, 3	Assessment Coordinator, Ed Services Staff
Assessment committee of stakeholders formed to determine hardware needs at sites for online testing	By Oct 2013	Assessment Coordinator
Training in use of <i>Testlets</i> from Measures Progress as well as use of item bank to create formative assessments	Started Oct 2013 and continued Year 1, 2, 3	Assessment Coordinator and team
Assessment Committee turns in needs report for review and purchase	By February 2014	Assessment Coordinator and team
YEARS 1, 2 & 3		
Evaluation of Online Testing implementation and success	Bi-annually Jan & June	Assessment Coordinator and team, Director of Technology, staff, Director of Curriculum & Instruction, Site Administrators, teachers

3j. Improving Two-Way Communication Between Home and School

To promote two-way communication between home and school, the district will utilize various tools and processes. Secondary teachers communicate with students and families through *School Loop*. *School Loop* has the capacity to post assignments, grades, notes from teachers, as well as an email system for parents/family members to make inquiries and comments. Elementary schools use *School Loop* and other formats to host websites and web pages. Many schools and/or school PTAs have Facebook accounts for communication or use Twitter accounts to keep families and communities up to date and informed. Sites continue to explore social networking options to keep communication open and timely.

AUSD's commitment to family involvement and community engagement extends to an enhanced communications mix to reach parents on multiple platforms. AUSD will launch social networking

media tools to more effectively improve community outreach and promotion of important school events; to improve district-school-parent communication; to connect families with community resources that support their children and or school needs; and most importantly to remind parents of the importance of monitoring their children’s growth at progress report times, testing times, and for meeting year-end project deadlines. When parents are informed, they are most likely to intervene and specifically address their children’s needs. Parents want to help their children succeed and given the opportunity will get involved.

Goal 3j.1: *The AUSD District Office will provide the necessary tools, processes, and trainings to the AUSD community to promote two-way communication between home and school.*

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communications between home and school.

Objective 3j.1.1: By June 30, 2016, 100% of site administrators and teachers will use *School Loop, Aeries Portal, school websites, or social media* for two-way communication with parents.

Benchmarks:

Years 1-3: 90% of 4-5th grade teachers and 6-12th grade teachers (*School Loop, Aeries Portal, or other option*) will be trained in and 80% will use the designated tool for two-way communication.

Year 2 and 3: By June 30, 2016, 90% of K-3 teachers will be trained, and 60% will use the *School Loop, Aeries Portal, or other option* for two-way communication

Goal 3j. Two-Way Communication between Home and School		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Identify trainers and schedule training sessions for 4 th -5 th grade and 6 th -12 th grade teachers to learn use of two way communication systems.	Summer 2013 and throughout the school year. Ongoing	Data System Manager, Assessment Coordinator
Develop curriculum for use of two way communication systems	Sept-Nov 2013	Data System Manager, Assessment Coordinator
Training for 4 th & 5 th grade teachers, administrators	By Dec 2013	Data System Manager, Assessment Coordinator
K-3 training	Dec 2014	See above
Ongoing training	All three years	See above
Parent Training for use of <i>School Loop, Aeries Portal, or other option</i>	All three years	Data System Manager, Assessment Coordinator, Site Principals

3k. Monitoring and Evaluation of the Curriculum Component

Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The program evaluation for technology as described in 3.d will guide the activities to monitor and attest to our accountability. Our plan will address the value add to student and teacher learning. It will also address the impact of e-learning on student performance and the cognitive capital of our staff.

The Technology Director, Chief Business Official, and Assistant Superintendent of Educational Services will collect data about responsible activities or benchmarks. The District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent, Cabinet, and applicable stakeholders before being addressed in reports to the Board of Education.

4. Professional Development

4a. Summary of Teacher and Administrator Technology Skills

240 teachers and administrators completed the 2012-2013 online, self-assessment survey which rated their technology and integration skill levels. Teachers and administrators representing seventeen (17) AUSD elementary, middle, and high schools [comprehensive, alternative, and independent study] completed the survey. The survey addressed two (2) categories of skills and an optional section:

1. **Teachers and Administrators - Current Technology Skill Levels**
Technology application and digital literacy skills, and knowledge about Internet Safety and Ethical Behavior.
2. **Using Technology in the Classroom – My Technology Integration Skills**
Addresses integration of specific skills and information within the classroom
3. **Additional Comments - Optional**
Not required. Respondents have an opportunity to share their comments, concerns, needs, questions, etc. about technology.

Teachers And Administrators - Current Technology Skill Levels

- *Technology Skills, Digital Literacy, Internet Safety, and Ethical Use*

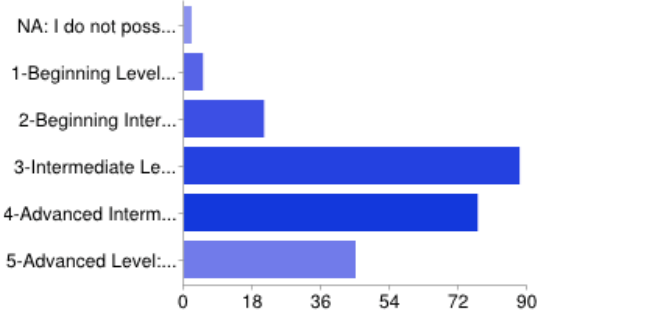
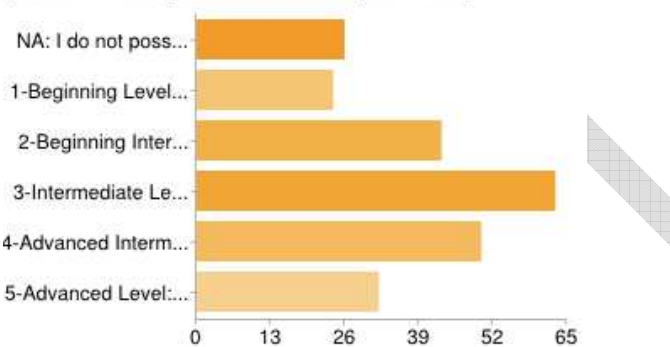
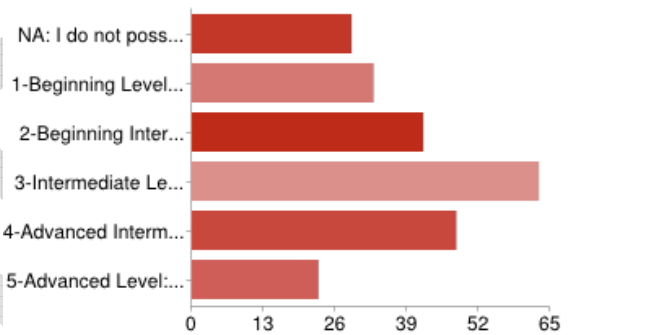
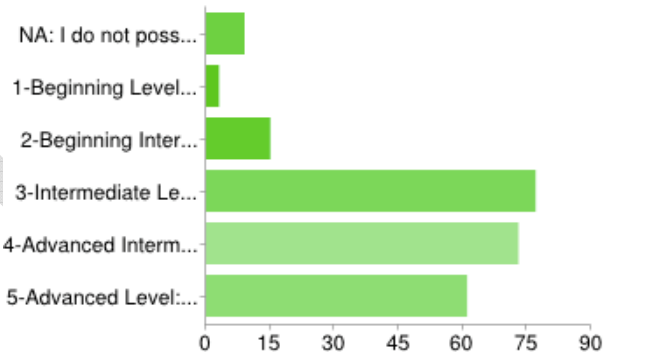
Teachers and Administrators - Current Technology Skill Levels addressed the following topic areas:

- *Rate your skill level in general computer/internet knowledge.*
- *Rate your skill level in Digital Literacy.*
- *Rate your skill level in Internet Safety.*
- *Rate your skill level in Email functions.*
- *Rate your skill level in Word Processing.*
- *Rate your skill level in Presentation software.*
- *Rate your skill level in Spreadsheet software.*
- *Rate your skill level in Database software.*
- *Rate your understanding of Ethical use of technology.*

