

# Comprehensive Technology Use Planning



TEC 911

Fresno Pacific University

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## TECHNOLOGY USE PLANNING GUIDEBOOK<sup>1</sup>

### The Purpose of Technology Planning

Technology planning is an activity that provides direction and helps users understand clearly where they are now and imagine where they want to be. The most common technique used to formalize technology planning is the creation of a document. A technology planning document is to technology planning as a road map or a navigational chart is to a journey but the planning document is neither the journey nor the adventure. It is a device that helps explain the various points of interest and destinations to travelers involved in the process of realizing their dreams.

The purpose of technology planning is not just to produce a document, but to produce a continuous action plan that creates and maintains a technology-rich educational environment. The document is a clear, written description of the process that is put into action by members of the community.

### The Planning Process

Like a long journey, technology planning is long-term and continuous. There are discoveries about different routes to the same destination. There may be side-trips. Keep planning. Allow plenty of time (a year is suggested). Include all stakeholders in the planning process - students, teachers, parents, administrators, community leaders, and other members of the community who will benefit from the implementation of the plan.

Keep in mind that when the technology is in place and in use it should be transparent. The real purpose of technology in education is education. Hint: Keep a log of council/committee activities for reference and as a resource for the planning document .

Consider the following:

- How best can we assess the present state of technology and future needs?
- How can we provide for ongoing evaluation and assessment?
- How often should the planning council/committee meet?
- What educational institutions that have already installed and implemented technology, such as electronic classrooms, can we visit?
- What conferences, expositions, etc. can we attend to discover more about our greatest potential in technology?
- Where can we find planning resources (people and documents)?
- How should we divide the planning responsibilities?

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<sup>1</sup> See Appendix D for credits..

## The Planning Document

A planning document is one physical outcome of the planning process. This guidebook presents key elements to consider in preparing the written portion of a technology plan. It is intended to expand a planning committee's familiarity with technology planning and related issues. A good technology plan includes certain components. These components and related issues are presented in the order in which they generally appear in published technology plans.

However, this does not imply that the order used in this guide is the best or the only possible choice. Likewise, not all components listed may be necessary for all plans; some plans will require additional sections not covered in this guide. Please keep in mind that planning is a fluid, ongoing process. The written plan should be an articulation of what is believed, what exists, what is to be, and how goals are to be achieved.

## Implementation in Progress

Implementation is a part of the continuous action that starts with the first technology planning decision. It begins the fulfillment of: 1) the vision, 2) the mission, and 3) the purpose of the planning process. It is ongoing and should improve as you evaluate your activities and revise your policies. As you initiate the implementation phase, consider the following:

- Always keep the vision and mission statements in mind as you progress toward your planning and implementation goals.
- Provide opportunities for everyone to be involved.
- Provide a flexible environment that nurtures change and encourages risk-taking to learn technology skills and use technology.
- Develop and maintain resource relationships with technology experts to be aware of emerging technologies.
- Do not panic if something is not going the way everyone thought it would. Re-evaluate! Realize that you are involved in a process that requires constant monitoring and adjusting.
- There should be a definite schedule or timeline in your plan for carrying out the various phases.
- Someone must be responsible for implementing the plan (this could and should be more than one person).
- Decide what motivational measures will be used to encourage teachers or administrators who are reluctant to carry out the program.

