
McPherson Unified School District 418
Technology Plan
2009-2013

Approved by the District Technology Committee – February 25, 2009
Approved by the Board of Education – March 23, 2009
Approved by the Kansas Department of Education – May 15, 2009

Our Vision for Technology in McPherson

McPherson USD 418 is committed to providing students with the essential skills and competencies necessary to become lifelong learners, effective citizens, and qualified members of the workforce in the 21st century, by providing the necessary technology resources, experiences and support. All staff will be provided with the essential training, resources and support to use technology as an effective teaching, learning and administrative tool.

District Technology Committee – 2008-2009

Todd Beam – RES Principal - Administrator
Larry Chaney – Tech Coordinator: training – Tech Staff
Dianne Cox – MMS Tech teacher – Middle School Teacher
Cheryl Flaming – WES Elem Music teacher – Elem Teacher
Dave Gitchell – McPherson College – Ed Institutions
Brent Hall – NCRA IT Staff – Community/Parent
Colin Hansen – Municipal Utilities – Community/Parent
Karl Ivers – Tech Coordinator – Tech Staff
Matt Jirgens – MHS Social Studies – High School teacher
Terry Krier – Board of Ed member - BOE
Jane Ledell – Middle School Para - Staff
Angie McDonald – Director of Instruction - Administrator
Joan Moore – LES Elem – Elem Teacher
Wendy Morris – RES Librarian – Elem Teacher
Sheri Nakai – Gifted Teacher – Elem Teacher
Kent Nye – MHS Career Education - Administrator
Chris Ruder – Asst. Supt for Business - Administrator
Donna Viola – Board of Ed member - BOE
Randy Watson – Superintendent - Administrator
Aggie Windholz – Student Data Coordinator – Staff
Mason Pearson - Student
Michael Bruns - Student

Technology Needs Assessment

Opportunity to take a technology needs assessment was given to all faculty and staff. 153 employees took this assessment.

In summary, employees felt comfortable with their individual technology use skills, but felt they needed more training and assistance in the area of locating and using instructional technology resources in their curriculum areas.

The LOTI survey (Level Of Technology Integration) was used for this assessment. Assessment will be ongoing, using this tool on a yearly basis.
<http://www.lqhome.com/cgi-bin/WebObjects/lotilounge.woa>

LOTI Survey Summary of results

Priority Placed on Skill sets 1-5

- 1 - Proficiency with Tech Use
- 2 – Student influences on instructional practices
- 3 – Using Technology for Complex Thinking projects
- 4- Locating Resources and Assistance
- 5- Overcoming Challenges to Beginning Classroom Technology Use

Priority Areas

Bldg	surveys	Skill1	2	3	4	5
CO	2	Mid-Level	Mid-Level	Mid-Level	Low-Level	Low-Level
EES	12	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level
LES	20	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level
MHS	48	Mid-Level	Mid-Level	Mid-Level	Mid-Level	Mid-Level
MMS	26	Mid-Level	Mid-Level	Mid-Level	Mid-Level	Mid-Level
RES	23	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level
WES	22	Mid-Level	Mid-Level	High-Level	Mid-Level	Mid-Level

Classroom technology use measured by the LOTI framework

Level 0 = Nonuse

Level 1 = Awareness

Level 2 = Exploration

Level 3 = Infusion

Level 4 = Intgegration

Level 5 = Expansion

Level 6 = Refinement

CO staff	2	Level 3	Level 4	Level 4
EES	12	Level 2	Level 4	Level 4
LES	20	Level 1	Level 4	Level 3
MHS	48	Level 2	Level 5	Level 4
MMS	26	Level 2	Level 5	Level 4
RES	23	Level 1	Level 4	Level 4
WES	22	Level 2	Level 5	Level 3

USD 418 Student Learning Goals, Objectives and Implementation strategies

Goal 1. McPherson students will utilize 21st Century Learning tools to engage in rigorous and relevant, student centered, learning opportunities to enhance academic achievement within a global perspective.

Objective 1. As technology and our understanding of learning advances, USD 418 will provide hardware and software to keep pace with 21st Century opportunities.

Implementation strategies

1. Update and maintain equipment, as needed: computers are updated on a four year rotation schedule.
2. Provide appropriate technology for a wide range of tasks
3. Provide broadband access to the internet and the rich variety of inherent learning partnerships

Objective 2. Through technology USD 418 will provide students opportunities to view and communicate within a global perspective.