Choices: Respondents choose from the following statements to indicate their level of knowledge and/or application applied within the classroom and school:

- *NA: I do not possess any skill in this area*
- *Beginning Level: I have limited awareness of functions and/or skill in this area*
- *Beginning Intermediate Level: I am aware of some functions and practice these skills from time to time.*
- *Intermediate Level: I am aware of many features and practice these skills regularly.*
- *Advance Intermediate Level: I am aware of many features, practice these skills, and am able to instruct students in this area.*
- *Advance Level: I am aware of the major features, practice these skills, and able to help students and colleagues in this area.*

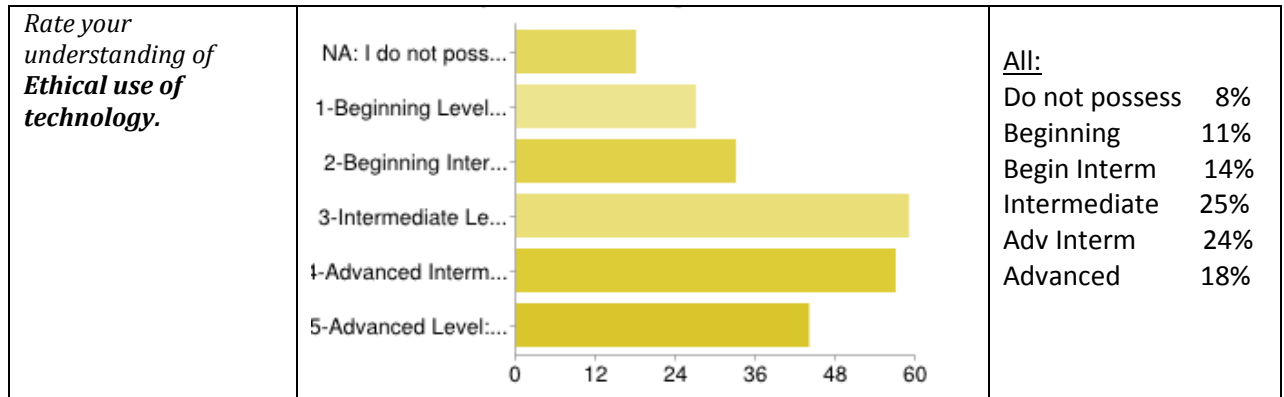
Teachers and Administrators - Current Technology Skill Levels

<p><i>Rate your skill level in general computer/internet knowledge</i></p>	 <table border="1"> <thead> <tr> <th>Skill Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>NA: I do not possess</td> <td>2%</td> </tr> <tr> <td>1-Beginning Level</td> <td>5%</td> </tr> <tr> <td>2-Beginning Inter</td> <td>18%</td> </tr> <tr> <td>3-Intermediate Le</td> <td>82%</td> </tr> <tr> <td>4-Advanced Intern</td> <td>72%</td> </tr> <tr> <td>5-Advanced Level</td> <td>45%</td> </tr> </tbody> </table>	Skill Level	Percentage	NA: I do not possess	2%	1-Beginning Level	5%	2-Beginning Inter	18%	3-Intermediate Le	82%	4-Advanced Intern	72%	5-Advanced Level	45%	<p>Majority: Intermediate 37% Intern Adv 32% Advanced 19%</p>
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<p><i>Rate your skill level in Email functions.</i></p>	 <table border="1"> <thead> <tr> <th>Skill Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>NA: I do not possess</td> <td>10%</td> </tr> <tr> <td>1-Beginning Level</td> <td>5%</td> </tr> <tr> <td>2-Beginning Inter</td> <td>15%</td> </tr> <tr> <td>3-Intermediate Le</td> <td>82%</td> </tr> <tr> <td>4-Advanced Intern</td> <td>75%</td> </tr> <tr> <td>5-Advanced Level</td> <td>60%</td> </tr> </tbody> </table>	Skill Level	Percentage	NA: I do not possess	10%	1-Beginning Level	5%	2-Beginning Inter	15%	3-Intermediate Le	82%	4-Advanced Intern	75%	5-Advanced Level	60%	<p>Majority: Intermediate 32% Adv Intern 31% Advanced 26%</p>
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Teachers and Administrators - Current Technology Skill Levels - *continued*

<p><i>Rate your skill level in Word Processing.</i></p>	<table border="1"> <thead> <tr> <th>Skill Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>NA: I do not possess</td> <td>15%</td> </tr> <tr> <td>1-Beginning Level</td> <td>5%</td> </tr> <tr> <td>2-Beginning Intermediate</td> <td>15%</td> </tr> <tr> <td>3-Intermediate Level</td> <td>65%</td> </tr> <tr> <td>4-Advanced Intermediate</td> <td>70%</td> </tr> <tr> <td>5-Advanced Level</td> <td>60%</td> </tr> </tbody> </table>	Skill Level	Percentage	NA: I do not possess	15%	1-Beginning Level	5%	2-Beginning Intermediate	15%	3-Intermediate Level	65%	4-Advanced Intermediate	70%	5-Advanced Level	60%	<p><u>Majority:</u></p> <p>Intermediate 28%</p> <p>Adv Intern 31%</p> <p>Advanced 26%</p>
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5-Advanced Level	32%															
<p><i>Rate your skill level in Spreadsheet software.</i></p>	<table border="1"> <thead> <tr> <th>Skill Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>NA: I do not possess</td> <td>45%</td> </tr> <tr> <td>1-Beginning Level</td> <td>50%</td> </tr> <tr> <td>2-Beginning Intermediate</td> <td>70%</td> </tr> <tr> <td>3-Intermediate Level</td> <td>45%</td> </tr> <tr> <td>4-Advanced Intermediate</td> <td>20%</td> </tr> <tr> <td>5-Advanced Level</td> <td>10%</td> </tr> </tbody> </table>	Skill Level	Percentage	NA: I do not possess	45%	1-Beginning Level	50%	2-Beginning Intermediate	70%	3-Intermediate Level	45%	4-Advanced Intermediate	20%	5-Advanced Level	10%	<p><u>All:</u></p> <p>Don't possess 19%</p> <p>Beginning 21%</p> <p>Begin Intern 29%</p> <p>Intermediate 18%</p> <p>Adv Intern 9%</p> <p>Advanced 3%</p>
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Teachers and Administrators - Current Technology Skill Levels - *continued*



Using Technology In The Classroom – Integration

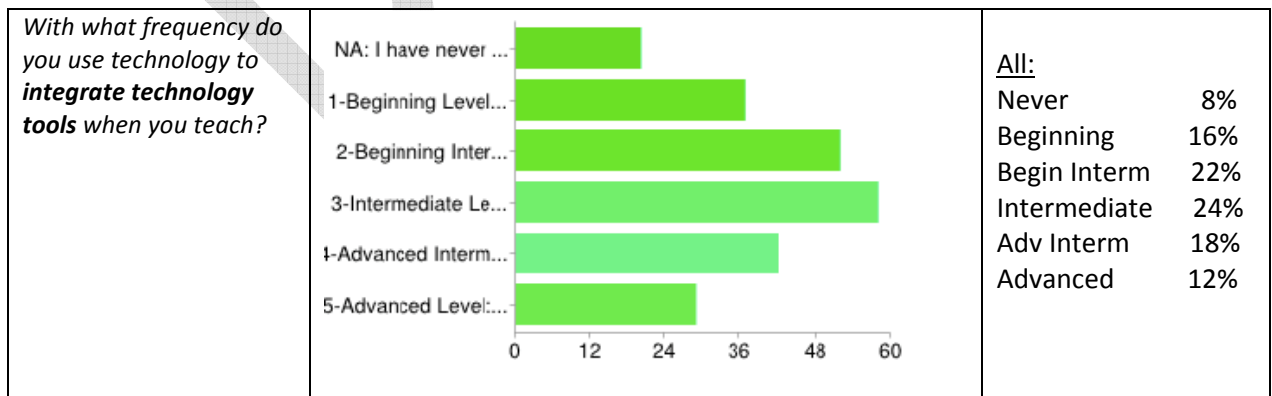
Teacher Integration and Classroom Application – Questions

- With what frequency do you use technology to **integrate technology tools** when you teach?
- With what frequency do you use technology tools to encourage **student collaboration and peers**?
- With what frequency do you use technology tools for **student record-keeping and assessment**?
- With what frequency do you use technology tools to **improve two-way communication** between home and school?

