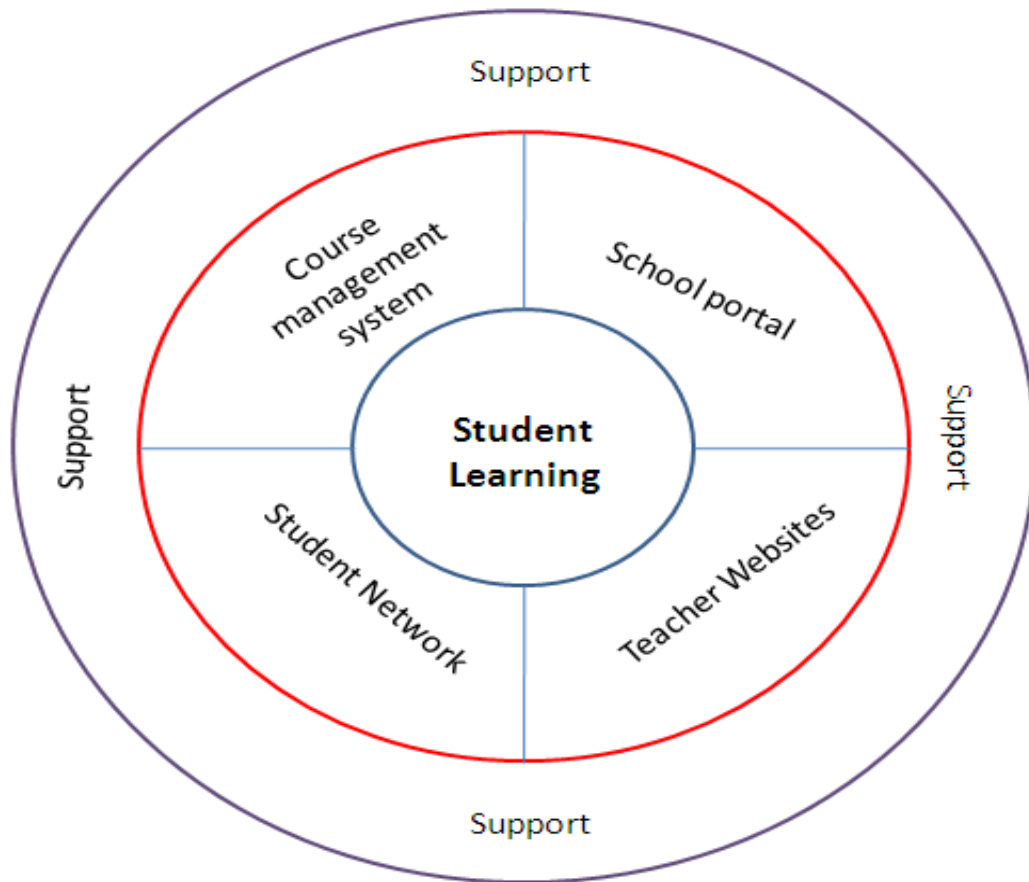


Sharon Springs CSD

Technology Plan 2008-2012



Sharon Springs Central School

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Technology Plan

Technology tools are defined as materials, media, and devices that can potentially increase, maintain, or improve student's functional capabilities, access to instructional activities, meaning-making, and motivation. Technology tools fall within a continuum of low-tech, mid-tech, and high-tech tools.

The Sharon Springs Central School Technology plan will give users the chance to evaluate and use new hardware and software. The Technology plan will allow users including teachers, students, and staff members to meet their administrative, instructional, and educational objectives.

Technology Committee Members

The following people generously donated their time and effort to develop this plan.

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Executive Summary

Students entering the Sharon Springs Central School district today will graduate and live well into the 21st Century. Their needs will be dictated by a society which requires students to develop skills beyond the ‘three R’s’ if they are to successfully compete and contribute in this world. It is our responsibility as educators to prepare our students for that information rich, technologically complex and rapidly changing world. The decisions we make today will have a major impact on the quality of the education we deliver. The Sharon Springs Central School District clearly recognizes that our students need a strong foundation in the skills and attitudes that will enable them to be lifelong learners and to integrate technology into their lives.