### Planning Committee Membership

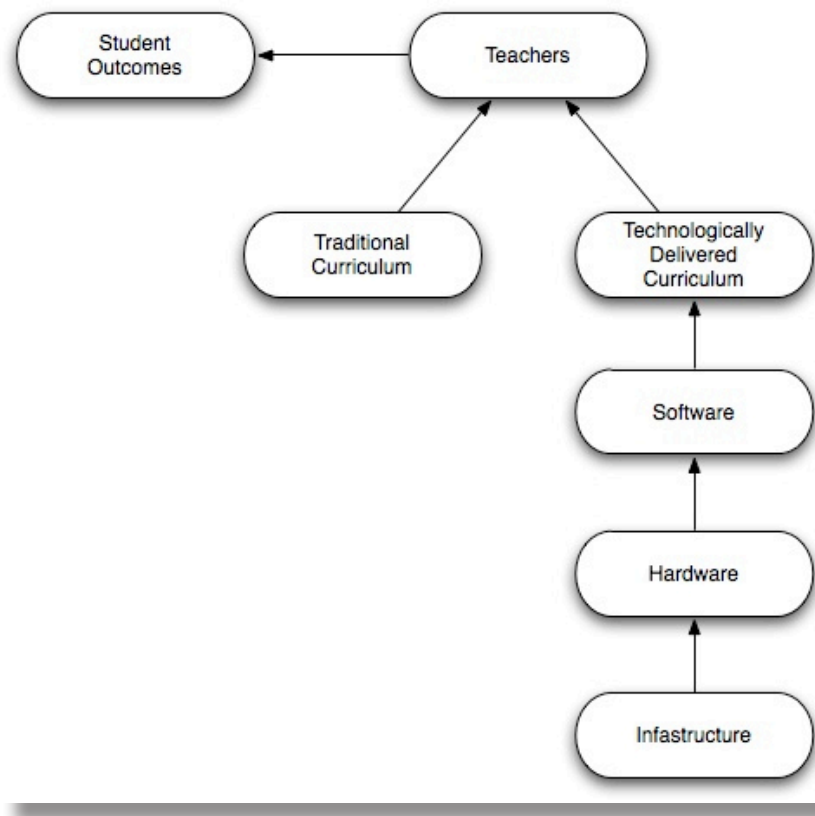
Ideally, a focused, effective, and productive planning committee is comprised of various members coming to the table, willing to share their resources and expertise ... for the "long haul." As you have seen by reading the Guidebook, developing a TUP is a great deal of work. A large and diverse body of people working together on a plan tends to bring a sense of ownership to all involved. A plan presented to teachers, administrators and parents should be warmly received - even welcomed - if it was drafted by the very same.

On the chart below, define your "Team" - it could be those already on an existing planning committee, colleagues who expressed willingness or interest in participating, or those you *wish* you could call on if you were assembling a "Dream Team" of your own. Consider incorporating potential community stakeholders. Be creative and draw on your resources, either real or imagined! Once completed, return a copy of your roster.

COMMITTEE MEMBER	NAME(S)	EXPERTISE / BACKGROUND
<b>Faculty</b>		

The technology committee's job is to research, compile, write and edit the technology use plan. Appendix A contains a rather brief example of a TUP. Appendix E contains URL's to several other plans for you to review. The inclination of some would be to use one of these plans (or one like it) as their own. This would certainly save a lot of time and effort. If the end result is to have 'a plan' on file for your school, this may be an option. But if you want "Your Plan" - tailored to *your* school, there is no better option than to compile it in-house. The process of research, deliberation and thoughtful formulation is perhaps more important than the plan itself.

The best plans are oftentimes reverse engineered. Your first priority should be the establishment of student outcomes and learning objectives, rather than calculating how many computers and how much software you can purchase yet remain within budget! Next, determine how extensive your plan needs to be. If it is your goal that the plan cover a single classroom, a grade level, department, or school, the plan may be a simple explanation of curriculum integration and student use.



District-wide plans can grow to hundreds of pages in length. It is beyond the scope of this 3 - unit course to guide you through such an exhaustive process. Doing so would necessitate addressing, in great detail, each and every complex topic required taking months, if not years, to complete. This is the start - the foundation and first few steps in providing the best possible education for your students.

## Technology Inventory

Before you get started you need to familiarize yourself with the current condition and capabilities of your physical plant so that you can plan for:

- upgrading building wiring and temperature control
- imposing new security measures
- making provisions for equipment repair and upkeep
- ongoing training of teachers, administration, and staff
- budgeting for supplies and maintenance

Conduct an inventory of available technologies in your classroom (if you haven't a classroom, inventory that of another, or the room / area where your technology is located, ie computer lab). Note number(s), type(s), approximate age and any other information pertinent to your purpose. Include items such as those listed below, along with any additional items you encounter in the course of your inventory.

