NJ Department of Education
District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here:

Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016

This Document in: PDF | Microsoft Word

DIRECTIONS: Place a check ☑ in the unshaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed: Req'd by E-Rate	Completed: Not req'd E-Rate
DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (http://www.usac.org/sl/applicants/step01/default.aspx) **Tech Plan creation date**: Because of the level E-Rate funding we receive, our district is not writing the plan to support the services requested on Form 470. The Tech Plan creation date: February 25, 2013.		Pages 5-6

DIRECTIONS:

- Answers to questions regarding E-Rate compliance: http://www.usac.org/_res/documents/sl/pdf/handouts/TechPlan_QuestionstoConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

Inventory Sample Table	Indicate in the unshaded spaces the page number where the corresponding information is found: Req'd by E-Rate	Not req'd by E-Rate
TECHNOLOGY INVENTORY: 1. Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance *for 12 months of the E-Rate funded year*, such as the following areas: a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support		Pages 6-9

f) Telecommunications equipment and services g) Other services **NOTE:** If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for E-Rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx		
NEEDS ASSESSMENT: 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.		Pages 9-10
THREE-YEAR GOALS: **3.** List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities. E-Rate requirements: www.ecfr.gov		Pages 10-11
THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE: Implementation Activity Sample Table 4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet E-Rate requirements. Address all areas below to continue planning for a technology-rich learning environment.		Pages 11-14
a. telecommunications,		
b. information technology,		
c. educational technology (including assistive technologies), and		
d. student technology readiness in preparation for online testing in 2014-2015.		
PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table 5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. *Address only 'a' below to meet E-Rate requirements. Address all areas below to continue planning for a technology-rich learning environment.* Describe the planned professional development strategies by addressing each of the following questions:		Pages 14-16
a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?		Page 16
b) What professional development opportunities, resources and support (online or in person) exist for technical staff?		Page 17
c) How will professional development be provided to educators on the application of assistive technologies to support educating all students?		
EVALUATION PLAN: Evaluation Plan Sample Table 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.		Pages 17-18

7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.		Page 18
FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table 8. Provide the anticipated costs for **2013-2014** by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		Pages 18-19

Technology Committee Members 2013-2016

Stakeholder Table		
Title	**Name**	**Signature**
Principal/Vice Principal	Frank Morano	
Technology Coordinator	Barbara O'Donnell	
Curriculum Director/Curriculum Committee Member	Brenda Fargo	
Math Supervisor (District)	Alison Heinzel	
Teacher K-3 (Lincoln School)	Alecia Carter	
Teacher K-3 (Lincoln School)	Jay Faigenbaum	
Teacher K-3 (Washington School)	Lou Studer	
Teacher K-3 (Washington School)	Jennifer Augusterfer	
Special Education Teacher K-3 (Lincoln School)	Megan Caughey	
Teacher 4-5 (Pierrepont School)	Margit Smith	
Teacher 4-5 (Union School)	Joan Macri	
Special Education Teacher 4-5 (Union School)	Season Lyons	
Elementary Specialist K-5 (Lincoln and Washington School)	Ana Capria	
Teacher 6-8 (Pierrepont School)	Laurie Sabatino	
Teacher 6-8 (Pierrepont School)	Jessica Saxon	
Teacher 6-8 (Union School)	Jamie Truncellito	
Teacher 6-8 (Union School)	Nicole Zayatz	
Special Education Teacher 6-8 (Union School)	Louis Cuomo	
Special Education Teacher 4-5 (Pierrepont School)	Megan DeLalla	
Middle School Library Media Specialist 6-8 (Union School)	Sherrianne Herninko	
Computer Integration Teacher (Pierrepont School)	Danielle Sabato	
Computer Integration Teacher (Union School)	Louise Hetzel	
Teacher 9-12 (RHS)	Timothy Ajala	
Teacher 9-12 (RHS)	Richard Byrnes	
Teacher 9-12 (RHS)	Carol Drewes	
Teacher 9-12 (RHS)	Jennifer Hoch	
Teacher 9-12 (RHS)	Lindsay Richmond	
Teacher 9-12 (RHS)	Michael Stracco	
Special Education Teacher 9-12 (RHS)	Grace Lutwyler	
Library Media Specialist (RHS)	Adelaide DeCarlo	
Director of Guidance	Shannon Dries	
Guidance	Paul Scutti	
Parent	Regina Buell	
Child Study Team Member	Michelle Hoen	
Community Member	Laura O'Connor	
Network Administrator/Computer Technician	Mike Kivowitz	
Network Administrator/Computer Technician	Chris Richmond	