Choices: Respondents choose from the following statements to indicate their frequency of use:

- NA
- Beginning Level/Low Frequency
- Beginning Intermediate Level
- Intermediate Level
- Advance Intermediate Level
- Advance Level

Technology Integration Skills



Technology Integration Skills

<p><i>With what frequency do you use technology tools to encourage student and/or peer collaboration?</i></p>	<table border="1"> <thead> <tr> <th>Frequency Level</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>NA: I have never used</td> <td>105</td> </tr> <tr> <td>1-Beginning Level</td> <td>42</td> </tr> <tr> <td>2-Beginning Intermediate</td> <td>30</td> </tr> <tr> <td>3-Intermediate Level</td> <td>21</td> </tr> <tr> <td>4-Advanced Intermediate</td> <td>15</td> </tr> <tr> <td>5-Advanced Level</td> <td>8</td> </tr> </tbody> </table>	Frequency Level	Count	NA: I have never used	105	1-Beginning Level	42	2-Beginning Intermediate	30	3-Intermediate Level	21	4-Advanced Intermediate	15	5-Advanced Level	8	<p><u>All:</u></p> <table border="1"> <tbody> <tr> <td>Never</td> <td>43%</td> </tr> <tr> <td>Beginning</td> <td>20%</td> </tr> <tr> <td>Begin Inter</td> <td>15%</td> </tr> <tr> <td>Intermediate</td> <td>11%</td> </tr> <tr> <td>Adv Intern</td> <td>8%</td> </tr> <tr> <td>Advanced</td> <td>3%</td> </tr> </tbody> </table>	Never	43%	Beginning	20%	Begin Inter	15%	Intermediate	11%	Adv Intern	8%	Advanced	3%
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Summary of Data Results

Summation: Technology Skills, Digital Literacy, Internet Safety, and Ethical Use

According to this survey (self-assessed skills), the majority of teachers and administrators feel proficient in wordprocessing and emailing. In the areas of Presentation Software, Spreadsheets, Database, Digital Literacy, Internet Safety, and Ethical Use, there are substantial numbers of teachers and administrators who indicate a need for professional development training (e.g., face-to-face and/or online: synchronous or asynchronous) to increase their proficiencies and

ability to apply these skills within the delivery of instruction, student learning, and professional work.

Summation: Technology Integration

Given the variety of areas addressed in this section of the survey, summation for each topic is addressed separately:

Frequency of teacher using technology as an integration tool?

The results are evenly distributed between “never” to “advanced.” Close to 50% respondents are in the “never to beginning intermediate” skill areas. This is a clear indication that professional development training would be of benefit to these teachers.

Frequency of teachers and administrators using technology to encourage collaboration between students-students, students-teacher, peer-peer?

This is a skills area which has the *most need*. This is notable given collaboration is a primary skill needed for students to be proficient with National Education Technology Standards for Students, 21st Century Skills, and the California Common Core Standards. Clearly, this is an area to be addressed in upcoming trainings and support.

Frequency of using technology for student record-keeping and assessment?

A little over 40% of the teacher and administrator respondents feel their use of assessment and record-keeping tools are low. This is notable given the priority that assessment-based, data driven decision-making has in schools today. This is an important area for the district and sites to address in their professional development offerings.

Frequency of using technology for two-way communication (school & home)?

The majority (approximately 75%) of the respondents feel they use technology for 2-way communication with the home-school.

Summation: Additional Comments (*Optional Survey Question*)

Participants had the option of adding their own comments, ideas, suggestions, needs, and concerns at the end of the survey. Approximately 25% of the teachers and administrators provided input. Their comments ranged from what they feel is needed in their classrooms and site for improved production and effectiveness; concerns/challenges they feel are inhibiting their personal and student technology use; suggestions for improvement; as well as, what technologies they are finding most useful for teaching and learning. The following list designates their 4 main areas of “needs” within their schools, classrooms, and for personal professional growth:

1. Need equipment/digital media resources
2. Need an upgrade in equipment/digital media resources
3. Training for technical skills and integration into content for improved student learning.
4. Site technical support for more timely, accessible support

4b. Providing Professional Development

Clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on the district needs assessment (4a) and the Curriculum Component objectives (3d through 3j) designated within the plan.

K-12 Teachers and Administrators will participate in professional development training to ensure that students are prepared to apply 21st Century skills and technologies in demonstration of their mastery with the California Common Core Standards. 21st Century skills include: higher level thinking skills, collaboration, publishing, and participation in global learning communities (see the *National Education Technology Standards for Students*). The AUSD Teacher Technology Survey (November 2012) was completed by 240 teachers for the purpose of identifying current teacher and administrator technology needs (*please refer to 4a*); guiding the development of this AUSD Education Technology Plan; and specifically determining the types of trainings needed, as described in Section 3 and 4 of this AUSD Education Technology Plan, 2013-2016.

The purpose of the AUSD Professional Development Program is to increase pedagogical understanding, skills, and practice for using technology in the classroom within the following areas: California Common Core Standards & Technology, Information and Digital Media Literacy (e.g., NETS), Digital Ethics and Safety, School to Career, Student Recordkeeping and Assessment, and School to Home Communication. A professional learning community of teachers and administrators will attend face-to-face and online classes to build practice and share library of resources and grade level lessons.

The majority of the curriculum goals have embedded professional development within their objectives and implementation steps; hence, please refer back to the curriculum section for detailed information about the following goals:

Professional Development Training: Curriculum Component

– Teacher Use of Technology & Digital Media

Goal 3d.1: AUSD will increase the number of teachers utilizing technology as a tool to support all students in meeting, exceeding, and demonstrating mastery of state academic content standards.

Goal 3d.2: Students will use technology to master content standards (California Common Core Standards - CCCS), support higher level thinking skills, increase collaboration, and participate in global learning communities using 21st Century skills (NETS).

100% of Island High School graduates will have a working post-high school plan developed with the assistance of Kuder Navigator.

Goal 3d.5: English Language Learners will utilize technology and digital media in support of meeting specific California Common Core Standards in ELA and ELD.

- Information and Digital Literacy

Goal 3e.1: *All students will become technology literate as designated in the NETS Standards for Students, at their appropriate grade level.*

Goal 3e.2: *All Special Education students will exhibit, with whatever additional assistance necessary, proficiency in the use of designated technology tools and digital resources in order to fully demonstrate subject matter proficiency without the impact of the learning disability.*

- Ethical Behavior and Internet Safety (3f and 3g)

Goal 3f & 3g.1: *All K-12 AUSD students and teachers will have knowledge and practice with appropriate, ethical, and safe use of information technology, digital media, and educational networks through a digital citizenship program of instruction for students and staff as defined by the CIPA Protecting Children in the 21st Century Act [S.49] and best practices.*

- Student Record Keeping and Assessment

Goal 3i.1: *AUSD is committed to providing tools and process which ensure stakeholders timely, meaningful access to student data for increased academic student success.*

- Improving Two-Communication Between Home and School

Goal 3j.1: *The AUSD District Office will provide the necessary tools, processes, and trainings to the AUSD community to promote two-way communication between home and school.*

Professional Development for Teachers

The following curriculum goals (3d.4 and 3e.2) did not include a professional development component when described in the curriculum section; hence, the professional development component is fully addressed here (e.g., objective, benchmarks, implementation steps):

In support of Goal 3d.4 and 3e.2: 100% of Special Education students will have access to instructional resources and educational technology at a level that allows them equal access to educational content as their non-disabled peers.

