KENST🛩N

Technology Plan
2014-2017

Table of Contents

1.0 Curriculum Alignment and Instructional Integration

1.1 - Global Vision and Learning

All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

Supporting Strategies

1. Kenston Local Schools will continue to revise, create, and implement standards and learning objectives using technology for all content areas that reflect 21st-century expertise and the power of technology to improve learning.

2. Kenston Local Schools will continue to develop and implement learning resources that use technology to embody design principles from the learning sciences.

3. Kenston Local Schools will continue to develop and implement learning resources that exploit the flexibility and power of technology to reach all learners anytime and anywhere.

4. Kenston Local Schools will use advances in learning sciences and technology to enhance STEAM learning and develop, adopt, and evaluate new methodologies with the potential to inspire and enable all learners to excel in STEAM.

Needs Assessment

Based on survey data, formal and informal conversations, and committee work, many teachers feel they lack technology for integration purposes and perceive the current state as one where they don't have what they need.

However, time for and access to formalized training events would bridge the gap between current super users, and those that integrate technology at a lower level in their classrooms.

Furthermore, a perceived lack of teacher training, lack of overall resources, and lack of a proper functioning, full-time support structure in the form of a dedicated building technology coach hampers performance at the higher levels.

Additionally, current infrastructure limits our true potential, as many of our buildings are not able to take advantage of students bringing their own devices to supplement the school devices in exploring new and innovative curriculum-enhanced material on the internet.

Professional Development

Methods & Format

Kenston Local Schools will use the ISTE Standards to guide the development of the district in terms of technology integration, use, and in general teaching with technology terms, what we want the district to look like.

The ISTE Standards are complementary to current State of Ohio published standards on technology, but will in many cases supercede or extend those standards. In many cases, where current State of Ohio standards fall short, the ISTE Standards will fill the gap. Furthermore, the ISTE Standards will provide a standardized model to replicate and improve on, and speaks in specific terms in regards to what local practice should and could look like.

The ISTE Standards are voluntary, and not state mandated, but provide language that has been nationally recognized as authoritative on the topic of technology in the classrooms and districts across the United States, and globally.

How to Measure

We will use nationally recognized standards for student instruction, leadership, coaching, and overall administration when determining what success looks like. The ISTE Standards will guide us in recognizing gaps and data collection, and in setting the minimum performance standards. We seek to exceed these standards.

ISTE Standards for Students (ISTE Standards•S): The standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.

ISTE Standards for Teachers (ISTE Standards•T): The standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital society.

ISTE Standards for Administrators (ISTE Standards•A): The standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning,

implement technology and transform the instruction landscape.

ISTE Standards for Coaches (ISTE Standards•C): The skills and knowledge technology coaches need to support peers in becoming digital educators.

Support Goal

The keystone for district-wide curricular change and improvement is communication. By appropriately working with all stakeholders in the district, including administrators, teachers, parents, and students, we can ensure success. Seeking input, and remaining flexible in terms of approaching new and innovative strategies to improve system processes will be an important factor, too.

Realizing that multiple parties are tied to this process, it will be important to focus on the main goals of the whole process, the primary goal being improving student instruction and raising achievement among all students in all areas of instruction.

Evaluation

Process

We seek to continually collect evaluation data on our progress through committees, surveys, and both formal and informal meetings with teacher professionals in all of our buildings, administrators, other stakeholders like parents, students, and private and community members, as well as parties at state and national levels.

Description

Success indicators will include a changed conversation and culture about technology in the classroom, where technology's role is no longer that of a distractor and something to "deal with," but rather a tool for achievement.

Technology, properly used and integrated, serves to enhance the entire curriculum, as well as the entire operation of the curriculum delivery, i.e. the core mission of any school district.

In order to reach this level of success, everyday operations around the school district need to be evaluated and modified, rather than attempting small pockets of change.

Outcome

We will know success when we see large scale improvements, from efficiency of operations to raised student achievement scores. We will know success when conversations around the district change from negative to positive about the use of technology and technology integration. We will know success when technology is no longer an obstacle to overcome, but a tool to scale new heights.

1.2 - Assessment

Kenston Local Schools will at all levels leverage the power of technology to measure what matters and use assessment data for continuous improvement.