Introduction

The Rutherford Public Schools is ***no longer*** **required** to submit a Technology Plan to the County and State Department of Education due to the level of E-Rate funding the district receives. However, in order to prioritize and budget for the technology tools that are most important for achieving our academic goals and to ensure an effective use of technology throughout the district, we have written a 2013-2016 Technology Plan.

It is the district's aim to design a technology-rich classroom environment to advance student academic achievement and to allow students to master the skills and abilities required of them in the 21st century. We envision technology integrated across the curriculum at all grade levels and in all classrooms. Our plan for technology is a working document that allows for changes to take place as needs are evaluated and opportunities arise for us to continue to provide the most up-to-date advances in technology to our school community.

The technology mission of the Rutherford Public Schools is to provide technology tools and technology support that will:

- improve student learning by providing students with skills necessary for success in the 21st century global community by utilizing emerging technologies.
- allow for the integration of technology tools across the curriculum.
- focus on the educational benefits of using technology as a means to individualize education and to enhance teacher effectiveness by fostering lifelong, self-directed learning.
- sustain an infrastructure that provides sufficient and dependable online access to all students and staff members.
- provide ongoing professional development and support for using technology for instruction.

Date

Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470)

As previously stated, because of the level of E-Rate funding the district receives, the district is no longer required to submit a Technology Plan to the County and State Department of Education.

Therefore, this plan and Form 470 do not directly correspond. The date the plan was complete with goals and an implementation plan was February 25, 2013.

Technology Inventory

1. *Describe the technology inventory needed to improve student academic achievement in the 2013-2014 school year that forms the basis for the Form 470. Include in the description the internal connections and basic maintenance* for 12 months of the E-Rate funded year*, such as the following areas: Technology equipment including assistive technologies, Networking capacity, Filtering method, Software used for curricular support and filtering, Technology maintenance and support, Telecommunications equipment and services, Other services.*

Below is an outline describing the technology inventory needed to improve student academic achievement through 2016. Since the E-Rate program does not cover funding for the technology inventory, this inventory does not form the basis for the Form 470, it simply represents the anticipated needs of the district in the area of technology in order to improve student achievement over the next three years. The list is a comprehensive one and budget constraints will make it necessary to come to consensus and make difficult decisions.

Over the next three years, the district will place an emphasis on incorporating the use of iOS or similar devices and continue to make available laptops and other online tools as part of our desire to create a 21st century learning environment for our students and prepare them for PARCC testing. We will focus on increasing the number of interactive hardware tools such as student response systems in our technology inventory and increasing the use of web-based software and online textbooks that can be effectively incorporated in various content areas.

We will make it a priority to incorporate the use of these tools so that our schools become a place where content is not only consumed but also created. Our students will be able to collaborate locally and globally, create and share multimedia designs, and will learn to conquer new technology tools. Our classrooms will have students who are actively engaged in the learning process and technology will aid in this process. These technology devices have been shown to enhance lessons, motivate learners,

increase interaction, encourage involvement of students in any subject area and increase student achievement. In addition, devices such as student response systems can be used not only as an assessment tool but also as a pre-assessment tool which provides the teacher the ability to evaluate the learners' pre-existing knowledge of the content matter, thus allowing the teacher to have a more complete understanding of the students' prior understanding and areas of strength and weakness.