Mission Statement

The technology mission of the Sharon Springs Central School District is to integrate technology into curriculum, instruction and assessment in order to:

Provide opportunities for active, cooperative, individualized, and Inter-disciplinary learning

Enhance both teacher and student communication skills

Create a “School without Walls” through global communication and Information exchange

Prepare students to function in a technological world

Prepare students to make a smooth transition to the world of work

Provide the entire community with opportunities to become Technologically literate

Technology Vision and Goals

Vision One

Integration of Technology

Seamless integration to enhance teaching and learning

Vision 1A

Use Project-Based Learning Incorporating Student Publications

Increased use of productivity software (e.g. publishing, office, database, spreadsheet)

Increased use of creativity software (e.g. digital photography, drawing, multimedia)

Identify and select software equitably and with ongoing re-evaluation

Implement collaborative teacher-teacher, teacher-student planning, mentoring and technical assistance

Develop research and writing skills

Vision 1B

Research-Based Learning through Data Collection

Search the Internet for appropriate resources

Maintain/Update directory of educational web-sites

Increased utilization of collaborative tools for communication (i.e. e-mail, web-pages, and video conferencing).

Vision 1C

Simulations and enhanced lab investigations

Select and re-evaluate software

Select and re-evaluate hardware accessories (e.g. probes)

Integration of web-based simulations in curriculum

Vision 1D

Use Technology to Develop Higher Order Thinking Skills

Select and re-evaluate productivity software

Use the Internet to find appropriate documents and resources

Vision 1E

Coordination of Interdisciplinary Learning

Integrate and align computer curriculum resource guides

Enhance team teaching and cooperative learning using technology

Vision 1F

Use Electronic Portfolios and Assessments

Select and acquire appropriate hardware and software

Examine the quality of student work especially in PBL as an assessment and to evaluate teaching to make adjustments or changes

Setup shared classroom data folders for all classroom teachers

Improve data sharing between district servers

Vision 1G

Create Libraries that Function as “Electronic Doorways”

Continue to enhance access to databases, on-line references and the Internet

Continue to enhance the digital library circulation process

Increase access to video-conferences and streaming media (united streaming, pod casts)

Vision 1H

Alternative Instruction to Support Learning Styles

Continue to select and acquire appropriate ESL and special education software

Select and acquire appropriate PBL software

Select and acquire software that addresses multiple intelligences and learning styles

Vision Two

Staff Development

Vision 2A

Integration of Technology to Enhance Instruction

Technology Training Specialists will provide training for user/project specific tasks

Sharing of best practices for available software and hardware at the grade, departmental and building levels

Building technology meetings to identify needs

Development of school-college-community partnerships

Vision 2B

Project Based Learning

Train all teachers in the development and implementation of project based learning

Maximize regional, state and national resources

Expansion of Repertoire of Technology Skills

Continue to train teachers in use of hardware, software, and the Internet

Provide required skills training in technology for new teachers

Continue to train teachers in effective management of networked computer classroom

Provide continuous training throughout the year to address teacher turnover

Continue to provide grade level/departmental workshops in technology

Encourage teachers to read current literature on use of technology in the classroom and experiment with those strategies

Promote attendance at educational technology conferences

Continue publication of technology newsletter providing technology training tips and highlighting best practices

Continue to provide basic skills information for troubleshooting

Vision 2D

Effective use of District-Level Training Specialist and BOCES Trainers

Provision of teacher support through project based, pre-planned training sessions

Conduct regular building group training sessions on available technologies

Maintain a teacher support website with up to date information on available technologies

Continue to develop and offer on-line and in-service training opportunities

Vision 2E

Effective Use of Software

Continue to provide training sessions, one-on-one and in-service training

Vision 2F

Coordinate Training with Deployments

Continue to provide “just-in-time” training

Vision 2G

Ability to Use Skills and Content Software

Continue to train teachers on software

Evaluate and upgrade available software as necessary

Vision 2H

Screening and Selection of Most Appropriate Software

Continue to meet with building and district level technology committees, department chairs and subgroups to identify and evaluate needed software

Vision 2I

Adaptability to Technological Improvements

Continue to promote use of e-mail and emerging web based resources

Provide training sessions as needed

Promote the mobile laptop labs, Mimio’s, video conferencing units and other new technologies

Vision 2J

Student Management Systems

Provide training to implement classroom student management systems (Grade Quick)

Provide on-going training on SASI to administrative, instructional clerical staff as needed

Provide elementary teachers with training on accessing demographic information in SASI

Vision Three

Telecommunications

Vision A: Familiarity and Comfort with Telecommunications

(Teachers, see staff development)