Special Education teachers receive professional development training in assistive technologies and digital resources to accommodate the distinct physical, cognitive, auditory, visual processing, and other designated needs of individual Special Education students; this will allow students to have access to content, ability to complete assignments, and be assessed in subject matter proficiencies.

Goal: 4b.1: 100% of Special Education teachers will receive 1-on-1 trainings (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 1: By June 30, 2014: 100% Special Education teachers will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 2: By June 30, 2015: 100% Special Education teachers will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Year 3: By June 30, 2016: 100% Special Education teacher will receive 1-on-1 (or small group) to ensure proficiency with assistive technology devices and digital media resources, at a level that allows Special Education students equal access to educational content as their non-disabled peers.

Goal 4.1 Professional Development - Special Education Teachers		
Implementation Plan		
Activity	Timeline	Person(s) Responsible
Teachers assess student needs and select required and appropriate assistive technology tools and resources based on the student's unique needs.	Throughout school year – Year 1, 2, 3	Special Education Teachers; Special Education Coordinators/Specialists, Director of Special Education, and/or site technology support staff
District or site purchase needed tools and resources for Special Education students.	Throughout school year – Year 1, 2, 3	Director of Special Education and Support Team; Site Principals
Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education teacher at a mutually agreeable time (or in small group, if beneficial to teacher).	Throughout school year – Year 1, 2, 3, as needed	Director, Special Education; Special Education Coordinators/Specialists; Special Education Teachers, Site Administrators
Teacher and/or Classroom Support Person (e.g., teacher aide) assist students with special needs in their use of designated tools and/or resources.	Throughout the school year – Year 1, 2, 3	Special Education Teachers; Teacher Assistants; Special Education Coordinators/ Specialists and/or Teacher Assistants
Identified expert in designated tool(s)/ resource(s) are chosen to provide 1-on-1 training to Special Education teacher at a mutually agreeable time (or in small group, if beneficial to teacher).	Ongoing	Special Education Teachers, Site Principals, Special Education Coordinators/ Specialists

Teacher and/or support person assist student with the use of the tools and/or resources	Throughout the school years – Year 1, 2, 3	Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals
Students build their skills in designated tools, devices, and digital resources by practicing with the assistance of a support person.	Daily basis throughout the school year	Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals
Students apply their use of the designated tool(s), device(s), and digital resource(s) in their daily classroom lessons and assignments.	Daily basis throughout the school year	Special Education Teachers; Teacher Assistants; Special Education Coordinators/Specialists; Site Principals

4b.2 100% of ELD teachers will be provided training to ensure proficiency and implementation of technology resources that will allow them to monitor EL student progress in improving listening and speaking skills in order to become proficient in grade level content standards in ELA.

Year 1: By June 30, 2014: 100% of ELD teachers will receive professional development to ensure proficiency with assessment technology so that they can effectively monitor EL student achievement on Listening and Speaking skills and ELA grade level content standards.

Year 2: By June 30, 2015: 100% of ELD Teachers will receive professional development to ensure their implementation of digital assessment tools that support the goal of reclassification and ongoing monitoring for English Language Learners once they reach proficiency.

Year 3: By June 30, 2016: 100% of ELD teachers will receive professional development to ensure their implementation of new ELD technology software that will support students learning of ELD curriculum and prepare them to provide site classroom teachers with training.

Implementation Plan		
Activity	Timeline	Person(s) Responsible
Teachers complete needs assessment on their proficiency with current technology assessment tools used to enter and monitor EL student progress.	Beginning of each school year 2013, 2014, 2015	ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or assessment coordinator or designee.
District or site purchases needed tools for ELD teachers and EL students.	Fall Winter Spring	ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal

Professional development expert is identified to provide ELD teacher with appropriate training in technology tools, forms, and protocols with using electronic forums	Fall and Spring	ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher, technology coordinator or designee and/or principal
ELD Teachers receive professional development on the implementation of technology components of ELD curriculum and monitoring tools	Fall 2013 and Spring 2014	ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal
ELD Teachers provide professional development to site teachers on implementing technology tools for monitoring and implementing ELD curriculum.	Fall Winter Spring	ELD Teachers; ELD Coordinator, CELDT testing coordinator, Title 1 resource teacher and/or principal
Students are trained in designated software devices and digital resources by practicing receiving explicit instruction.	Daily basis throughout the school year	ELD Teachers; classroom teachers, ELD Coordinator, Title 1 resource teacher
Students apply their use of the designated software, devices, and digital resources in their daily classroom lessons and assignments.	Daily basis throughout the school year	ELD Teachers; classroom teachers, ELD Coordinator, Title 1 resource teacher

4c. Professional Development Opportunities

Description of the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The table for each Professional Development objective indicates the responsible person(s) and the plan for monitoring and evaluating activities and action steps. The Director of Curriculum and Instruction and the Assistant Superintendent of Educational Services will inform site administrators about the progress toward implementation and recommend program modifications where needed. The Site Administrators will be responsible for the analysis and modifications necessary at the site and communicate their findings to the Director of Curriculum and Instruction and Assistant Superintendent of Educational Services. Staff professional development will be a standing agenda item on a monthly basis at the district-level principals' meetings.

Site administrators will report to their site-based advisory groups about site and district technology goal progress of students, teachers, and administrators. The District Technology Committee will meet each trimester to review progress. An annual report to the Superintendent and Board of Education will be made by the Assistant Superintendent of Educational Services regarding the progress of professional development. Results of surveys and evaluations of

teacher and administrator technology-related knowledge and proficiencies will drive the designs of training and professional growth opportunities across the district.

DRAFT

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Resources

Description of the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

There are over 2,500 computers within the school district for instructional or administrative use, including desktops, laptops, and netbooks. Each school has at least one computer lab with 30-35 computers, and every classroom is equipped with a teacher workstation. Each classroom has a direct network connection while many classrooms have more network connections available. All instructors and staff have district email accounts to improve communications with staff and parents. All libraries have been computerized and have catalog look-up stations and multipurpose Internet workstations for students and staff to use.

Over the past year, several elementary schools have purchased one or more interactive whiteboards. All of the comprehensive high schools and middle schools have at least one interactive white board on their campus. Several schools have used Measure A or other funds to purchase one or more class set of student response systems (AKA clickers).

All AUSD classrooms are equipped with document cameras and projectors. Six schools are starting to use iPads on campus.

The district's main data center contains the primary services that support all of the instructional and administrative networks throughout the district. It consists of the primary Internet and WAN routers, Internet connectivity, web servers, and a variety of other specialty servers and services. This center serves as the hub for all data communications.

For safety and increased communications with staff, parents, and the community, a telephone has been installed in every classroom throughout the district. All school sites have a dedicated telephone switch. This unit serves the sites with basic communication services and is mostly integrated with a school based Public Address (PA) system. The district is in the process of identifying a new VoIP to all sites.

Existing Internet Access:

All Internet traffic in the district is centralized through a central 100 Mbps connection to the Alameda County Office of Education. Intrusion protection is provided by a CISCO firewall server, which is monitored and updated by network management staff. Virus protection is provided by Kaspersky and Barracuda appliances that serve as incoming and outgoing spam filters. All Internet

web traffic is passed through an internet filter, currently provided by the M86 appliance, to verify that the sites are appropriate and meet legal requirements for educational institutions.

All schools and administrative offices are connected to the WAN and Internet through a fiber optic backbone, with 100 Mbps AT&T Opt-E-Man service to all schools.

Local Area Networks have been installed in all schools. All sites are currently running 100 or 1000 Mbps.

All schools have 802.11x wireless LANs covering at least a portion of the campus. Two of the schools have full 802.11b/g or n coverage. The district is in the final stages of upgrading the wireless service. The upgrade will provide full 802.11b/g or n coverage to all sites.