- \_\_\_\_\_ computers - PC / Mac; laptop / desktop
- \_\_\_\_\_ printers
- \_\_\_\_\_ Internet access
- \_\_\_\_\_ video projectors / smart boards
- \_\_\_\_\_ television sets / monitors
- \_\_\_\_\_ software applications
- \_\_\_\_\_ iPod Touch / iPads
- \_\_\_\_\_ access to central file servers (LAN)
- \_\_\_\_\_ video cameras
- \_\_\_\_\_ CD-ROM/DVD players
- \_\_\_\_\_ subscriptions to on-line services
- \_\_\_\_\_ scanners
- \_\_\_\_\_ other (specify) \_\_\_\_\_

**\* - Remember to include a copy of your completed inventory in your packet.**

## Technology Survey

To know how far it is to your goal, you must know where you are now! A survey can help answer that question. What technology is available at your school? Where is it located? How is it being used? Who is proficient in its use? Who is your resource when questions or problems arise? Data collection with students and teachers as end-users of instructional technology can reveal much in terms of discovering how to apply technology to specific teaching and learning situations.

Data may be analyzed by way of a variety of analytical, graphical, and holistic techniques. The types of analyses employed will depend on the data collected and the questions posed.

Interpretation and dissemination of data is equally as important as collection. If, upon completion of this course, it is your goal to proceed to developing the remainder of the TUP, keep in mind that accurate, clear, and concise periodic reports (concerning data and other items) throughout the planning process is necessary. It is important that reports be tailored to the reader. A preliminary report to the principal should present very differently compared to a technology newsletter to parents.

As with most aspects of a plan, whenever possible the committee should be involved in drafting a survey. This not only insures 'buy in', but also provides a broad range of experiences on which to base questions. A reading specialist will ask different questions than a computer lab teacher. Both points of view are valid.

A survey can also be a learning tool. If you ask 'what is your favorite word processor' you assume that people have been exposed to several. This may not be the case. Staff in-services (perhaps based on a survey) will offer a more informed basis on which to answer questions.

After reviewing the sample surveys on the following pages, (using them as a guideline if you wish) **develop or adapt a survey of your own**, either independently, or with the assistance of your committee (if you have assembled one).

You will then be asked to **distribute your survey** then **evaluate/analyze the replies** of those who participated.

When creating your survey, consider where you plan to 'go' with this information and how the data collected relates to the formation of the overall plan. More is not always necessarily better so you may wish to keep your surveys brief and to the point, with relevance to your overall objective.

**\* - REMEMBER to include a copy of the survey you developed in your packet of completed course materials.**



**"40 Questions"**

1. What is a technology use plan?
2. Why use a technology use plan?
3. What are some possible goals for planning?
4. What are your objectives?
5. What kind of time line will exist for this plan?
6. Who should develop a technology plan for your school?
7. What should be the makeup of the tech use planning committee?
8. Is there a need for consultants? Why?
9. What should be the qualifications of a technology plan coordinator?
10. What plans for technology do we currently have?
11. Should you base your plan on needs indicated by surveys or based on what you believe is needed?
12. Who provides support for a new technology plan?
13. What planning aids are available?
14. Will the plan be easy for readers to understand or interpret?
15. What is the role of technology in education?
16. Which technologies do we want to select?
17. What computer and other technologies do we need to request?
18. Will all student populations have equitable access?
19. What infrastructure is needed? (mechanical, electrical, furniture)
20. What personnel is needed? What training do they need?
21. What systems, support, maintenance will be needed?
22. What funds and budgets will be needed?
23. What grade level(s) and how many students do you wish to plan for?
24. What sources of funding have you considered?
25. Will the plan be learning centered or technology centered?
26. Are you going to have a computer lab? What will be taught in the lab?

27. Is funding available?
28. What should students, staff and administrators be able to do with technology?
29. How will teachers integrate technology into the existing curriculum?
30. How will teachers know how to use technology effectively?
31. What does the teacher need to learn about the plan?
32. During what hours will the facilities be available to the students/community?
33. Who is responsible for enforcing the plan?
34. How specific must you be in order to meet the needs of a good instructional technology plan?
35. How will your site plan tie in with other school plans within your district?
36. Is it possible to have a technology based curriculum in place within the next five years?
37. What kind of technology-driven curriculum will be developed so all learners will be challenged academically?
38. What type of network will be suitable for this school?
39. How will software be chosen?
40. Have you made allowances for software licensing?