Supporting Strategies

1. Kenston Local Schools will design, develop, and implement assessments that give students, educators, and other stakeholders timely and actionable feedback about student learning to improve achievement and instructional practices.

2. Kenston Local Schools will build the capacity of our educators to use technology to improve assessment materials and processes for both formative and summative uses.

3. Kenston Local Schools will conduct research and development that explores how embedded assessment technologies, such as simulations, collaboration environments, virtual worlds, games and cognitive tutors, can be used to engage and motivate learners while assessing complex skills.

4. Kenston Local Schools will conduct research and development that explores how UDL (Universal Design for Learning) can enable the best accommodations for all students to ensure we are assessing what we intend to measure rather than extraneous abilities a student needs to respond to the assessment task.

5. Kenston Local Schools will continue to revise practices, policies, and regulations to ensure privacy and information protection while enabling a model of assessment that includes ongoing gathering and sharing of data for continuous improvement.

Needs Assessment

If we are unable to measure it, we can not improve it. At Kenston Local Schools, we constantly strive to collect data on processes, assess areas of improvement, and drive the change process forward. We are continuously working to define success and set tangible, measurable goals.

Current data collection strategies are not adequate to collect, analyze, or disseminate information within the district, or for use with other agencies such as county organizations, etc.

Furthermore, current strategies do little to enhance teacher instruction with students, especially as pertaining to local data gathering on formative and summative assessment instruments. Instead, a wide variance in methods and tools used has been observed, and the need for standardization and modernization is obvious.

Professional Development

Methods & Format

Kenston Local Schools will use the ISTE Standards to guide the development of the district in terms of technology integration, use, and in general teaching with technology terms, what we want the district to look like.

The ISTE Standards are complementary to current State of Ohio published standards on technology, but will in many cases supercede or extend those standards. In many cases, where current State of Ohio standards fall short, the ISTE Standards will fill the gap. Furthermore, the ISTE Standards will provide a standardized model to replicate and improve on, and speaks in specific terms in regards to what local practice should and could look like.

The ISTE Standards are voluntary, and not state mandated, but provide language that has been nationally recognized as authoritative on the topic of technology in the classrooms and districts across the United States, and globally.

How to Measure

By clearly defining what results constitute success, we are able to make objective, data-driven decisions both at the district level, and for individual schools within the district.

We remain flexible in all terms and at all levels regarding assessment. We define success, implement a process, and make adjustments based on the facts and on research-proven strategies. Clarifying expectations, defining success, and measuring, analyzing, and adjusting are the right steps to creating successful processes within a school district.

By measuring what we do, we will better be able to make data-driven improvement projects, explore new angles to old problems, and better tackle large scale metrics like graduation rates, performance on standardized tests, etc.

New levels of team, department, building, and district oversight in data collection efforts will ensure success at all levels.

Support Goal

None.

Evaluation

Process

We will form new leadership structures where gaps exist, and continue current successful ones at all levels to discuss data, data use, and assessment evaluation. Communication from these sessions will be shared freely between buildings in order to leverage the power of working as a team at the district level.

Description

Data teams are already in place at all levels. We will continue this process at a higher, more effective level, where teams actively share findings, and move forward together.

Outcome

The outcome of our evaluation cycles will be communicated to district leadership, including building administrators, etc.

1.3 - Professional Development

Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

Supporting Strategies

1. Kenston Local Schools will continue to expand opportunities for our educators to have access to technology-based content, resources, and tools where and when they need them.

2. Kenston Local Schools will leverage social networking technologies and platforms to create communities of practice that provide career-long personal learning opportunities for educators within and across schools, and in-service educational institutions, and professional organizations.

3. Kenston Local Schools will use technology to provide all learners with online access to effective teaching and better learning opportunities and options in places where they are not otherwise available, and in blended (online and offline) learning environments.

4. Kenston Local Schools will provide in-service educators with professional learning experiences powered by technology to increase their digital literacy and enable them to create compelling assignments and activities for students that improve learning, assessment, and instructional practices.

5. Kenston Local Schools will develop a teaching force skilled in online instruction as well as hybrid instructional models.