Continue to provide venues for learning basic and advanced skills for video-conferencing, website creation, Pod Casting, and related technologies

Vision B:

Use of Telecommunications

Create a global learning environment

Continue to create and expand web pages and resources

Use of collaborative tools for communication (e.g. e-mail; Wikis, Blogs, e-Boards, Toolbox pro, video conferences)

Deploy USB digital video cameras for use with video editing software

Access to virtual tours, simulations and training sessions on the Internet

Instruction on Internet safety

Vision C: Incorporate a Variety of Distance Learning Resources

Vision D: Deploy and Support Telephone Systems to Enhance Communications

Vision Four

Infrastructure/Hardware

Vision A: Networked Computers and Appropriate Support for Every User

- Maintain all computers in proper working order
- Insure sufficient bandwidth for Internet access
- Upgrade hardware district-wide over a 5 year cycle
- Insure quick turnaround time for repair and support requests
- Maintain networked storage and backup systems
- Run regular tests of backup systems

Vision B: Insure Computer Access for Every Teacher

- Continue to revise long-range plan and budget accordingly

Vision C: Provide Access to Computer Labs and Wireless Laptop Carts for Specific Instructional Needs

Vision D: Create Wireless Environments in Every School

- Deploy wireless access points and network cabling throughout school

Vision Five

Co-Curricular Activities

Vision A: Open Access to Students on a Daily Basis

Vision B: Technology Club in Each Building

- Maintain and train advisors

Vision C: Summer Programs

- Create activities and projects; appoint instructors

Vision D: Student Technician Program

- Forge business partnerships
- Create “Tech Squads” in secondary schools

Vision E: Continuing Education to the Parent and Adult Community

- Develop timely workshops on selected topics and skills
- Provide computer access for community

Vision Six

Administrative Considerations

Vision A: Personnel, Staff development, Materials and Supplies to Support Computer Technology

- Plan annually to ensure equal access for all students
- Develop a well-planned annual technology budget
- Provide support as needed for personnel and staff development
- Prioritize repair and replacement of hardware and software
- Provide adequate classroom materials and supplies

Vision B: Student Management System

- Provide web based access for parents to student grades
- Deploy software based on desire/needs

Vision C: Communication among All Members of the School Community

- Maintain e-mail accounts and public directory for addresses
- Maintain emergency phone contact system
- Maintain web-sites for each school and district
- Provide comprehensive college admissions information
- Maintain web-based access to library holdings
- Increase the use and creation of classroom websites
- Setup shared folders for teachers and students to enhance communication

Vision D: Implement data mining systems

- Enhance/increase connectivity between multiple databases
- Increase utilization of state data warehouse

Technology Standards

Based on the ISTE National Technology Standards for Students (NETS*S)

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Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

1 Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems
- Students are proficient in the use of technology

2 Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong
- Learning, collaboration, personal pursuits, and productivity.

3 Technology productivity tools

- Students use technology to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4 Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5 Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6 Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Projected Technology Budget (select link for spreadsheet)

Student Assessment

Elementary report cards include a technology grade to measure achievement of Technology competencies. Secondary level students are required to demonstrate competencies as indicated below in their project based learning experiences. Students must take a computer applications class as a graduation requirement.

Performance Indicators

GRADES K - 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, CD/DVD players, and other technologies.
2. Use a variety of media and technology resources for directed and independent learning activities.
3. Communicate about technology using developmentally appropriate and accurate terminology.
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
6. Demonstrate positive, social and ethical behaviors when using technology.
7. Practice responsible, safe use of technology systems and software.
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
9. Use technology resources (e.g., logic/reasoning programs, Mimeos', writing tools, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

GRADES 3 - 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
3. Discuss basic issues related to responsible, safe use of technology and information and describe personal consequences of inappropriate use.
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate, skill deficits, and facilitate learning throughout the curriculum.
5. Use technology tools (e.g., multimedia authoring, presentation, web-tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
7. Use telecommunications and online resources (e.g., e-video conferences, on-line discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
8. Use technology resources (e.g., calculators, videos, on-line encyclopedias, educational software) for problem solving, self-directed learning, and extended learning activities.
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

GRADES 6 - 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.
2. Exhibit safe, legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.
4. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
5. Design, develop, publish, and present products (e.g., Web pages, multi-media presentations) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
6. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.