More than likely you feel there remains many essential or critical questions omitted from the original list of "40 Questions." If so enter them below then incorporate them in to the "strengths" and "weaknesses" categories when completing the Needs Ranking project.

41. \_\_\_\_\_ .
42. \_\_\_\_\_ .
43. \_\_\_\_\_ .
44. \_\_\_\_\_ .
45. \_\_\_\_\_ .

**\* - I will consider your additional questions for 'Extra Credit'!**

**Appendix A**  
**Sheridan County School Dist 1**  
**DISTRICT TECHNOLOGY PLAN**

### VISION STATEMENT

Sheridan County School District #1 believes that information is today's key resource. The ability of all members of the community to access, understand, and communicate information will determine economic and social success in today's global society.

### MISSION

Sheridan County School District is committed to a multi-year, efficient, and cost-effective plan for the use of technology in every learning environment. Information accessed through technology will be used to:

- Solve problems
- Foster Creativity
- Communicate with others
- Employ higher level thinking skills
- Facilitate self-directed, active learning

### INTRODUCTION

Sheridan County School District 1 is embarking on an aggressive plan to address the challenging and diverse needs of students in the Twenty-first century. The effective use of technology is an integral component of this plan, and requires careful preparation. The district technology committee is outlining strategies to effectively implement technology that will improve student learning, and the support of student learning. Every school building has a representative involved on the committee in the development of this plan and a Community advisory team will be used for feedback/suggestions. This document is the result of many hours of discussion, learning and collaboration among a diverse representation of administrators, teachers, classified staff, parents and community members. The development of a strategic planning document for technology is challenging work. It requires commitment to a well-crafted planning process that will dramatically impact effective implementation.

- Technology planning is an on-going process.
- Broad-based involvement and support are essential for the plan's success.
- The technology plan is needs driven, and based upon strong assessment criteria.
- The design of the planning process provides leadership, direction, defines common values and priorities, and builds capacity in planning teams.
- An on-going assessment process is built-in.

## EXECUTIVE SUMMARY

The purpose of the Sheridan County School District Technology Plan is to provide a coherent long range direction for the district as it envisions how technology can enhance the teaching and learning process. The District Technology Committee, formed in 1994, was charged with the task of developing the plan. The process has included staff surveys, equipment inventories, examination of school planning documents from across the country, visioning and problem-solving activities, and the staff development of team members. In this plan are the findings and recommendations of the committee based upon data collected and the best thinking of the team. The team recognizes that planning for the future is an on-going process, and is committed to sustaining the technology facility planning efforts so that the plan is updated annually. For the purposes of this document the technology plan is defined as all of the components required to successfully implement instructional and administrative technologies in the district. This includes equipment, software, installation, training, and support.

Our Vision is to provide an Education for all Learners. This education will provide students with the skills, knowledge, and attitudes outlined in the District Outcomes that students who achieve the outcome goals will have the ability to:

- Be lifelong learners
- Be communicators
- Be complex thinkers
- Be good workers
- Be social interactors
- Be positive people

Today technology plays a significant role in attaining these goals and technology literacy, for both students and staff, is essential. Technology literacy provides our students with access to an ever-changing world dependent on information. In order to participate in our technological age effectively, our students must be information navigators, critical thinkers and analyzers, creators of knowledge, and communicators using a variety of technologies. Integrating technological instruction throughout the curriculum provides the essential skills necessary to meet world standards.

### Summary of Findings:

Sheridan School District #1 has been progressive in technology over the past few years. The district does, however, face significant challenges in order to meet the goals as described in the vision. The following generalizations represent the data collected during the planning process.

- The amount of computer equipment available in the school district is adequate by most national standards. The capacity of the equipment, however, is somewhat limited. Improvements have been made over the past year, but must continue.
- Computer technologies have been more fully implemented than voice and video.