Existing Electronic Learning Resources:

Microsoft
Adobe Suite
SuccessMaker at all sites K-8
Discovery Education Network
Cyber High
Kuder Navigator (career software/Continuation and Independent programs)
Aeries GradeBook
School Loop
Measures
Freeware – Google Apps and Others
Special Ed: Boardmaker, Co-Writer, Kidspiration, ReadWriteType, Dragon Speak, Edmark 1 & 2, Bookshare, Co:Writer
Rosetta Stone
Picture Exchange Communication (PEC) Books
Follett Library/Destiny Software

Existing Technical Support:

The Technology Department is currently staffed with a Director, a Data Systems Manager, a Student Information Systems Specialist, a Network Administrator, a Systems Analyst, two Educational Computer Technicians, a Data Specialist, and a Technology Support Specialist. The two Educational Computer Technicians provide helpdesk/desktop support while the Technology Support Specialist assists in Helpdesk Support, Web site support, and administrative support. A Teacher On Special Assignment will be supporting classroom technology for teaching and learning.

Technology Services responsibilities includes all aspects of technology throughout the entire district, including: computer hardware and software on all workstations and servers; maintaining local and wide area networks; assisting with planning and implementation of technology related aspects of school site technology procurements, upgrades, modernization, and expansion projects; maintaining network security, firewall protection, district-wide backups, virus

protection, and Internet filtering services; managing telephone systems and voice-mail; managing IP-based security and video systems; overseeing the district's Internet and intranet web sites; and working with school sites to plan technology purchases and review the sites' current systems.

5b. Needed Resources

Description of the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Hardware Needed:

Classroom, administrative, and network infrastructure active technologies generally need to be refreshed on at least a five year cycle. Less demanding technologies (such as projectors, printers, interactive white boards, and document cameras) can usually be refreshed less frequently. We should institute at least a 20% ongoing refresh cycle each year for laptops, desktops, servers, switches, and wireless network equipment, with refresh at a higher rate initially to compensate for our higher percentage of legacy outdated equipment.

To replace many of the decentralized servers and older centralized servers, the district needs to consider virtualizing servers and add additional storage for primary and backup storage.

Additional mobile computers/devices for frequent access by students and teachers have been identified by teachers as necessary to bring 21st Century learning and collaboration to their classrooms on a regular basis.

Though all classrooms have LCD projectors and document cameras, most of our classrooms do not have these projectors mounted on the ceiling. In many classrooms, this has become a concern because of the number of cords and wires running along the floor. Mounting the projectors on the ceiling is one option to rectify this issue.

Electronic Learning Resources Needed:

As California Common Core State Standards come into full implementation in both the instructional core and online assessments, electronic resources and devices for access will be needed to support teaching, learning, and assessing. These will be identified by Educational Service staff, Technology Committee members, Adoption Committee members, site staff, and families as CCCSS materials become available and authorized for use. Examples are eBooks or computer adaptive programs.

Networking and Telecommunications Infrastructure Needed:

As more teachers and students utilize network and Internet based tools for collaboration and learning, demands continue to increase for efficient connections and storage. Thus, bandwidth within the WAN and to the Internet will need to increase. Wireless capabilities within the schools may need to expand beyond the present upgrade of wireless networking at each of the school

sites to accommodate anticipated increased numbers of mobile devices that will need to have network/Internet access. This may require the addition of wireless access points, controllers, and POE switches to the LAN infrastructures at some of the schools.

The district’s current phone system is a mix of different local phone switches, which are either leased or owned. Each school site should be brought into our newly planned unified system.

Specifics are noted in section 5c Benchmarks.

Physical Plant Modifications Needed:

Electrical upgrades may need to be done to bring additional electrical services to older classrooms for the addition of projectors, sound systems, video security systems, and charging of mobile devices (such as COWs). Pathways for electrical and data cabling will also need to be installed.

Technical Support Needed:

With the increasing number of computers, one additional support position is needed in addition to current staffing levels. Projection, audio, electrical, and video security systems installations can be done by outside contractors or AUSD Facilities staff, with assistance from technology staff. One technology support supervisor is needed to help manage these increased service and installation levels. Additionally, based on staff survey input, there is a real need for increased local support. Local support can be provided by library/media center teachers or other staff based on additional time or available stipends.

5c. Annual Benchmarks and Timeline

List of clear annual benchmarks (*Recommended Actions and/or Activities*) and a timeline for obtaining the hardware, infrastructure, learning resources, and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark: Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved data capabilities.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
The district Internet connection will increase from 100 Mbps to at least 300 Mbps.	2013-2014	Director of Technology
Replace at least 30% of existing computers	2013-2014	Director of Technology, Principals
Install classroom projectors using ceiling mount	2013-2014	Principals, Director of Technology
Upgrade wireless network at secondary sites to support staff and student personal devices (BYOD)	2013-2014	Director of Technology, Principals
Upgrade servers, including move to Virtualization 50%	2013-2014	Director of Technology

Year 2 Benchmark: Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved voice and data capabilities.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
The district Internet connection will increase from 300 Mbps to at least 500 Mbps.	2014-2015	Director of Technology
Replace at least 20% of existing computers	2014-2015	Director of Technology, Principals
Implement VOIP telephone system at all sites	2014-2015	Director of Technology, Principals
Upgrade and virtualize remaining servers	2014-2015	Director of Technology
Year 3 Benchmark: Staff and students will have improved capabilities to utilize technologies to advance 21st Century learning and collaboration activities. Staff will have improved voice and data capabilities.		
Recommended Actions/Activities	Timeline	Person(s) Responsible
The district Internet connection will increase from 500 Mbps to at least 1 Gbps.	2015-2016	Director of Technology
Replace at least 20% of existing computers	2015-2016	Director of Technology

5d. Process to Monitor

Description of the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Technology Director will collect data about each particular activity or benchmark. The District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent and applicable stakeholders, to be addressed in reports to the Board of Education.

6. Funding and Budget

6a. Established and Potential Funding

Established and potential funding sources in support of this educational technology plan.

Established Funding Sources:

AUSD currently utilizes a comprehensive set of funding sources which include: general fund; Measure A; various categorical funds, such as State Tier III, EETT Formula, Title I, ELD, and Special Education; regional grants; K-12 Voucher Grant; and local donations. The local donations are split between small individual donations from families and larger donations from local organized groups, such as PTA chapters and education foundations. The larger donations are typically school-specific or for district-wide projects involving multiple schools around a common purpose.

6b. Annual Estimated Implementation Costs

Estimation of the annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
1000-1999 Certificated Salaries				
Teacher on Special Assignment	\$80,000	\$80,000	\$80,000	General fund
2000-2999 Classified Salaries				
Staffing	\$980,000	\$980,000	\$980,000	Measure A, General Fund
4000-4999 Materials and Supplies				
Infrastructure	\$150,000	\$150,000	\$150,000	Measure A, General fund
Computer upgrade/replacement	\$225,000	\$225,000	\$225,000	Measure A, General fund
Wireless systems (maintenance and upgrades)	\$20,000	\$20,000	\$20,000	Measure A, general fund
Classroom Technology	\$ 150,000	\$ 150,000	\$ 150,000	Measure A, General fund
5000-5999 Other Services and Operating Expenses				
Microsoft district license	\$40,000	\$40,000	\$40,000	Measure A, General Fund
Student Information System, Schoolloop, Discovery Education, Antivirus, Spam blocker	\$80,000	\$80,000	\$80,000	General Fund
Internet Accesss, Opt-E-Man (with e-rate discount), ACOE/ISP	\$125,000	\$125,000	\$125,000	General Fund

With Measure A funding providing for yearly minimum upgrades, we are considering one time upgrades of our datacenter servers and network infrastructure. This to catch up from limited maintenance spending over the past few years. Our estimate is that an additional \$300,000-\$500,000 would be needed to bring the datacenter, servers, storage, and backup

devices up to the level which will allow us to continue to support technology in the classroom and offices.