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7. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.
8. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving
9. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
10. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

GRADES 9 - 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.
2. Make informed choices among technology systems, resources, and services.
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Demonstrate and advocate for legal, safe and ethical behaviors among peers, family, and community regarding the use of technology and information.
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, and purchases, correspondence).
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning.
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.
9. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Staff Assessment

In order to assess the success of our technology initiatives, annual reviews of technology usage will be conducted. These reviews will focus on data as related to the use of educational websites, web-based tools (e.g. e-Boards, CurricuPlan, United Streaming, SmartTech, Grolier's) and logs showing use of hardware including: laptop carts, Mimio's, LCD projectors and digital imaging devices. In addition to reviewing data on usage, teachers, clerical staff and administrators will be surveyed to determine what training is needed (see appendix).

Hardware Overview

Hardware Inventory (Select link for spreadsheet)

To date, we have deployed state of the art computers, laptops, laptop labs, interactive mimios, wireless infrastructure; backbone fiber; high bandwidth networks; internet connectivity to every computer; and required peripheral devices including scanners, LCD projectors, scientific probes, digital cameras, video cameras printers and handheld devices.

We have installed: The district currently has 323 computers including 2 wireless carts, 4 computer labs, 1 library, administrative offices, and computers in the classroom.

Networks

- Wide Area Network (WAN) fiber optic cables connect network closets – gigabit speed.
- 100Mb connection to the Internet
- All classrooms connected with Cat 5 network cabling
- Fiber Optics between all wiring closets.
- Active Directory Environment
- Web Based Library Management System
- Wireless environment in strategic locations
- Internet connectivity to all workstations

Data Systems

- District-wide Student Management System
- Remote network management system
- Financial management system
- Food service management system
- Transportation management system
- Individual Education Plan management system
- Video surveillance security system
- Microsoft exchange e-mail server
- Web content filter/server (SonicWall)
- United Streaming Video Libraries
- Web Based Library Automation
- Student/Staff ID badge system
- Facilities and Project Management system
- Repair reporting system
- Data Backup System
- Student Demographics System

Teacher

46 teacher laptops

Administrative Staff

38 Computers in 17 Offices

HP Grant

5 HP Tablet Computers

Sharon Springs Central School Elementary School

71 computers installed in 13 classrooms

- All classrooms grades k-5 installed with 3 computers
- All Reading classrooms installed with a computer
- All ESL classrooms installed with a computer
- Library installed with 12 workstations and a network color and b/w printer
- Scanners and digital cameras at each grade level
- Elementary Lab with Networked Color printer

Each Classroom Supplied with teacher laptop and projector

Sharon Springs Central School Middle School

59 computers Installed in 8 classrooms

- DLC classrooms installed with 5 computers and a networked printer.
- All Reading classrooms installed with a computer
- All ESL classrooms installed with a computer
- Library installed with 12 workstations and a networked printer
- Lab installed with 24 computers, 2 networked printers
- Scanners, digital cameras, LCD projectors for each department
- 2 wireless laptop carts available
- Partial wireless environment

Each Classroom Supplied with teacher laptop and projector

Sharon Springs Central High School

104 Computers Installed in 12 classrooms

- Distance Learning installed with 5 computers and a networked printer
- All Reading classrooms installed with a computer
- Library installed with 12 workstations and a networked printer
- Two business labs, each installed with 25 workstations, 2 printers
- Mimio's, LCD projectors, scanners and digital cameras for each department
- 2 wireless laptop carts available
- Partial wireless environment

Each Classroom Supplied with teacher laptop and projector

Software Overview

Software Load-set

Our standard load-set consists of the following software packages and links to reference Materials as indicated:

- Windows Vista and Office 2007 Business Division Lab
- Windows XP and Office 2003
- Multimedia Software
- Grolier's On-line reference collection
- KidPix Studio
- KidSpiration graphic organizer (early elementary)
- Inspiration graphic organizer (upper elementary)
- Internet Explorer 7.0

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Scholastic Keys
Print Shop
Type to Learn
United Streaming video library
Macromedia Suite (web design courses)
Accounting Software (business courses)
PhotoShop (art and business courses)
Grade Quick (attendance and grade reporting)
Geometer Sketchpad (H.S. Math Department)
Adobe Flash Player
Adobe Shockwave Player
Adobe Acrobat Reader
Shockwave
Google Earth
Java
Microsoft Text to Speech
QuickTime
Sonic Express Labeler
Windows Media Player
Windows Movie Maker