Implementation strategies

1. Provide learning experiences within the context of a global perspective in all curriculum areas
2. Provide opportunities for students to communicate effectively and express their ideas on a global level

Objective 3. Students will utilize their knowledge of technology as a powerful tool to make them more efficient in school and in their careers.

Implementation strategies

1. Provide opportunities to utilize higher-level thinking and reasoning skills in all curriculum areas
2. Provide opportunities that allow students to develop skills in the use of word processing, communication, email, student management systems, file management, online learning, personal computer safety, security.
3. Provide activities to aid understanding of the ethical, cultural and societal issues related to technology.
4. Provide opportunities to expand student understanding and use of technology to aid in career exploration and to prepare for future career goals
5. Promote community/school partnerships to provide students real-world access to an understanding of technology skills needed for future employment

**Teaching and Professional Development
Goals, Objectives and Implementation strategies**

Goal 2. McPherson instructional staff will effectively implement 21st Century Learning tools to provide student centered, engaging and globally relevant learning opportunities.

Objective 1. USD 418 will provide employees training and support to effectively utilize appropriate technology to create a 21st century learning environment.

Implementation strategies

1. Assess staff knowledge, skills, and performance in using technology.
2. Provide staff development opportunities that will allow teachers to develop skills in the use of word processing, communication, email, student management systems, file management, online learning, personal computer safety and security.

Objective 2 Through technology USD 418 will provide instructional staff opportunities to teach and communicate within a global perspective.

Implementation Strategies

1. Provide opportunities to employ technology for communication and collaboration among peers, staff, parents, students, and the larger community.
2. Foster opportunities for educational partnerships, which will provide enhanced learning opportunities beyond the walls of the classroom.
3. Provide parents/guardians access to just-in-time student information as a means to enhance school/family relationships

Objective 3. Faculty, staff, and administration will utilize their knowledge of technology as a powerful tool to make them more efficient in their job performance.

Implementation strategies

1. Train instructional staff to identify, use and evaluate appropriate tech. which will lead to curriculum integration and high levels of student engagement and achievement accounting for individual learning needs
2. Train instructional staff to implement Technology for Complex Thinking Projects
3. Train instructional staff to Locate Resources and/or Assistance to Increase Existing Classroom Technology Use
4. Train non-instructional staff to locate and utilize resources to improve effectiveness and efficiency in their job performance

Leadership
Goals, Objectives and Implementation strategies

Goal 3. McPherson administrators and directors will create professional learning communities, which provides training and staff development opportunities that develop skills and support innovation to include the utilization of technology as appropriate.

Objective 1. Engage in ongoing development of leadership skills necessary to support a positive, effective learning environment

Implementation Strategies

1. Encourage the use of distance and/or online training and learning as appropriate
2. Utilize communication tools for more frequent, effective, clear, and positive communication with a variety of stakeholders
3. Encourage the use of technology when assessing and communicating about classroom instruction and teacher evaluations

Objective 2 Provide adequate resources and support to maintain an effective teaching, learning, and working environment

Implementation Strategies

1. Model the use of innovative technology with staff and faculty for the everyday, ongoing business of school
2. Encourage instructional staff to experiment and use technology in innovative ways in the classroom and for communication purposes
3. Provide the resources and support so that instructional staff may explore innovative uses of technology

Professional Development Plan

This is an outline of a technology professional development plan our newly hired Technology Coordinator for Staff Development is creating. A comprehensive plan will be presented by winter of 2009-2010.

- Develop a list of beginning, intermediate, and advanced technology competencies that encompass the skills our faculty and staff require to excel in their positions. Beginning and intermediate level technology competencies will focus on specific technology skills, while the advanced level will focus on utilizing technology to enhance student learning.
- Provide several scheduled hands-on training sessions throughout the school year, with an emphasis on the areas of greatest need as identified in our surveys.
- Provide a series of “Just-in-Time” on-line tutorials, both written guides and video guides, for all of the technology competencies, enabling our faculty and staff to develop their skills according to their own schedule.
- Schedule peer demonstrations for faculty members to share innovative techniques for using technology to improve student learning.
- Offer Professional Development Credits as incentives for faculty to master all of the competencies in the beginning, intermediate and advanced levels. Publicly recognize all faculty and staff as they achieve certification at each level.
- Identify, with teaching staff, how technology can enhance learning in their particular curriculum areas. Work with online learning opportunities and “experts in their curriculum field” of technology integration to realize a more engaging and effective way to use technology in the existing curriculum.
- Identify higher order thinking skills, in line with the 21st century learning initiative, which can create an engaging learning environment. Find ways our existing technology can promote and enhance those skills.