Similarly, if the district decides to support more computers or computing devices in the classroom, the additional cost is estimated to be around \$250,000 in order to upgrade existing older and donated computers.

6c. District Replacement Policy

Preferred policy at AUSD is to refresh classroom, administrative, and network infrastructure technologies on a five-year cycle. Less demanding technologies (such as projectors, printers, interactive white boards, and document cameras) are usually refreshed less frequently. Where funding is available, it is the intention of AUSD to have an annual refresh cycle of 20% for laptops, desktops, servers, switches, and wireless network equipment. A higher rate refresh cycle is set initially to compensate for our higher percentage of legacy outdated equipment.

Part of Measure A parcel tax funding and additional one-time funding is available for replacing critically-aged servers and switching equipment, and we are engaged in such replacements. Similarly, classroom, library, and administrative equipment replacements can be funded by Measure A funds while they further rely on occasional funding, usually via donations. Therefore, these types of equipment are left in use for significantly longer than they are efficiently useful--often for a total of six or more years--resulting in frustration for end-users and technical support staff when the equipment malfunctions.

6d. Monitoring of Budget

Description of the process that will be used to monitor Education Technology funding, implementation costs, and new funding opportunities and to adjust budgets as necessary.

The Technology Director, Chief Business Official, and Assistant Superintendent of Educational Services will collect data about responsible activities or benchmarks. The District Technology Committee will review the data on a trimester basis and make recommendations for program modification. These recommendations will be shared with the Superintendent, Cabinet, applicable stakeholders, and addressed in reports to the Board of Education.

7. Monitoring and Evaluation

7a. Overall Progress and Impact Evaluation

Description of the process for evaluating the plan's overall progress and impact on teaching and learning.

Principals, Directors, and the Assistant Superintendent of Educational Services will meet throughout the year to evaluate technology's impact on student learning and attainment of district curriculum goals. They will review multiple measures such as achievement data (STAR), the results of student acquisition of knowledge and skills as measured on district multiple measures, staff development feedback, and staff technology survey results. An update will be presented to Cabinet and the District Technology Committee, and planning for next year's staff development and budget needs will begin based on the findings. In addition, site technology plans will include a monitoring and evaluation component that will be reviewed by the District Technology Committee and District Instructional Leadership as well.

7b. Evaluation Schedule

Schedule for evaluating the effect of plan implementation.

The District Technology Committee will meet on a bi-monthly basis to review the data and indicators described below and in the activities described within the plan to evaluate the overall effect of the Technology Plan implementation. The following chart shows the schedule for meetings and assessment measures that will be used in the evaluation of the Technology Plan implementation.

Forum	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
District Technology Committee		X		X		X		X		X
Principals' Meetings			X				X			X
Instructional Technology Users' Group Meetings	X	X	X		X	X	X	X	X	
California Standards Tests (STAR)										X
Student Technology Proficiency Survey									X	
Professional Development Surveys				X					X	
Review Professional Development Requests	X	X	X	X	X	X	X	X	X	X
Cabinet Meetings		X		X		X		X		X
Educational Services Meetings	X		X		X		X		X	X

7c. Communicating Evaluation Results

Description of the process and frequency of communicating evaluation results to education technology stakeholders.

The status of the plan's implementation will be communicated to the Superintendent, Cabinet, and Board of Education at least annually. Subsets of the plan's implementation will be communicated to applicable stakeholders annually or earlier, as needed. Suggestions and opinions will be solicited from teachers, parents, students, and others via surveys and forums at least annually. As new data are generated and considered by responsible plan parties, relevant changes will be proposed and added to the plan by the senior Educational Services and technology staff, in consultation with the District Technology Committee. Successful strategies that have been effective in advancing 21st Century Learning will be communicated to teaching staff via the district web site, Principals, and professional development support networks. Exemplary successes will be highlighted in school and district web sites, video archives, and presentations to the Board of Education and greater community.

8. Effective, Researched-Based Methods and Strategies

Summarization of relevant research in support of the Alameda City USD curricular and professional development goals designated within this plan.

The Alameda USD Education Technology Plan is based on sound instructional technology strategies. Our educational practices adapt and evolve with the growth of our technology tools, our understanding of their best instructional implementation, and recognition of what it takes to connect to the twenty-first century student. We acknowledge that principles, suggestions, and guidelines for high quality, efficient, and effective teaching are becoming more infused in the use of technology. These create an environment where technology has the opportunity to become a seamless medium for information queries, problem solving, and/or product development. Using technology at all levels of the educational structure is done with an approach that involves planning, implementation, and assessment.

The Alameda USD plans for, implements, and assesses technology with the understanding that the tools we use to reach our educational goals are in constant evolution and so are our clients—the students. In the article “Digital Immigrants, Digital Natives,”² Marc Prensky uses an analogy of native speakers and immigrants to describe the generation gap separating today's students (the “digital natives”) from their teachers (the “digital immigrants”). Digital media envelops the digital natives so profoundly that their very brain structures may be different from those of previous generations; therefore they think and learn somewhat differently than older generations. On the other hand, those not born in the digital world reveal their non-native status through a “digital immigrant accent” that exhibits itself in a number of ways—printing out a digital document to edit it rather than editing it online, is offered as an example. This description remains apt and salient over a decade later.

Though released over ten years ago (2001), the *CEO Forum in the School Technology and Readiness Report*³ remains relevant today in identifying the building blocks for effective use of technology in schools and the development of 21st Century skills, both essential components of the AUSD Education Technology Plan. It reviews how to use educational technology to focus on student achievement — through assessment, alignment, accountability, access, and analysis.

This report provides six recommendations for ensuring that educational technology improves student achievement and benefits education:

1. Focus educational technology investment on specific educational objectives.
2. Make the learning of 21st Century skills a key educational objective.
3. Align assessment with objectives and include 21st Century skills.

² Prensky, Marc. “Digital Natives, Digital Immigrants.” On the Horizon Oct 2001. <http://www.twitchspeed.com/site/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.htm>

³ CEO Forum in School Technology and Readiness Report. Retrieved November 1, 2012 <http://www.theceoforum.us/>.

4. Adopt continuous improvement strategies to measure progress and adjust accordingly.
5. Increase investment in research, development, and dissemination.
6. Ensure equitable access for all students to technology.

John Seely Brown, former director of the Palo Alto Research Center, has referred to teaching in the 21st Century as focused on learning to “be” someone as opposed to learning about something (Brown, 2006). Technologies can enable teachers to facilitate their own students’ constructions of their “being” but require that teachers speak “digital,” as Brown puts it, in such a way that will enable them to find and use technologies that facilitate productive forms of inquiry. Teachers in the 21st Century should strive to create learning environments that harness the abilities and talents of digital natives and direct emerging ways of thinking about technology toward more sophisticated and meaningful learning opportunities for students. The voices of students should be prominently featured and resonate in this process; by listening to students, teachers will not only be better informed but also be more effective as they facilitate their students’ education.

Our technology plan illustrates and delineates the district’s desire, ability, and strategies to meet these challenges. In this research section of the Alameda USD Plan, key studies and reports are shared which align with its primary goals, objectives, strategies, and resources related to 21st Century skills, technology integration within state content standards (e.g., California Common Core Standards), best practices for incorporating technology use with special needs students, professional development, and data-driven decision making and assessment.

Technology-Integrated Instruction

We believe technology is a tool that can enhance learning and engage students. The decision to use any technology should be based on what is needed in the curriculum rather than using technology for technology’s sake.

There are a number of studies that point to the positive effects of technology integration on student achievement. It is the experience of the district that students in a technology-integrated classroom have elevated attendance rates, are more motivated to learn, are more adept at applying instructional content, and show more gains in achievement as measured by standardized tests. While some of these gains can be attributed to good teaching, it is clear that technology plays a major role.