Instructional Overview

The following is a summary of some of the successes we have had integrating technology over the last three years:

Successes in the Elementary Schools

Students and teachers are using digital tools to address diverse learning styles
Successful implementation and adoption of mobile laptop carts, mimios, digital Cameras, United Streaming, Grolier's on-line, and web based library automation system in place
Instructional Technology Specialist and BOCES trainer assisting teachers to develop Innovative technology enriched curriculum projects

Successes in the Middle School

Teacher laptops and departmental laptop labs enhance teaching strategies
High student participation in after school open access lab
Successful implementation of e-mail system (web mail)
Grolier's on-line and United Streaming
Web based library automation system in place
Instructional Technology Specialist assisting teachers to develop innovative technology Enriched curriculum projects

Successes in the High School

Teacher laptops and departmental laptop labs and mimio's enhance teaching strategies
Business Department's technology course offerings office 2007 and Windows Vista
Successful implementation of e-mail system, Mimio's, Grolier's on-line and United Streaming
Instructional Technology Specialist assisting teachers to develop innovative technology enriched curriculum projects
Web based library automation system in place
Guidance program using college selection software

Successes in District Wide

District and Building Technology Committees guide District's technology program.

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- Creation of positions of Technology Training Specialist and Director of Technology
- Robust training program in place for administrators, instructional and support staff
- Teachers, students and administrators present workshops and seminars on local and state levels
- Community access to Grolier's multimedia references
- Enhanced District website with access to hundreds of educational links
- Implementation of 3 year hardware refreshes cycle
- Scripting of data sharing between multiple data systems
- Implementation of e-mail SPAM filter
- Consolidation of servers and tape backup systems
- Advanced Student Demographic/ Grading System
- Significant reduction in average time to repair for repair requests

Educational Partnerships

- Albany County BOCES
- Technology Leadership Network

Business Partnerships

- Hewlett Packard
- Dell

Grants

- E-Rate grants funding
- Title IId grant participant
- Model Schools Technology Integration

What We Have Learned?

Hardware and software have very little educational value unless educators know how to use the tools to shape learning experiences for their students.

The basics of computer use are important for every teacher - using the mouse and keyboard; printing, saving and retrieving files; using the basic functions of word processing, e-mail, and Internet browsing; etc. But mastery of these skills is by no means sufficient to enable teachers to truly tap the educational potential of the technology. Just as knowing how to hammer, drill, and saw wood does not make one a skilled carpenter, knowing computer basics does not make one a skilled technology integrator.

Our success will be measured by how well teachers integrate technology in the classroom.

Five years' of observation and review of surveys have indicated:

- Training must address the needs of administrators, teachers and support staff.
- Training must address the needs of innovators, adaptors and adopters.
- Training must be sustained and offered in a variety of formats.
- Training must be offered in context.
- Training must be on a "just-in-time" basis (training when the need emerges).
- Training must be scheduled to have as little negative impact on instruction as possible. ("Pull out" training is disruptive to classroom continuity and burdensome.)
- Training must be centered on teachers teaching teachers.
- Training must provide hardware and software troubleshooting strategies.
- Training must include software selection skills.
- Training must center on constructivist classroom theory.

Staff Development Plan

Existing Staff Development Programs

Strand 1- Integration Training

Intel Teach to the Future

Integration training focuses on the needs of instruction. A comprehensive program has been built around the Intel Teach to the Future format

Technology integrated into all in-service training

Technology Training Specialist conducting Spotlight training sessions, one-on-one and group training sessions on location

Staff Development continued...

Strand 2 – In-service Training

Computer Skills

Acquisition and maintenance of computer skills are addressed through voluntary in-service.

Training, spotlight sessions and training on Superintendent’s conference days. Seminars have been created for administrators, teachers and support staff addressing the needs of innovators, adaptors and adopters. Training is always offered in context to the instructional setting. Seminars focus on a particular skill or competency. Topics include productivity tools, creativity tools, telecommunications and peripheral devices.

Strand 3 - Open Access Lab

When not used for workshops, teachers are encouraged to use the District’s training lab resources.

The lab is outfitted with cutting edge technology and software.

The lab may be used to create instructional materials, perform research or explore new tools.

