

Chittenden Central Supervisory Union

Educational Technology Plan 2009-2012

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Narrative

Chittenden Central Supervisory Union, a student-centered learning community, will maximize available resources through unified, collaborative leadership to be consistently recognized as exemplary, as measured by continuous improvement in the areas of achievement, safe and respectful learning environments, and the promotion of equity for all.

Building on the successes of the 2007-2009 Technology Plan, we continue to move forward with the integration of technology into our curriculum. Through the use of our educational technology integration specialists, we have been providing training to our students and teachers at a much improved rate. Professional development has been and will continue to be used to hone the technological skills of our teachers and in turn enhance those same skills in our students.

The redesign of the SU's web presence, that touched nine distinct home pages and hundreds of sub pages, has engaged students, teachers, administrators and community members. The following programs are just a few of the over 935 different applications and other opportunities our students enjoyed interacting with during 2007-2009 Technology Plan: Discovery Streaming, Smart Boards, Moodle, 20 meg High Speed Internet Access, Interactive Response Systems, Classroom Based Projectors, GroupWise, Network Shared File and Media Storage and Collaboration Areas, Flickr, Google Docs, Podcasting, Moviemaker, Google Earth, Home to School Skype Connection, Nettekker, Senator Leahy Interactive Web Meetings, Office 2007 Suite, Jing, TinkerPlots, FitnessGram, NetStorage, Read Naturally, and Kurzweil 3000. These applications or interactions were made possible CCSU's commitment to a strong technology infrastructure.

The ongoing mission of educational technology integration is to improve student learning and academic achievement through the utilization of 21st century technological tools by ensuring all students reach a degree of proficiency as technologically literate students as a result of the work of technologically literate teachers. Our Supervisory Union will continue to enhance educational technology via the five goals cited below and currently outlined by the State Of Vermont. By fostering a student centered learning environment our students will be engaged in collaborative learning. We will further enhance the student center learning with the development of teacher and student technology leaders. Expanding the access to school based resources, both local and global, we will move towards 24/7 learning opportunities. The community will have the opportunity to be engaged with our students and staff through electronic access, student led school events and additional partnerships with local, state and global entities. This technology plan will be evaluated locally on the bases of its use as a tool for student assessment and the degree to which it is implemented.

Goals: All CCSU goals will be targeted for K-12

Goal 1: Student Centered Learning - CCSU will create 21st century learning environments in which students use information and communication technologies in ways that both reflect their interests and foster independent and collaborative engagement in meaningful, relevant, and authentic learning tasks.

Goal 2: Leadership to promote a Student Centered Environment - CCSU will foster the development of administrator, teacher, and student leadership that aligns with the International Society of Technology Education's National Educational Technology Standards (ISTE-NETS) to create and sustain student centered, 21st century learning environments.

Goal 3: Flexible Learning Communities - CCSU will use technology, including distance learning, to enhance educational opportunities for all students and to provide resources that allow for varied technology access during and beyond the traditional school day.

Goal 4: Engaged Community Partners - CCSU will use technology tools to develop partnerships within the local, regional, state, and global communities to share information and provide exemplary 21st century learning opportunities.

Goal 5: Effective Local Technology Plan Evaluation – CCSU is covering the 5th goal area, Evaluation, by filling out the data collection area and the “Indicators of success”.

Action Step	Aligns with Goal #	Description	Staffing	Infrastructure	PD	Y1/Y2/Y3	Data Collection
1	1,2,3	Provide focused, individualized, and collaborative professional development to expand teacher knowledge and skill in creating student-centered learning opportunities that utilize technology-rich applications, peripherals, emerging Web 2.0 tools, and adopted software.	ETIS for tech. integration and external content area PD for student-centered learning in content areas.	Applications, electronic devices and connectivity are in place and/or will be enhanced.	ETIS led PD as well as VT Fest, Dynamic Landscapes, and other Educational Technology courses or workshops.	Y1 / Y2 / Y3	Staff PD exit surveys. Team meeting feedback at the building level.
2	1,2,4	Design and implement effective models of educational technology integration using emerging tools that transcend the school day and the school's walls to create student-centered learning environments in which students can collaborate locally, regionally, statewide, nationally, and internationally to solve problems, create new knowledge, and develop 21st century skills.	Teachers with support from ETIS, building principals, and district administrators.	Purchase new or improve the existing applications. Collaborate with other districts to share successes and avoid tech traps.	Training in the use and integration of these online communication tools (Skype, Moodle, wikis, etc).	Y1 / Y2 / Y3	Student and staff surveys. ETIS evaluations of emerging tools are communicated to the Educational Leadership Team in a timely manner.