Most experts agree that students should develop technological skills in the context of learning and solving problems related to academic content (Baker & O’Neil, 2003). In a review of studies, the CEO Forum (2001) concluded, “Technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives.” When technology is integrated into the larger instructional framework, students will not only learn how to use the equipment and software but will also gain content knowledge (Silverstein et al., 2000). Overall findings in current literature which examines effective educational applications of computer and web-based technology indicate the following: integrated technologies promote active engagement, resulting in a level of subject-matter understanding that is considerably more

profound than that found with more traditional, lecture-based modes of education; integrated technologies support collaborative learning for increased motivation, deeper understanding of course material, and increased self-confidence; and integrated technologies improve the pace and overall quality of the learning process through prompt and frequent feedback on task performance (Roschelle et al., 2000). A meta-analysis of studies that investigated the effect of computers on student writing found that “students who use computers when learning to write are not only more engaged and motivated in their writing, but also produce work that is of greater length and higher quality” (Goldberg, Russell & Cook, 2003). Technology improves student performance when the application directly supports the curriculum objectives being assessed.

Alignment of project or lesson content with state content standards is an important first step to infusing technology with curricula. A survey of 465 teachers in California resulted in 92% affirming that the first step in infusing technology into the curriculum is having information about the specific content of a program or use of an application that aligns with state-adopted curriculum standards. A number of the respondents indicated that an online resource that profiles electronic learning resources with the specific skills in knowledge areas that align with content standards would help them select programs that will facilitate curriculum integration with technology (Cradler & Beuthel, 2001).

Technology improves motivation, attitude, and interest when students use technology applications to produce, demonstrate, and share their work with peers, teachers, and parents.

With technology, students can be involved in longer-term projects that engage higher-order thinking skills. Students engaged in these types of assignments utilize the Internet and digital media resources to research information, interact with a group to synthesize and summarize the information, and use presentation software to summarize their findings and present it to the whole class. Educators can make evaluations of student skills by asking the student to perform tasks that demonstrate mastery of these skills. These projects also give teachers new ways to assess student progress. Teachers not only assess discreet skills related to California Content Standards (Common Core Standards), but they also assess elements such as use of factual information to answer problem-solving questions and find greater success in problem-solving.

Collaborative, Student-Centered Learning

In *What Students Think About Technology and Academic Engagement in School* (2007), Lee and Spires found that middle school students listed working with computers above all of the following: doing research on the Internet, working on projects in a group, working on a project individually, listening to the teacher explain things, and doing worksheets. Another finding was students are becoming more and more fearful that they are being left behind in an age of technological innovation in which their schools seemed unable to keep pace.

Research indicates that students who engage in collaborative, program-based learning have higher levels of motivation (Guthrie & Wigfield, 2000). When students are motivated, they demonstrate improved achievement (Roderick & Engel, 2001; Haydel & Roeser, 2002; Gulek,

2003) and produce longer and higher quality writing samples (Reeves, 2001; Goldberg, Russell & Cook, 2003). Similarly, teachers using a constructivist approach have fewer classroom management problems (Marzano et al., 2003) and have more engaged learners in their classrooms (Marzano et al., 2003).

Equitable Access to Technology for All Students

There are many different types of special need learners who clearly benefit under the umbrella of technology and equitable access: Special Education (SpEd), English language learners (ELL), and gifted and talented (GATE) students.

Students with Special Needs

A 2004 publication, republished in 2005, points out that the Individuals with Disabilities Education Act (IDEA) amendments of 1997 state that all students requiring Special Education services must be considered for assistive technology. Suggestions for assistive technologies include those to enhance teaching and learning, such as software for drilling and practicing academic concepts, and other technologies, such as screen readers that read the text on the computer to compensate for literacy problems. These enable disabled students to work more effectively, efficiently, and independently (Thompson, J., et al., 2005). Other publications and studies have addressed the benefits of using technology with special needs students. "Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles" (Silverstein, G., Frechtling, I., & Miyoaka, A., 2000). As cited in The CEO Forum on Education Technology, 2001, "Several research studies offer evidence that educational technology can provide significant benefits for special needs students, including learning disabled, low achieving, special education and gifted students." Clearly we must use technology to assist our AUSD Special Education students.

English Language Learners

Language Development Technologies for Young English Learners examines a variety of technologies for supporting English language learner (ELL) students. The author concludes, "These technologies can support cognitive development; engage learners in tasks and problem-solving; foster student autonomy by individualizing activities that they can do at their own pace; help focus learner's attention on specific language skills; support students who have different learning preferences by providing multimedia experiences; encourage collaboration among learners; provide a comfortable learning environment; foster appreciation of the target language and culture; and provide specific feedback and assessment to help learners (and their teachers) monitor progress" (Parker, L. L., 2005). Clearly we need to leverage technology use to increase learning for our English language learners.

Gifted and Talented Education (GATE)

The concept of using technology to support individual instructional needs is echoed in *Educational Technology* by M. H. Siddiqui. The author states, "Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement." (Siddiqui, M., 2008). Again, we clearly need to bring technology to bear in order to best serve all our students including gifted students who will benefit from its use as well.

Professional Development

Section 4 of the AUSD Plan provides details on the professional development goals and objectives required to support the teaching and learning goals and objectives in Section 3 - Curriculum. Research indicates that ongoing professional development is essential to the success of the goals and objectives for teaching and learning. Successful implementation of technology-integrated instruction requires training and ongoing support, as well as time to collaborate with peers. One study found that helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools (Sivin-Kachala, J., & Bialo, E., 2000).

Professional development has and will continue to emphasize the use of technology as a powerful teaching and learning tool that engages students while addressing content standards within the curricular, instructional framework and adopted curriculum. In *The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, WestED (Ringstaff and Kelley, June 2002) provide an extensive report that examines many studies related to educational technology and school reform. Several key factors are identified as crucial elements for successfully using technology:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the instructional framework

Key to the professional development is the site-based technology integration mentor program. It is our belief that this site-based approach is an effective approach to staff development. Teachers learn best from other teachers. We strive to create a community of learners at each site who are able to assist their peers both in formal and informal settings.

A review of research on staff development for technology insertion (Cradler & Cradler, 1995) found significant factors in effective staff development to be:

- Development of school and classroom level technology plans by and for teachers.
- Understanding of ways to integrate technology into education reform.

- Teacher-awareness of effective technology applications.
- A social network of other technology-using teachers.
- Availability of teacher-mentors or other peer support.
- Involvement of principals and other administrators in the planning and training.
- Development of the knowledge to critique and select technology applications.
- Adequate time and increased opportunity for staff development and technical assistance.
- Awareness of and access to educationally relevant technology-based programs.
- Opportunities for educators to communicate with peers in other schools and at conferences.

Alameda USD recognizes the essential need for supporting its teachers as educators gain the skills to engage this digital generation. The district does so by providing professional development opportunities and provision for technology tools, as funding permits, as integral parts of learning and teaching throughout the educational setting. It also recognizes that listening to its digital natives' voices is critical as decisions are made about educational policy and school design. NCREL (North Central Regional Educational Laboratory) presents the following: "To reach the goal of preparing teachers for effective technology use, a well-designed professional development program is essential. Professional development in a technological age requires new definitions and new resources. It cannot take the traditional forms of individual workshops or one-time training sessions. Instead, it must be viewed as an ongoing and integral part of teachers' professional lives." (NCREL, 2000). In a paper discussing the cost, utility, and value of technology, Wahl suggests that organizations should spend 30 percent of their budget on equipment and 70 percent on the "human infrastructure" to support ongoing training and technical assistance (Wahl, E., 2000). This thinking guides AUSD's planning going forward.

Installation of equipment, understanding of technology integration, and information literacy skills do not insure that technology will be integrated into teaching and learning. This requires a commitment of resources to ongoing professional development. Alameda USD is committed to deepening its professional development services to teachers and staff through multiple approaches: train the trainer sessions, library/media librarians teacher collaborations with teachers, administrator sessions, posting how-to help files and videos on the district Website's help pages, peer-to-peer coaching, et cetera.