Needs Assessment

Based on survey data, formal and informal conversations, and committee work, many teachers feel they lack direct technology skills for integration purposes, and perceive the current state as one where they do not have what they need, both in terms of resources and access to professional development opportunities.

Professional Development

Methods & Format

Kenston Local Schools will use the ISTE Standards, more specifically the standards for coaching, to guide the development of the district in terms of professional development on technology integration topics.

The district will continue established processes for professional development like dedicated

days for technology only professional development, hosting Open Lab sessions (open sessions on any technology related topics open to any stakeholder at Kenston Local Schools) weekly, as well as Full Day Open Labs in all school buildings.

Furthermore, the district will continue to investigate, develop, and deploy opportunities for asynchronous opportunities such as self-paced workshops for teacher professionals, where the mode of content delivery is primarily over video, either with in-house produced videos, or from external content providers.

How to Measure

Accurate logs of training sessions will be kept by all trainers in the district, and reported to the district level on a quarterly basis. Furthermore, a system of online or digital badges will be developed and deployed in order to track competencies around the district.

Support Goal

A system of online or digital badges will be developed and deployed in order to track competencies around the district.

Evaluation

Process

We will form new leadership structures where gaps exist, and continue current successful ones at all levels to lead professional development efforts in the district. Communication from these sessions will be shared freely between buildings in order to leverage the power of working as a team at the district level.

Description

Training sessions, materials, and resources will be monitored and evaluated in an ongoing process, where we continually curate and fine tune our processes, approaches, incentives, and methods for professional development.

Outcome

We will know success when we see large scale improvements, from efficiency of operations to

raised student achievement scores. We will know success when conversations around the district change from negative to positive about the use of technology and technology integration. We will know success when technology is no longer an obstacle to overcome, but a tool to scale new heights.

2.0 Technology Policy, Leadership and Administration

2.1 - Rethinking Technology Structures

Kenston Local Schools will at all levels redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

1. Kenston Local Schools will develop and adopt a common definition of productivity in education and more relevant and meaningful measures of outcomes, along with improved policies and technologies for managing costs, including those for procurement.

2. Kenston Local Schools will begin rethinking basic assumptions in our school district that inhibit leveraging technology to improve learning, starting with our current practice of organizing student and educator learning around seat time instead of the demonstration of competencies.

3. Kenston Local Schools will develop useful metrics for the educational use of technology in our district.

4. Kenston Local Schools will design, implement, and evaluate technology-powered programs and interventions to ensure that students progress seamlessly through our PK-12 system and emerge prepared for college and careers.

Needs Assessment

Currently, many processes and procedures are undefined, or unclear in scope, sequence, and areas of responsibility.

Many operational strategies are kept in singularity - often by a single person who may have been performing said procedure for some time - and thus are not well documented, if

documented at all. This leads to a system where many functions would stall or cease to function if said person were to leave the district, or incur serious illness or time away from work.

As such, it has become increasingly apparent that we need to provide structure in terms of policy, documented procedures, and the addition of other methods for ensuring long term stability regardless of external or internal events that may lead to instability (such as employee distribution or redistribution, technological breakdowns, or non-planned events).

Professional Development

Methods & Format

Kenston Local Schools will use the ISTE Standards to guide the development of the district in terms of technology integration, use, and in general teaching with technology terms, what we want the district to function like.

The ISTE Standards are complementary to current State of Ohio published standards on technology, but will in many cases supercede or extend those standards. In many cases, where current State of Ohio standards fall short, the ISTE Standards will fill the gap. Furthermore, the ISTE Standards will provide a standardized model to replicate and improve on, and speaks in specific terms in regards to what local practice should and could look like.

How to Measure

We will continuously monitor current practices, refining what works, and reworking what does not. Through ongoing review structures, we will track, measure, and analyze district procedures and practices, and begin shaping how we want the district to function.

As with any quantitative activity, it will become important to recognize the need for flexible parameters and variables in a change process, and setting static goals will not be beneficial.

Dynamic goals, which constantly draw from best practice and data collected from the field will help inform our structure as successful or not.

Support Goal

None.

Evaluation

Process

We will continuously monitor current practices, refining what works, and reworking what does not. Through ongoing review structures, we will track, measure, and analyze district procedures and practices, and begin shaping how we want the district to function.