Action Step	Aligns with Goal #	Description	Staffing	Infrastructure	PD	Y1/Y2/Y3	Data Collection
3	4	Determine and implement the best contemporary technological methods for engaging students and teachers in monitoring and reporting progress to parents and community using technology.	Teachers with support from ETIS and building principals.	Student Information System enhancements or purchase of new system that includes easy parent, student and staff access via a portal to all aspects of a student centered culture.	Training on best methods once those methods have been determined for each grade level and content area	Y1 / Y2 / Y3	Review developed reporting methods
4	1,2,3,4	Provide resources and support for continual training for Educational Technology Integration Specialists in the use of peripherals, emerging Web 2.0 tools, adopted software, and the best practices for technology integration across the curricula and grade levels in order to meet the changing needs of CCSU teachers and students.	ETIS with administrator's support.	Electronic devices, networks, shared collaborative spaces will be reviewed, updated or purchased as the curricular needs are addressed.	VTFEST, Dynamic Landscapes each year and one national Ed Tech conference, various periodicals, books and subscriptions	Y1 / Y2 / Y3	Verification of funding for ETIS to attend conferences, purchase required educational resources, etc. Creation of a library of presentations, trainings and best practices to be available online to facilitate collaboration and effective technological integration for our students and staff to access on demand 24/7.

Action Step	Aligns with Goal #	Description	Staffing	Infrastructure	PD	Y1/Y2/Y3	Data Collection
5	1,2,3,4	Develop and communicate a plan for addressing the ISTE-NETS and integrating the Information Communication Technology Literacy (ICT) Maps with CCSU English, science, social studies, and math curricula.	Curriculum Director, content curriculum committees with input from the ETIS	Purchase new or improve existing collaborative applications.	At the building level SU wide.	Y1	Review developed plans.
6	1,2,3	Explore and utilize technological resources to promote and provide differentiation that expands core, supplemental (including assistive), and enriching learning opportunities.	Special educators and content specialists with the support of the ETIS, building principals and appropriate district administration	Internet access with cloud based applications coupled with local hardware will allow for this opportunity.	Training in the use of equipment and appropriate software as needed	Y1 / Y2 / Y3	Review collection of technological resources. Poll teachers and special educators
7	4	Expand authentic, systemic opportunities for staff and students to develop, share, and highlight innovative uses of technology in schools to promote a school and community focus on technology that engages users and stakeholders.	Teachers with support from ETIS, building principals and other district administrators.	Research and establish a community based portal drawing on the existing interactions and reaching for long term mutually beneficial processes that center on our students' abilities. An ongoing town meeting for students.	Expand awareness and train Faculty on appropriate sharing options.	Y1 / Y2 / Y3	Monitoring the number of innovative uses of technology shared with the community.

Action Step	Aligns with Goal #	Description	Staffing	Infrastructure	PD	Y1/Y2/Y3	Data Collection
8	1,2,3,4	Ensure equity in access to hardware and software through CCSU Technology Leadership Team coordination and communication of decisions and practices that guide technology acquisition and use in order to create optimum, student centered learning environments across all schools and grade levels.	Building principals with input from ETIS, building technology committees, the Technology Department with support from CCSU administration.	The Technology Department in collaboration with the Executive Director of Curriculum, Instruction, and Assessment and the CCSU Technology Leadership Team has the process in place to augment and improve this model.	CCSU Technology Leadership Team meetings will address training.	Y1 / Y2 / Y3	Documentation of attention given to equity concerns during decision making processes. Review of building based outcomes.
9	1,2	Develop annual technology goals and action steps that are integrated into school action plans and supervision and evaluation cycles to support continuous improvement and 21 st century schools transformation.	Teachers and building principals with support from the ETIS.	None	At the building level.	Y1 / Y2 / Y3	Tracking goals at the Educational Leadership Team level.
10	2	Administrators and teachers model the use of technology in daily school practices.	Administrators and staff with support from the ETIS	Networks and internet access, collaborative tools.	Expand awareness and train staff on appropriate tech. integration options	Y1 / Y2 / Y3	Direct observation and electronic foot print.

Action Step	Aligns with Goal #	Description	Staffing	Infrastructure	PD	Y1/Y2/Y3	Data Collection
11	3	Develop policies and procedures that govern the educational use of student-owned technical devices in schools.	Building principals and technology committees with input from school staff	None	None	Y1 / Y2 / Y3	Review policies and procedures for each school.
12	3	Explore opportunities for creating and sustaining technology-enhanced physical learning environments conducive to collaboration within and beyond schools. (examples might include: wireless access points, common student areas, projection systems, computers, etc)	Administrators, ETIS, building principals, and staff.	None	Expand awareness and train staff on appropriate technology integration options.	Y1 / Y2 / Y3	Observation and inventory, staff survey.