Opportunities for peer interaction and collaboration abound. A study by Becker and Riel (2000) found that there is a relationship between professional engagement and teaching practice; it further suggests that professional engagement should involve collaboration of teachers within and across schools. Another study found that "Shared practice and collective inquiry help sustain improvement by strengthening connections among teachers, stimulating discussion about professional practice, and helping teachers to build on one another's expertise" (McREL, 2003). Sandholtz found that techniques that have been proven most successful are hands-on active learning, exploring, reflecting, collaboration among peers and participating in active learning (Sandholtz, 2001).

The Apple Classroom of Tomorrow (ACOT) is a research and development collaborative among Apple Computer, Inc., the National Science Foundation, and many universities and research institutions. The intervention provided two computers to each teacher and student along with substantial staff development. The project purpose was to investigate how routine use of computers and technology influence teaching and learning. Findings from the first ten years of the project include:

- As teachers became more comfortable and competent with the technology, they began working in teams and across disciplines.
- Classrooms became a mix of traditional and constructivist instruction.
- Students became more collaborative.
- Teachers altered their classrooms and daily schedules to permit students more time to work on projects.
- Teachers began to develop new forms of assessment that were performance and portfolio based.
- Technology encouraged student-centered, cooperative learning.
- Technology often inspired teachers to use more complex tasks and materials in their instruction.
- The influence of technology on teaching and learning occurred over an extended period of time.

Extensive research conducted by the Office of Technology Assessment reports that “districts may be well advised to use multiple training and support strategies tailored to the educational goals of the local site” (OTA, 1995, p.130). Data also indicate that no one strategy is best; rather, the strategies are often combined at any given site. Among the strategies used by districts are:

- Technology-rich model schools.
- Trainer of trainer model where a cadre of teachers receive professional development so they can provide the same and help other teachers.
- Expert resource people.
- Providing every teacher with a computer.
- Training administrators and teachers together.
- Creating teacher resource centers.

Data-Driven Instruction

Teachers and administrators need to learn how to access and use data to focus instruction and meet the needs of individual students. Newer electronic systems with user-friendly interfaces (like the *Measures* systems, *Aeries Gradebook*, and *School Loop*) are essential for effective data-driven instruction. Research reflects the need for easy-to-access and understandable systems. “Student data is often stored in forms that are difficult to access, manipulate, and interpret. Such access barriers additionally preclude the use of data at the classroom level to inform and impact instruction. Fortunately, there are newly available computer technologies that allow efficient

organization and access to student data. In addition to allowing easier accountability reporting, these tools allow user-friendly data access at all educational levels, meaning that teachers can use these tools to engage in the informed reflection necessary to improve classroom practice.” (Wayman, J. (2005). Involving Teachers in Data-Driven Decision Making: Using Computer Data Systems to Support Teacher Inquiry and Reflection, *Journal of Education for Students Placed at Risk*).

Technology is most influential when integrated with curriculum and assessment. In a review of studies, the CEO Forum (2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives." The report also concludes that student achievement is enhanced when teachers use assessments that “accurately and completely reflect the full range of academic and performance skills.”

There has been a movement towards data-driven instruction, using current data on individual student progress, as well as disaggregated socio-economic data to uncover and focus on student needs.

AUSD has two technology systems that provide data for administrators guiding and supporting the direction of instructional practices and for teachers implementing effective instruction in the classrooms, namely *Measures* and *Aeries Gradebook* (please refer to the Curriculum section of this plan for more details.)

In *The Role of Assessment in a Learning Culture*, the author calls for “assessment to be moved into the teaching and learning process instead of being postponed as only the end-point of instruction.” Dynamic assessment, as she defines it, allows teachers to provide assistance as part of assessment, gain valuable insights for extending understanding, create targeted opportunities to teach, and scaffold next steps (Shepard, L. A., 2000). A 2005 study found “Teachers are better able to modify their instructional strategies when they have current information about the skill levels and proficiencies of their students.” The authors concluded that having access to data from a variety of sources in a timely manner—and using it constructively—can lead to more appropriate instruction in the classroom and higher achievement for students (Lachat, M. A., & Smith, S., 2005). ASCD (the Association for Supervision and Curriculum Development) states, “All elements of a school's culture, including student aspirations and a code of conduct that promotes positive learning behaviors, benefit from the use of student learning data. Improving instruction is nearly impossible without it. The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, must be deeply embedded in the school's culture and a top priority for schoolwide improvement.” (Fenton, B. and Murphy, M., 2010). AUSD aims to heed this call, and this technology plan sketches an emerging blue print for how we can attain 21st Century learning and teaching through the use of these new technologies.

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The following are leading educational organizations which have helped inform this plan and that now can continue to guide Alameda Unified School District’s decisions, policies, and implementation of technology for improved teaching and learning:

21st Century Partnership	P21 Common Core Toolkit	http://www.p21.org/ http://www.p21.org/tools-and-resources/publications/p21-common-core-toolkit. Explanation: http://www.p21.org/tools-and-resources/publications/p21-common-core-toolkit?tmpl=component&print=1&page
California Department of Education	Common Core Standards Technology Readiness Tool Technology	http://www.cde.ca.gov/re/cc/ http://www.cde.ca.gov/nr/ne/yr12/yr12rel88.asp http://www.cde.ca.gov/ls/et/
CoSN	Research	http://www.cosn.org/Initiatives/ParticipatoryLearning/Resources/ReportsPublications/tabid/7118/Default.aspx
eSchool News		https://www.eschoolnews.com/
Horizon Report (Annual)	The New Media Consortium	www.nmc.org/horizon-project
ISTE	National Education Technology Standards	http://iste.org
PEW Research Center	Pew Research Center’s Internet & American Life Project: Computers and the Internet	http://www.pew.org/our_work_category.aspx?id=48
Project Tomorrow – Speak Up Day	<i>Learning In The 21st Century Mobile Devices + Social Media = Personalized Learning</i>	http://www.tomorrow.org/speakup/MobileLearningReport2012.html
	<i>Learning in the 21st Century: A 5 Year Retrospective on the Growth in Online Learning</i>	http://www.tomorrow.org/speakup/learning21Report_2012_Update.html
WestEd		http://www.wested.org/

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Appendix Section

- AUSD Master Plan
(http://www.alameda.k12.ca.us/images/stories/pdfs/master_plan/final_master_plan_document.pdf)
- National Educational Technology Standards for
Teachers: <http://www.alameda.k12.ca.us/images/stories/pdfs/tech/nets-t-standards.pdf>
Students : <http://www.alameda.k12.ca.us/images/stories/pdfs/tech/nets-s-standards.pdf>
Administrators: <http://www.alameda.k12.ca.us/images/stories/pdfs/tech/nets-a-standards.pdf>
Computer Science Teaching:
<http://www.alameda.k12.ca.us/images/stories/pdfs/tech/nets-cse.pdf>
Coaches: <http://www.alameda.k12.ca.us/images/stories/pdfs/tech/nets-c.pdf>
- AUSD board minutes on approval of board policy for ethics/safety:
<http://alamedapublic.novusagenda.com/MeetingView.aspx?MeetingID=28&MinutesMeetingID=-1>
- English Language Arts – California Common Core Standards, “Learning Progressions”
(King COE)
http://www.alameda.k12.ca.us/images/stories/pdfs/tech/ELA_Common_Core_Spiral.pdf
- Partnership for 21st Century Skills (<http://www.p21.org>)
- Analysis of California ELA standards to Common Core standards
http://www.alameda.k12.ca.us/images/stories/pdfs/tech/k-12_ela_crosswalks.pdf
- Analysis of California Math standards to Common Core standards:
http://www.alameda.k12.ca.us/images/stories/pdfs/tech/k-12_math_crosswalks.pdf