An emphasis will be placed on increasing the use of web-based educational software. It is our goal to investigate the use of richly interactive educational software that is designed to provide individualized lessons based on individual student needs. We will also look for web-based applications that can provide our teachers with effective progress monitoring.

We will continue the training of our faculty and administrators in the use and incorporation of these tools. Successful integration of technology can only happen when educators are properly trained and have the proper support.

The maintenance of our high-speed Internet connection will be essential to the implementation of web-based software. In addition, the maintenance of our CISCO wireless network and the ability for students to access their schoolwork at home will be paramount as well.

Technology needed to improve academic achievement			
Area of Need	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
Technology equipment including assistive technology	iPad cart for Union and Pierrepont (20 iPads per cart) Document cameras Grade 4-8 Teacher laptop replacements 5 replacement laptops (Union & Pierrepont) HS Room 314 replacement desktops Student Response System	iPad/Netbook/laptops for 504/IEP Students Assistive Technology Software Grade K-3 Teacher laptop replacements SMARTBoards in Lincoln Annex Ability to print from iOS devices	iPad/Netbook/laptops for 504/IEP Document cameras Additional Keyboards for iPads or AlphaSmarts Student Response Systems Additional computer lab OR Additional laptop cart for Union

Technology needed to improve academic achievement			
Area of Need	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
		Document cameras Keyboards for iPads or AlphaSmarts Student Response Systems Replacement laptops for learning labs iPad carts with 20 iPads for elementary/middle schools 25 iPads for High School students – to be used for piloting online textbooks	and Pierrepont iPad carts with 20 iPads 100 iPads for High School students – to be used for piloting online textbooks
Network capacity	Continue testing of bandwidth Provide server space for grade K-3 students	Upgrade wireless network capacity as necessary to handle additional devices Ability to access server data from home Continued network testing for PARCC Assessments	Upgrade wireless network capacity as necessary to handle additional devices Continued network testing for PARCC Assessments
Software used for curricular support and filtering	Upgrade Internet filter software Software funding	Applications for iPads Online textbooks Software or apps to implement and supplement existing programs	Applications for iPads Online textbooks
Technology maintenance and support	Purchase of Casper Suite Ability to dynamically configure iPads as needs change	Trained teacher to assist in integrating technology into the curriculum and assist with troubleshooting K-3 Level	

Technology needed to improve academic achievement			
Area of Need	**Year 1 2013-2014**	**Year 2 2014-2015**	**Year 3 2015-2016**
Telecommunications equipment and services	Cisco VOIP updates & maintenance	Cisco VOIP updates & maintenance	Cisco VOIP updates & maintenance
Other services	Assignment of a HS teacher to one of the computer labs during a period or periods throughout the day to assist colleagues with technology issues and to maintain and assist with the efficient use of the software and hardware available to faculty.	Development of a portion of elementary (K-3) libraries as a Technology Lab	Technology teacher (K-3) in each Technology Lab

Needs Assessment

2. *Describe the needs assessment process that was used to identify the necessary telecommunications services, hardware, software, and other services to improve education.*

Each year all new staff is given a need assessment survey that must be completed before beginning their teaching assignment. The survey allows them to identify their own strengths and weaknesses in the area of educational technology. The information provided is used to customize and plan the technology training the teachers will receive during orientation. Further, each year staff is given the opportunity to submit requests for technology-based training and other technology-based items they would like included in the IT budget. All requests are filtered through the building principals and sent to the IT Department.

In addition, this year every faculty member was asked to complete an online technology needs survey—designed using Google Docs. The survey asked teachers to identify technology-related resources that they do not have now but would like to see acquired in order to improve student academic achievement. Faculty were asked to divide their needs into the following categories: telecommunication, maintenance and support, software, equipment, assistive technology and network capacity. Teachers were also encouraged to remark on any other aspect of technology in the schools. The results of the

survey were shared with the members of the Technology Planning Committee, the district administrators and supervisors, and the central office staff.