Strand 4 - Technical Training for Systems Operators

The capacity to keep the network and workstations operating at peak efficiency increase the chances of integrating technology

This training focuses on trouble shooting techniques for the systems operators

Bi-monthly training workshops

Attendance at local, state and national workshops and conventions

Strand 5 - Support Staff Training

Our technology support staff works to support technology in all facets of our educational program. Technicians receive vendor training in emerging technologies as needed.

Strand 6- Administrative Training

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Administrators model the use of technology for the school community. Specialized skill and visioning training sessions are offered.

Training opportunities include:

Seminars on administrative tools
Spotlight sessions at administrative meetings
Attendance at technology conferences
Student management systems training through BOCES

Needs Assessment

During the 2004-2007 School Years the Technology Committee met regularly to assess the effectiveness of the Technology Program. The committee was briefed on and addressed progress towards the goals of the 2004-2007 Technology Plan. The following is a summary of findings:

Review of 2004-2007 Mission, Vision, Standards

Mission remains unchanged
Vision and goals were updated to reflect emerging needs.
Standards were modified to adopt ISTE NETS*S standards
The overwhelming majority of technology goals were met

The technology committee measured progress with the following eight quality indicators as guides. The results were used to develop the 2008-2012 goals, objectives, and timeline.

The Quality Indicators:

1. Administrative Support

Degree of financial and program support demonstrated by school and district Administration

2. Hardware Access

Sufficient numbers and/or availability of hardware resources

3. Software

The quality, appropriateness and availability of software

4. Staff Enthusiasm

The level of interest, involvement, and or commitment to technology demonstrated by staff

5. Staff Development

The percentage of staff with adequate training in the use of technology to support learning

6. Flexibility

The willingness of staff to share resources, change approaches, or cooperate with others.

7. Curriculum Integration

The degree to which technology directly supports the curriculum

8. Time

Time for staff to learn, apply or develop technology lessons

Hewlett Packard Grant

The HP products included in the award to your school are:

- 5 - HP Compaq Notebook/Tablet PC with Microsoft® Vista Business Tablet PC Edition with OneNote- including DVD/CD-RW Drives, extended life travel batteries and cases.
- 5 - digital projectors
- 5 - HP Photosmart R742 digital cameras with accessory kits and 1GB memory cards
- 5 - HP Officejet 6300 All-in-One color printer/copier/scanners with USB cables, and extra ink cartridges
- 1 – HP DesignJet Z2100 (for shared school use)

About Free Software from Microsoft

To enhance your project and further your success, HP has collaborated with Microsoft who is donating the following as part of your award:

- Microsoft Office Enterprise (5 licenses)- The 2007 Microsoft Office system provides the ultimate arsenal of productivity tools for students, educators, administrators, and support staff. From word processing to classroom presentations and animated Web design, the Microsoft Office system delivers a powerful and easy-to-use experience. With Office Live Workspaces, you can also access, share, and save your papers, assignments, and other important documents online.
- Microsoft Student 2008 (5 licenses)- Whether it's math, research projects, or foreign languages, you can find the right tools and information to get your homework started quickly, get questions answered faster, and complete assignments that help earn higher grades with Encarta Premium 2008.

After you receive the software, Microsoft Software Support is available at <http://www.microsoft.com/education/contactus.msp>

The Professional Development Component of Your Award

A very important part of your grant award will be delivered on behalf of HP by the International Society for Technology in Education (ISTE). Your team will work with

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an expert mentor and other teams in ISTE's online learning community to improve your skills and knowledge about effective technology integration in teaching and learning and to align your work with the National Educational Technology Standards (NETS) as you implement your project.

The professional development includes 9 months of individual and group activities and mentoring centered on the following components:

- *Team Project Implementation and Evaluation* – You will work with your mentor to turn your proposed project into an action plan, including individual team member responsibilities and measures for gauging the impact of their project on teaching and learning;
- *Individualized Development Plans* – You will work with your mentor to develop your own learning plan, choosing resources offered through ISTE (books, articles, online courses, websites, etc.) that meet your specific goals and needs;
- *Electronic Portfolios* – In ISTE's online learning community, you will build electronic portfolios of your work, documenting your progress in implementing your project and the results of your learning activities;
- *Action Research, Reflections and Reporting* – Your team will work with your mentor to reflect on the outcomes of your work midway through the nine months of activities and at the end, to examine how the team is progressing through its work and to develop next steps. These interim and final reflections will combine with the electronic portfolios to serve as interim and final grant project reports to HP;
- *Online discussions* – You will be able to connect with teams from across the US to discuss common challenges, exchange best practices, and learn from experts in the field of technology integration.