As with any quantitative activity, it will become important to recognize the need for flexible parameters and variables in a change process, and setting static goals will not be beneficial.

Dynamic goals, which constantly draw from best practice and data collected from the field will help inform our structure as successful or not.

Description

Teams at both district and building levels will engage in measuring, analyzing, and communicating progress in an ongoing cycle of progressive evaluation.

Outcome

Based on the constant feedback cycle in the district about what works and what does not, the district will be better off regardless of whether specific goals are met.

Having no feedback cycle leaves no room for improvement, at least not informed improvement, and being able to track, discuss, measure, analyze, and disseminate what works will lift the entire district to new heights of yet unrealized potential.

3.0 Technology Infrastructure, Management and Support

3.1 - Infrastructure for Learning & Communicating

All students and educators will have access to a comprehensive infrastructure for learning and communicating when and where they need it.

1. Kenston Local Schools will ensure students and educators have broadband access to the Internet as well as dense wireless connectivity while in school.

2. Kenston Local Schools will ensure that every student and educator has access to Internet capable devices and appropriate software and resources for research, communication, multimedia content creation, and collaboration for use while in school.

3. Kenston Local Schools will support the development and use of open educational resources to promote innovative and creative opportunities for all learners and accelerate the development and adoption of new open technology-based learning tools and courses.

4. Kenston Local Schools will build capacity for evolving an infrastructure for learning, supporting in excess of 7,000 simultaneously connected wireless devices on campus.

5. Kenston Local Schools will develop, where available, and use interoperability standards for content and student-learning data to enable collecting and sharing resources and collecting, sharing, and analyzing data to improve decision making at all levels of our school district.

6. Kenston Local Schools will develop, where available, and use interoperability standards for financial data to enable data-driven decision making, productivity advances, and continuous improvement at all levels of our school district.

Needs Assessment

Our current infrastructure is sorely lacking the capacity we need to operate in a modern educational setting. Wireless capacity is low, cabling at some buildings is outdated, and we are unable to support as many devices as we would like.

We are unable to take full advantage of our BYOD policies due to low wireless bandwidth, and a lack of dense wireless networks around campus.

Professional Development

Methods & Format

N/A

How to Measure

N/A

Support Goal

None.

Evaluation

Process

We have begun working with vendors to assess and propose solutions to improve our overall infrastructure, including upgraded switching, cabling, and wireless access points, and we are working hard at implementing new infrastructure components as they become available.

We will continue to evaluate and deploy an updated infrastructure model with available funding.

Comparing to success stories from neighboring districts, we have a good idea of what it will take to form a dense, high speed wireless infrastructure, and to work closely with partners that may be a step or two ahead of us in terms of network solutions.

Again, working with partners around the area that have already deployed various models in their schools, we continue to evaluate the need for devices around campus, access to devices, and which type of devices best fit our needs, and to deploy where possible.

In addition, and in preparation for future testing online as required by the State of Ohio Department of Education, we continue to evaluate models that will best meet the needs of our students, our schools buildings, and our community. New and creative solutions to meeting the demands from future testing models have already required us to make changes. We continue to fine tune that process as we go in to the next school year.

Description

We will approach the technology infrastructure needs and processes from the district level. Some areas of improvement, deployment, or restructure will certainly continue to be prompted from the building level, which we believe to be both healthy and necessary, but in order to grow the entire district as one cohesive unit it will be imperative to provide a district vision,

leadership structure, and process map to accomplish our overarching goals, which will then meet those building needs.

The District Technology Committee will continue to meet regularly, where representatives from each of the buildings come together to inform each other about progress, processes, what works and what does not. In turn, they disseminate information and best practices back to the building level in order to generate feedback and solutions to problems.

Outcome

By improving our district technology infrastructure, we will be able to fully realize our true potential in that all students and staff will effectively be able to access new learning materials, new methods of instruction, and new assessment components.

Furthermore, our students and staff will be able to create at a new level, and present findings to the world for a truly globally connected learning environment.

We hope that one day getting on the internet, from any device, from anywhere on campus, to anywhere in the world, at blazing fast speeds, will be the standard at Kenston Local Schools.