Three-Year Goals and Objectives 2013-2016

3. *List clear goals for* 2013-2016 that address district needs. *There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century* learning communities.

The goals and objectives listed correspond to the requests noted in the Technology Inventory. The IT Department, Central Office, the individual schools, the Special Services Department, and the Technology Planning Committee will work diligently to achieve these goals over the next three years.

Goal 1: District: To increase the number of special needs students who utilize an assistive technology device such as iPad, netbook, or laptop and assistive technology software programs such as dictation programs and text to speak.

Objectives:

1A: Special Services will complete a needs assessment of the number of students that would qualify and benefit from an assistive technology device and/or software and select which device and software is most appropriate.

Goal 2: Grades K-3: Increase student preparedness for technology-based directed and indirected learning activities across all areas of the curriculum.

Objectives:

2A: By the end of grade 3, students will develop and improve keyboarding skills and proficiency.

2B: By the end of grade 3, students will develop and improve proficiency utilizing various technological response devices (i.e., mouse, touch screen, touch pad, stylus, etc.)

2C: By the end of grade 3, all students will develop and improve their proficiency utilizing available multimedia hardware devices and interactive software.

Goal 3: Grades 4-8: Increase the interactive technology tools used by students.

Objectives:

3A: By the end of grade 5, students will participate in various content lessons using a SMARTBoard, SMART Notebook software, and/or SMART Response system.

3B: By the end of grade 8, students will participate in various content lessons incorporating the use of electronic graphic organizers, a suite of application software (such as Microsoft Office), and interactive iOS applications (such as iPad apps).

Goal 4: Grades 4-8: Students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

Objectives:

4A: By the end of grade 8, students will use an electronic authoring tool (such as Google Docs) in collaboration with other learners to achieve a common goal.

4B: By the end of grade 8, students will use various iOS devices and apps (such as iPads) and online applications to complete projects, both individually and in collaboration with classmates.

Goal 5: Grades 9 -12: Increase interactive web-based tools available to students so that they are able to demonstrate the knowledge and skills needed to use online learning materials.

Objectives:

5A: By the end of Grade 12, students will be able to utilize online resources, including but not limited to online textbooks, cloud-based applications (such as Google Apps for Education), and interactive software.

5B: By the end of Grade 12, students will be able to participate in and navigate online tests.

5C: By the end of Grade 12, students will be able to effectively write, send and receive e-mails using proper protocol.

5D: By the end of grade 12, students will be able to participate in a version of an online class.

Three-Year Implementation and Strategies Tables (July 2013-June 2016)

4. *Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet E-Rate requirements. Address all areas below to continue planning for a technology-rich learning environment.*
    a. *telecommunications,*
    b. *information technology,*
    c. *educational technology (including assistive technologies), and*
    d. *student technology readiness in preparation for online testing in 2014-2015.*

Three-Year Technology Implementation Activity Table 2013-2016				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
1A	District: Conduct a needs assessment to determine the number of students eligible for assistive technology device	By October 2013	CST, 504 Coordinator	IEP & 504 Plans
1A	District: Director of Special Services and Supervisor of Computer Technology will discuss the budgeting for new assistive technology devices and software	By November 2013	Director of Special Services, Supervisor of Computer Technology	Price quotes and preliminary budget requests