Technology Professional Development Assessment

- Provide a general technology skills self-assessment survey every year to measure faculty and staff opinions about their skill level, and use the survey to determine the greatest needs for technology instruction.
- Conduct self-assessment surveys following all in-service classes to determine how well the outcomes matched the objectives of the training.
- Require satisfactory completion of written tests, hands-on tests, or submission of artifacts that demonstrate mastery of beginning and intermediate level technology competencies.
- Schedule classroom observation sessions by the administration and/or technology staff for all advanced level technology competencies to assess how well faculty members use technology to enhance classroom instruction and student learning.

Alignment to the Technology Vision—Curriculum Integration and Enhancement

USD 418 strives for technology integration throughout the curriculum, using technology as a tool for teaching, learning, and assessment. Although our current technology curriculum addresses specific skills for computer and technology use, staff is working towards a just-in-time approach to integrating technology across and within curricular areas. Rather than teaching individual, isolated technology-related skills this current plan is geared toward making technology use transparent in the classroom as a support for learning in all areas of teaching, learning and assessment.

While the goal is to seamlessly integrate technology with curricula, benchmarks must be in place to ensure that students are utilizing technology to a degree, which prepare them for the 21st century. As NCLB requires all students be digital literate by the end of the 8th grade our curriculum contains a core set of technology usage benchmarks that students must meet by the end of their 8th grade year in order to be considered digital literate. Please see the attached checklist.

During the next curriculum writing cycle for each curriculum area, the Director of Instruction will ensure that each team reviews the technology plan prior to beginning the writing process. This team will then work to integrate technology benchmarks into the written curriculum document, thus ensuring all teachers will be integrating technology use within the learning day.

Assessment of Curriculum Integration

Ultimately, measuring technology integration aids in decision-making in all curricular areas. USD #418's plan to measure technology integration includes the following activities:

1. The Director of Instruction will ensure that curriculum in the core content areas includes alignment with the ISTE standards keeping in mind developmental appropriateness across the scope of the core content standards. This alignment will occur in a natural progression as curriculum writing teams work on new curriculum documents. The district's Curriculum Coordinating Council and the Board of Education will approve these curriculum documents and will judge the effectiveness of the integration of technology within the core content area.
2. Once a year, the Curriculum Coordinating Council will evaluate a random sample of lessons from across the district for technology integration. The district recently collected this first set of lessons, providing a baseline data for future use to judge the growth as a district in technology integration.
3. As school improvement plans are created and/or up-dated, the Director of Instruction will ensure that technology integration is a strategy included in each plan.
4. The *SimpleAssessment* from InforSource Learning will be used to determine teacher and student understanding and use of technology. Specifically, the performance assessment items will be used to assess whether or not students know how to integrate technology within other content areas.

Computer Curriculum 8th Grade Computer Checklist

Mentioned in paragraph 2, of the preceeding page

- Type at least 32 words per minute with 100% accuracy
- Input text within a document
- Adjust margins of a document
- Change text size
- Change text font
- Boldface text
- Center text
- Change text color
- Underline text
- Copy and Paste text
- Site a Source from the Internet
- Delete text
- Use word art
- Create indentions with a tab
- Create columns
- Change parameters of columns
- Use drawing tools
- Use standard and formatting toolbars
- Create headers and footers
- Add a border
- Use a background
- Use the Word clip art library
- Copy and paste a graphic
- Manipulate a graphic
- Insert a textbox
- Proofread and Spell check
- Use an electronic thesaurus
- Save
- Print
- Log into a server
- Set a pathname
- Create a folder
- Rename a folder
- Manipulate a folder
- Manipulate a file
- Sort files
- Drop an assignment electronically
- Pick up assignments electronically
- Utilize a help menu
- Utilize online tutorials
- Create a simple spreadsheet
- Create a chart in a spreadsheet
- Create formulas in a spreadsheet
- Demonstrate internet research skills
- Create a multimedia presentation
- Insert sound into a multimedia presentation
- Insert text animation in a multimedia presentation
- Insert graphics into a multimedia presentation
- Insert effects and transitions in a multimedia presentation
- Insert digital photos into a multimedia presentation