Table 1 - Budget

Description	Year 1 (2009-2010)	Year 2 (2010-2011)
Professional Dev.(IT DPT)	\$3,125	\$3,250
Salary	\$831,176	\$863,592
Benefits	\$292,994	\$307,644
Infrastructure	\$115,000	\$116,000
Hardware	\$451,627	\$464,724
Software	\$147,326	\$151,598
Travel	\$3,000	\$3,120
Consultants & Contracts	\$36,675	\$37,739
Stipends	\$5,016	\$5,212
Equipment	\$25,504	\$26,244
Website Development	\$23,710	\$24,777
Total	\$1,935,153	\$2,003,899

Budget Notes:

1. Professional Development - Requirements to be determined (objects 320, one-half of 580 and 619)
2. Salary - Salary for all IT personnel, plus ET in CCSU & U46; Year 2 inflated by 3.9%
Does not include Web Manager (shown under Website development)
3. Benefits - Benefits for all IT personnel identified above; Year 2 inflated by 5%
4. Infrastructure - EJ and U46 Capital Plan amount for Computer Replacement Program
5. Hardware - Object 734 in general fund budgets; Year 2 inflated by 2.9%
6. Software - Object 735 in general fund budgets; Year 2 inflated by 2.9%
7. Travel - One-half of Object 580; Year 2 inflated by 4%
8. Consultants & Contracts - Object 330 in IT budgets; Year 2 inflated by 2.9%
9. Stipends - Technology stipends associated with IT budget in EJ; Year 2 inflated by 3.9%
10. Equipment - Object 730 requirements in IT budgets; Year 2 inflated by 2.9%
11. Website Development - Web manager salary & benefits in SU budget; Year 2 inflated by 4.5%

Indicators of Success

Indicators of Success for Goal #1 – All students and teachers seamlessly utilize technology effectively to support learning across the curriculum by consistently integrating a variety of technologies and technology-infused techniques into classroom curriculum. Classroom activities exhibit compelling evidence of the use of appropriate technological tools and instructional methods that utilize technology to enhance student learning in a student centered learning environment. All teachers and students master real-world applications of technology and 21st century skills by selecting and appropriately using technological tools.

Indicators of Success for Goal #2 – Students are seen leading classes with internationally diverse attendees using collaborative tools and technologies found in the business world. All educators in the district will be aware of the ISTE-NETS. Leading by example will be evident by all members of the SU, from admin to students, seamlessly using technology where appropriate in all aspects of the curriculum.

Indicators of Success for Goal #3 – Cloud, web and local tools will allow students to explore, review or experience for the first (or fiftieth) time, lessons, interactions and creative expressions during and beyond the traditional school day. To this end bandwidth and short term storage will not be a deterrent to expanded use of web 2.0 tools. Wireless access will be improved in all schools. Policies will have been created that balance safety and security concerns with educational opportunities. Budget decisions will be made that will maximize student centered access to technology tools.

Indicators of Success for Goal #4 – Expanded Moodle classes across the SU, especially at the high school and center for technology will be an indicator that the community involvement has increased. People in the community will feel more a part of and supportive of our schools as shown via the interactions on the Moodle server and portals expressly designed for this purpose. Improved community support for school initiatives as more people will come to see and understand the “why” behind these initiatives. Increased enrollment in the Virtual High School by community members as lifelong learning becomes easier to access.

Signature/Certification Page

General Information: The signature (below) certifies that this school, district, or supervisory union meets all requirements for Informational Technology planning as defined by the State of Vermont under the federal “No Child Left Behind” legislation.

Name of supervisory union or school(s) covered by this Technology Plan: Chittenden Central Supervisory Union

Technology Contact Person: Vince Gonillo Phone: 802-857-7000 ext 1040

Title: Executive Director of Technology E-mail address: vgonillo@ccsuvt.org

X Already on it! Check here if you do **NOT** wish to be added to the Department of Education’s “Ed Tech” listserv. This listserv is one of the primary means of communication between the DOE and schools.

Contributors to this Educational Technology Plan and their affiliations. We recommend involvement by a breadth of stakeholders — including school administrator, community member, teacher, student, paraprofessional, and other interested parties.

- Mike Deweese, Superintendent
- Judith DeNova, Assistant Superintendent
- Linda Keating, Executive Director of Curriculum, Instruction, and Assessment
- Grant Geisler, Chief of Operations, CFO
- Vince Gonillo, Executive Director of Technology
- David Wells, Principal Westford Elementary
- Phil Crawford, EHS Department Head, Librarian
- David Davidson, CCSU ETIS
- Carrie Fogg, EHS ETIS
- Hector Tamayo, ADL Teacher
- Diane Seigrist, Westford Teacher
- Alda Sauer-Norcross ADL Teacher
- Chrissy Frankenhoff, Hiawatha
- Tom Preska, EHS Teacher
- Jeff Guilmette, Fleming
- Caty Wolfe, CTE Teacher
- Steve Herr, CTE Paraprofessional
- Cindy Remy, Admin. Ass’t (Web Communication)
- School-based Tech Committees
- CCSU Principals

Certifications: Select one

This Educational Technology Plan was approved by our School Board on: 26 May 2009

Children’s Internet Protection Act (CIPA) certification: One box (below) must be checked for the school to qualify for funds under this program.

- The school certified CIPA compliance in it’s last E-Rate application
- The school did not certify compliance with CIPA in it’s last E-rate application, but does certify, as part of this technology plan, that it meets CIPA requirements
- The CIPA requirements do not apply because no funds made available under this program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

Signature: _____ Date: _____
(Superintendent/CEO)

Mail this page only to: Peter Drescher, Vermont Department of Education, 120 State Street, Montpelier, VT 05620-2501