Three-Year Technology Implementation Activity Table 2013-2016				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
1A	District: Research various assistive technology software programs	By June 2014	Teachers, CST, Tech Committee, Tech support staff	Email a list of programs researched to assist Tech committee
1A	District: Phase in use of assistive technology devices and software for Special Education students	By June 2016	CST	IEPs
2A	Grades K-3: Students will participate in keyboarding activities in preparation for PARCC assessment	September 2013-June 2015	Teachers, K-3 Principals	Lesson plans or student work sample
2B	Grades K-3: Students will participate in lessons that will improve student proficiency with response systems (ie., mouse, touch screen, touch pad, etc.)	September 2013- June 2015	Teachers, K-3 Principals	Lesson plans or student work sample
2C	Grades K-3: Students will participate in the utilization of available multimedia hardware devices and interactive software	September 2013-June 2015	Teachers, K-3 Principals	Lesson plans or student work sample
3A	Grades 4-5: Students will participate in three lessons using SMARTBoard technology	June 2014	Teachers, Grade 4-5 Principals	Lesson Plans Student work samples
3A	Grades 4-8: Teachers will create a shared file of content based SMARTBoard lessons that can be shared with colleagues	June 2014	Teachers, Supervisor of Computer Technology, Grade 4-8 Principals	File Created Lessons Stored Lessons shared
3A	Grades 4-5: Students will participate in two lessons utilizing student response systems	June 2016	Teachers, Grade 4-5 Principals	Lesson Plans Data collected from student response system
3B	Grades 4-8: Students will create at least three documents and projects using Kidspiration and Microsoft Applications or similar applications	June 2015	Teachers, Grade 4-8 Principals	Lesson Plans Student work
3B	Grades 6-8: Students will use iPad or similar applications to reinforce and practice skills being learned in content classes	June 2015	Teachers, Grade 6-8 Principals	Lesson Plans Student observation

Three-Year Technology Implementation Activity Table 2013-2016				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
4A	Grades 6-8: Students will utilize Google Docs or similar application to create a collaborative project within a class	June 2014	Teachers, Grade 6-8 Principals	Lesson Plans Student work
4A	Grades 6-8: Students will utilize Google Docs or similar application to create a collaborative project with students from other classes within the same subject area	June 2015	Teachers, Grade 6-8 Principals	Lesson Plans Student work
4B	Grades 6-8: Teachers will create a shared file containing lists of iPad applications that can be used in all content areas	June 2016	Teachers, Grade 6-8 Principals	File created Information and lessons stored
4B	Grades 6-8: Students will utilize iPads and appropriate application to create one project independently and one project in a group	June 2016	Teachers, Grade 6-8 Principals	Lesson Plans Student work
5A	Grades 9-12: Students will use online textbooks to master curriculum	June 2015 - ongoing	Teachers, Supervisors, IT support	Lesson Plans Student work samples Online tracking of work completed
5A	Grades 9-12: Students will use Google Apps for Education for communication and organization	June 2014 - ongoing	Teachers, Guidance Counselors	Files Created Projects uploaded Projects shared Calendar monitored
5B	Grades 9-12: Students will participate in practice tests to prepare for PARCC testing	June 2014 - ongoing	Teachers, Supervisors, Director of Guidance, Guidance Counselors, Principal	Lesson Plans Sample tests submitted to supervisor Online record of student's achievement on test
5C	Grades 9-12: Students will communicate with faculty about coursework using a properly formatted e-mail	June 2014 - ongoing	Teachers	Printed samples of e-mails written

Three-Year Technology Implementation Activity Table 2013-2016				
District Goal and Objective	**Strategy/Activity**	**Timeline**	**Person Responsible**	**Documentation**
5D	Grades 9-12: Students will participate in a "flipped" classroom and or an online course.	June 2016 – ongoing	Teachers, Supervisors, Principal	Copies of student work completed Online record of student's participation in online assignment

Professional Development

5. *Professional development strategies should ensure that staff (teachers,* school library media personnel *and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. Address only 'a' below to meet E-Rate requirements. Address all areas below to continue planning for a technology-rich learning environment.*

   Describe the planned professional development strategies by addressing each of the following questions:

a. *How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?*

The district will provide professional development in the effective use of technology to achieve the New Jersey Core Curriculum Content Standards and to promote and support the integration of technology in education by using in-house experts including teachers and the network administrators, outside consultants, the Bergen County Educational Technology Training Center (ETTC), and Kean University, School for Global Education and Innovation. In addition, the district continues to work with NJECC (New Jersey Educational Computing Cooperative) to provide in-service training.