You'll be able to select from a broad range of professional development options as you work to improve the use of technology in your teaching, and you will be interacting in a dynamic online learning community with the 550 other teachers who will be participating in the HP Technology for Teaching Grant activities through the end of the 2008/09 school year. These ISTE-delivered professional development elements of your grant award have a value of approximately \$7,500.

In the second week of May, ISTE will send you introductory information regarding the professional development activities, including:

- a calendar of the professional development activities;
- the work you will do over the summer to prepare for the start of formal activities in August;
- information about receiving reimbursement for the Microsoft software that you will purchase and load onto your HP Tablet PCs;
- processes for managing grant-related information throughout the year, such as changes in team composition, key contacts, etc.

All of the professional development will be conducted online, so after receiving your grant equipment, please ensure the following:

- that your technology support staff are aware that before the end of the 2007-08 school year your team will need to have the HP Tablet PCs configured to access the internet from school and offsite,
- that each member of your team knows how to connect their HP Tablet PC to the Internet, and
- that all team members are comfortable navigating the web.

<http://www.sharonsprings.org>

In preparation for the summer activities, please take the following steps immediately so that your team will not fall behind in the program activities:

- Schedule a team meeting in early June to review the professional development schedule and to develop a team action plan based on the project described in your grant proposal. It is helpful to hold this team meeting in a room where you can have a Tablet and projector set up to work collaboratively on writing your plan.

It is HP's expectation that each teacher on the grant team will use the HP Tablet PCs for both the project work and the online professional development associated with the grant.

During the peak periods of August through November and January through April, each teacher should plan to spend an average of two to four hours per week on the professional development activities.

Implementation Timeline 2008-2012

The following projects are planned for completion as indicated:

Hardware Upgrade Cycle

2008-2009 School Year

New Business Lab consisting of 26 Dell Optiplex 755 Minitower Computers with the Windows Vista Business edition operating system. These computers will also have the newest version of Office (2007).

The Hewlett Packard Grant mentioned above consisting of 5 tablet pc's and 5 hp color printers. Tablets will be running Windows Vista and Office 2007.

Add two wireless Access Points

2009-2010 School Year

Update the Elementary lab with new Computers with Windows Vista, Office 2007, and a new Color LaserJet Printer.

Add two Wireless Access Points

2010-2011 School Year

Update the Middle School Lab with new Computers running Windows 7, Office 2007, and a new black and white Color LaserJet.

Replace teacher laptops with new laptops with built in Wireless running Windows Vista and Office 2007.

2011-2012 School Year

Update teacher classrooms with new computers running Windows 7 and Office 2007.

Update Library with new computers running Windows 7 and Office 2007.

Add two Wireless Access Points.

Assessment Surveys

Teacher Training Needs Survey

The purpose of this survey is to help identify the technology training needs of our teachers. The results of the survey will be kept confidential and used for the sole purpose of creating training programs that address user needs.

Please answer each of the following questions to the best of your ability. If you need to add a comment or remark, feel free to click on the pencil icon and write your comment.

Name _____

Building _____

Sharon Springs Central School Technology Plan 2008-2012

Department/Grade _____

Computer use

Microsoft Windows XP is the operating system used on PC and laptop computers throughout the District. Windows XP allows users to use programs and files, store and organize documents, open and edit pictures, view and edit video files, control settings on the computer and more...Would you like to receive training on the use Windows XP?

Yes No

If yes, please list specific skills you would like to learn about. If uncertain, just indicate "General training"

Instructional Software Training

KidPix is an elementary level drawing program that can be used to illustrate books, create greeting cards, design 3 dimensional figures, and create slide shows and more. Would you like to receive training on the use of KidPix?

Yes No

<http://www.sharonsprings.org>

KidSpiration is an early elementary level (grades k -3) concept mapping program that students can use to help develop writing skills and categorize items. Would you like to receive training on the use of KidSpiration?

Yes No

Inspiration is an upper elementary and secondary level (grades 4 – 12) program that students can use to help develop writing skills and categorize items. Would you like to receive training on the use of Inspiration?

Yes No

Instructional Hardware Training

Laptop computer carts can be used to turn any classroom into a technology rich learning environment. Would you like to receive training in the use of laptop computer carts?