All training opportunities for teachers in the use and integration of technology will be offered to the district administrators and supervisors. Administrators will also utilize professional development programs and workshops offered through the Foundation for Education Administration and the New Jersey Principals and Supervisors Association.

The IT Office will work closely with the Research Assistant to the Superintendent to provide release time and professional development days for faculty. In addition, after school and summer classes will also be provided. Lastly, the district will continue to have the computer integration teachers model computer integration lessons for content area teachers and provide in-class support for teachers.

The following table outlines the desired training for the years 2013-2016 for teachers, school library media personnel, and administrators.

Educator's Proficiency/Identified Need	**Ongoing, sustained, high-quality professional development planned for 2013-2016**	**Support**
Training and Support in use of iPads	TechCon Training workshops sponsored by NJEA, Bergen ETTC workshops, Kean University workshops, NJECC	Teachers to be trained in using iPads in the classrooms and SmartBoards
Training and Support in use of PARCC testing	SBJC to host workshops in the technological component of the PARCC, NJEA, NJPSA, NJECC	Teacher training and support
Introduction to Student Response Systems	TechCon Training workshops sponsored by NJEA, Bergen ETTC workshops, Kean University workshops , in-house courses	Teacher training and follow up
Hardware and Software Solutions	In-house training	Database and FAQ support
Training in the use of SMARTBoards, SMART Notebook, and SMART Response	In-house courses, Kean University, NJECC courses will be offered for teachers in the use and integration of SMARTBoards	Turn-key training by attendees who then can provide the necessary support to other classroom teachers.
Training in the use of Google Applications	In-house and/or outside provider courses on implementing Google Applications	Turn-key training by attendees who then can provide the necessary support to other classroom teachers. Support from district IT Department.
Training in the use of iPads and iPad applications	In-house and/or outside provider courses on implementing iPads and iPad applications	Turn-key training by attendees who then can provide the necessary support to other classroom teachers. Support from district IT Department.

Educator's Proficiency/Identified Need	Ongoing, sustained, high-quality professional development planned for 2013-2016	Support
Training in the facilitation and trouble-shooting of the computer labs	In-house courses, offered by current faculty and tech support staff. Possible availability of a teacher to assist colleagues with technology issues and integration into the curriculum.	Turn-key training by attendees who then can provide the necessary support to other classroom teachers.
Training in the general use of Microsoft and Adobe software, used throughout the curriculum	In-house course offered by current faculty and courses offered by outside vendors	Turn-key training by attendees who then can provide the necessary support to other classroom teachers.
Training in assistive technology software	In-house training, webinars, South Bergen Jointure, professional workshops	Turn-key by teachers that are comfortable working with software and have been trained

b. What professional development opportunities, resources and support (online or in person) exist for technical staff?

The technical staff is afforded the same opportunities for professional development as the faculty. Any requests for professional development are submitted to the Supervisor of Computer Technology and, if approved at this level, are submitted to the Board of Education office for final approval.

As per contract, the network administrators are required to maintain the following Apple certifications: Apple Certified Help Desk Specialist (ACHDS), Apple Certified Desktop Technician (ACDT), Apple Certified Portable Technician (ACPT). Financial incentives encourage them to attain the following certificates: Apple Certified Technical Coordinator (ACTC) and Apple Certified System Administrator (ACSA). The network administrators use self-paced online resources and testing to maintain these certifications. The district purchases any print materials or pays for classes as necessary. After successfully attaining certification, the technician is reimbursed for the cost of the testing.