Digital Cameras can be used to take and place pictures in classroom publications, WebPages, and e-mail. Would you like to receive training in the use of digital cameras?

Yes No

Scanners allow users to take existing paper documents including lesson plans, magazine articles, photographs and advertisements and convert them into computer files that can be used in classroom publications, e-mail, WebPages and more. Would you like to receive training in the use of scanners?

Yes No

Mimios are interactive whiteboards that you can use with your students to enhance Instruction. Mimio's replace your mouse and keyboard and allow users to annotate WebPages and digital files as if they were on a blackboard. Would you like to receive training in the use of scanners?

Yes No

Teacher Tools

Our **District E-Mail** system is available on the district network and from home. Every teacher has a district e-mail account that can be used to create, send and receive e-mail including attached files. Would you like to receive training on the use district e-mail?

Yes No

<http://www.sharonsprings.org>

Electronic Calendars are available to all district teachers. These calendars can be shared and used to keep track of important dates and appointments. Would you like to receive training on the use your electronic calendar?

Yes No

PowerPoint is a program that allows users to create and present slide shows. Text, pictures, audio and movie clips can be combined to create multimedia presentations. Would you like to receive training on the use of PowerPoint?

Yes No

Microsoft Word is a word processor that allows users to create complex publications including newsletters. Word has templates for calendars, invitations, brochures, resumes and more.

Please indicate which of the following training topics would be interested in:
I would like to receive introductory training on how to create and edit documents including: insertions, deletions, cutting and pasting (moving text), setting tabs, setting margins, using find and replace, modifying font's styles and sizes and formatting paragraphs and adding pictures (graphics) to documents.

Yes No

Microsoft Excel is a spreadsheet that can be used to create budgets, do mathematical Calculations and sort and keep track of information in table form. Spreadsheet data can be converted into graphs and charts would you like to receive training in the use of EXCEL?

Yes No

Other

Please List any other software that you may be interested in learning about.

Administrative Staff Training Needs Survey

This survey is being conducted to help identify the needs of Copiague Public Schools' secretarial staff. The results of the survey will be used to help create individual and group training sessions. Thanks for participating in the survey.

http://www.sharonsprings.org

Name _____

Title _____

Department/Office _____

Supervisor _____

Building _____

Please answer all questions to the best of your ability:

Exchange/Outlook

I am comfortable and able to setup individual folders and subfolders to save my documents (i.e. From Principal, From Vendors, From Parents, From Teachers, etc.)

Yes I can No, I am not

I am able to attach documents to e-mail?

Yes I can No, I am not

I am able to create and modify appointments using the calendar tool in Exchange/Outlook

Yes I can No, I am not

Microsoft Word

Please indicate which of the following training topics would be interested in:

I would like to receive training on how to edit documents, including insertions, changes, deletions, cutting and pasting (moving text), setting tabs, setting margins, using find and replace, modifying fonts styles and sizes and formatting paragraphs.

Yes No

I am able to create folders and subfolders to save my documents and save and retrieve work to and from the folders.

Yes No

I would like to receive training on how to create a mail merge using Microsoft Word?

Yes- No

I would you like to receive training on how to place graphics (pictures) in Word documents?

Yes No

EXCEL

<http://www.sharonsprings.org>

Spreadsheets can be used to create budgets, do mathematical calculations and keep track of information in a table. Spreadsheet data can be converted into graphs and charts.

I would like to receive training in the use of EXCEL

Yes No

Other

Administrative Training Needs Survey 2006

Following on the administrative technology training seminars conducted last year, I am writing to survey and find out which of the following seminars you would interested in taking if offered. Please respond by indicating which of the following courses you would like to take. If you have suggestions for courses not listed, please let me know.

Mimio Use

LCD Projector setup and use

Pod Casts – Itunes access to Radio, Video and Educational Multimedia content on your PC

Microsoft PowerPoint – designing slide show presentations that have impact

Microsoft Excel – introduction to spreadsheets and calculated values

Excel – creating graphs from existing data

Microsoft Outlook – organizing and working with E-mail (attachments, sorts, searches, Automated replies, rules for filtering)

Microsoft Internet Explorer Version 7.0 – Microsoft's newest web browser

Thank you for Reviewing the Technology Plan for the Sharon Springs Central School; your input, support, and hard work is greatly valued!