Lynda.com is also utilized as a training resource. In addition, subcontracted vendors provide onsite training as needed. Bootcamp IT training for high level technologies as well as leader-led web-based training will also be utilized in the future.

c. How will professional development be provided to educators on the application of assistive technologies to support educating all students?

Assistive technologies are currently being used to effectively service all our students in particular our special education population. In addition, this is a point of emphasis in the 2013-2016 Technology Plan.

Professional development has been provided in the use of assistive technologies. Members of faculty have attended the following workshops: iPads for Special Education; Making the Best Use of the iPad to Strengthen Learning of Students with Special Needs; Effective Teaching Strategies including Assistive Technology used with Children with ASD; Education in the New Digital Landscape. The use of assistive technology is also discussed extensively at monthly department and school meetings. The Child Study Team also meets with the IT Department to develop strategies for the successful implementation of assistive technology.

As with all professional development activities, faculty and administration will be encouraged to attend professional development opportunities in assistive technology. The Director of Special Services, Research Assistant to the Superintendent, and Supervisor of Computer Technology will work closely to provide the necessary funding and support for these opportunities.

Evaluation Plan

6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.

Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how…	
a. Telecommunications services, hardware, software and other services are improving education	The building administrators and supervisors will ensure that all technology tools are being used in all buildings and at all grade levels with the one goal of improving student achievement. As needed, teachers work with administrators and supervisors to develop individual goals for teacher and content areas for the incorporation of technology. Documentation will be provided through teacher lesson plans, logs, teacher evaluation, and teacher professional development plans. The IT

Educational Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate how…	
	Department will work closely with all stakeholders.
b. Effective integration of technology is enabling students to meet challenging state academic standards	Building administrators and supervisors will emphasize the incorporation of technology to achieve NJ Core Curriculum Content Standards and the Common Core State Standards. As needed, teachers work with administrators and supervisors to develop individual goals for teacher and content areas for the incorporation of technology. Web-based applications for test-prep purposes and academic remediation purposes will continue to be investigated and incorporated into instruction. As part of this plan, we will continue to investigate the use of web-based tools to be incorporated into all content areas. This will be documented through teacher lesson plans and logs.
c. The LEA is meeting the identified goals in the educational technology plan	The Technology Planning Committee will meet at least twice a year — to review the goals and objectives of this plan and develop strategies to achieve them and to evaluate the progress towards each goal. Administrators, supervisors, faculty, staff and all stakeholders will provide yearly documentation detailing the implementation of the plan. In addition, the Technology Planning Committee members will serve as a liaison between the IT Department and their school buildings.

7. *Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.*

The Technology Planning Committee will conduct periodic meetings to determine what adjustments to the plan need to be made. These adjustments will be made in consultation with the other stakeholders such as other teachers, child study team members, media specialists, administrators, etc. As adjustments are made and approved, an appendix will be added to the document.

Funding Plan (July 2013-June 2014)

8. *Provide the anticipated costs for 2013-2014 by source of funds (*federal, state, local and other) and i*nclude expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.*

	Three-Year Educational Technology Plan Anticipated Funding Table (First Year)				
ITEM	**DESCRIPTION OF ITEM TO BE PURCHASED**	**FEDERAL FUNDING**	**STATE FUNDING**	**LOCAL FUNDING**	**MISC. (e.g. Donations, Grants)**
Technology Equipment	Replacement student laptops for middle schools			$11,200	
Technology Equipment	Replacement teacher laptops for middle schools			$96,900	
Technology Equipment	Student Response System			$2,900	
Technology Equipment	iPad Learning Labs middle school			$14,000	
Software	Tumblebooks Learning A-Z BrainPop Enchanted Learning Tech Literacy Assessment			$6,350	
Other Services	Teacher/technical training			$4,000	
Further Explanation	The standard annual budget amounts for Internet access, filtering, network maintenance, etc. has been included in the 2013-2014 budget. Additional funds for teacher/technical training funds are also budgeted for at the district level.				