

*Williamsburg Community School District
Technology Plan*



*Williamsburg Community Schools
810 W. Walnut Street
Williamsburg, Iowa 52361*

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Williamsburg Community Schools Technology Plan 2012-2016

District Vision

Innovate Lead Excel

District Mission

The Williamsburg Community School District engages and empowers students to be productive and informed global citizen.

Philosophy:

Williamsburg Community School District believes that computer literacy is a basic skill for all students, that all students should use technology, and all classroom teachers will be encouraged and supported to use technology as a direct instructional tool. Computers and other technology should be made available in sufficient numbers so that students will have adequate opportunities to develop the basic skills necessary for their use as learning and problem-solving tools. Staff development programs promoting the use of technology in education will be provided by the district. Toward this end, sufficient district resources continue to be committed to technology, curriculum, and facility development. The district's vision for technology is to support meaningful, engaged learning for all students and to support the district's curricular goals.

The Williamsburg Community School District does not intentionally discriminate on the basis of gender, race, national origin, creed, age, marital status, sexual orientation, or disability in its educational programs, activities, or employment practices, or as otherwise prohibited by state or regulation.

Williamsburg Community School District declares and affirms to its students, employees, and to the public that it does not discriminate on the basis of sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity, physical appearance, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The Williamsburg Community School District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10 (2), Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the American with Disabilities Act. If you have any questions or grievances related to compliance with this policy, Please contact the Williamsburg Equity Coordinator, Carol Montz, at 810 West Walnut, Williamsburg, Iowa 52361 or by phone 319 668-1059; or the Director of the Office of Civil Rights, U.S. Department of Education, Citigroup Center, 500 W Madison Street, Suite 1475, Chicago, IL 60661, or telephone number 312 730-1560, fax 312 730-1576, email: OCR.Chicago@ed.gov.

As mandated by state standards, the Williamsburg Community School District Technology Plan will include the following components:

- Clear goals and realistic strategy for using technology to improve education
- Professional development strategy to ensure that staff know how to use these technologies to improve education
- Assessment of services, hardware, software needed to improve education
- Sufficient budget to acquire and support components needed to implement the strategy
- Evaluation process to monitor progress toward specified goals and make mid-course corrections in response to new developments.

2012-2016 Proposed Technology Advisory Committee

Dr. Carol Montz, Superintendent
Michael Jepson, Curriculum Director (present 2/24/15)
Elliot Mikesell, Technology Director (present 2/24/15)
Lynell O'Connor, Secondary Principal (present 2/24/15)
Tim Hoffman, Secondary Assistant Principal (present 2/24/15)
Dave Widmer, Elementary Principal
Jodi Stahl, Mary Welsh Elementary (present 2/24/15)
Cathy Hogarty, Mary Welsh Elementary (present 2/24/15)
Tony Miller, Mary Welsh Elementary (present 2/24/15)
Veronica Heitman, Secondary Media Specialist (present 2/24/15)
Carolyn Detweiler, Elementary Media Specialist (present 2/24/15)
Max Turner, WHS Science Department (present 2/24/15)
Micah Casper, WHS Tech Lab Teacher (present 2/24/15)
Krystle Stehno, WHS Math Teacher
Allison Schulte, WHS Student Tech Team Member
Bryan Phillips, School Board Member and parent (present 2/24/15)
Tyler Marshall, Parent
Robert Van Duesen, Parent (present 2/24/15)
Blake Kleinmeyer, Parent and Local Business Owner
Dianna Whiting, Community member
Bonnie Kinkead, Community member (present 2/24/15)
Dave Griggs, Community member (present 2/24/15)
Dawn Burns, Community member (present 2/24/15)
Mike Litwiller, Community member (present 2/24/15)

The Comprehensive School Improvement Committee receives a copy of this plan for their review and input. They suggest revisions and recommend the plan's adoption to the Board of Education. The Board of Education receives this plan with a recommendation to adopt. After the Board's review, the plan is adopted and implemented.

All students graduating from Williamsburg High School are required to have enrolled in one class utilizing technology as an integral part of its curriculum. During each curriculum cycle, each curriculum area will describe how students are being assigned to use technology to complete work. For example, in English, students will write research papers utilizing online databases and Internet resources as well as printed materials, and use word processing software to produce the final paper. Measures of student competency include: demonstrations, projects, teacher observations, exams and quizzes, portfolios, interviews, self-evaluations.

Resources include:

Audio-visual equipment	Calculators	Personal Computers (Mac and Windows)
CAD software/hardware	DVD Players	Smartboards
Recording Devices	Digital Cameras	Email
iPads	Internet resources	Presentation Tools
On-line databases	Software programs	Spreadsheet Tools
Presentation Equipment	Projectors	
Word Processing Tools	CAD Programs	

This plan will be in effect from the 2012-2013 school year through the 2015-2016 school years with annual modifications and reviews.

Current Technology Environment and Assessment

Technology Standards and Benchmarks

Technology Goals (2012-2016)

All K-12 students will use technology in developing proficiency in reading, mathematics, and science.

A combination of essential conditions is required to create learning environments conducive to powerful uses of technology, including:

- Vision with support and proactive leadership from the education system
- Educators skilled in the use of technology for learning
- Content standards and curriculum resources
- Student-centered approaches to learning
- Assessment of the effectiveness of technology for learning
- Access to contemporary technologies, software, and telecommunications networks
- Technical assistance for maintaining and using technology resources
- Community partners who provide expertise, support, and real-life interactions
- Ongoing financial support for sustained technology use
- Policies and standards supporting new learning environments

These new learning environments provide rich opportunities for students to find and utilize current information and resources, and apply academic skills for solving real-world problems. These environments engage students in activities that have educational technology skills and relevant curricular content interwoven. The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Know content and be able to locate additional information as needed
- Become self-directed learners
- Collaborate and cooperate in team efforts
- Interact with others in ethical and appropriate ways

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills. Numbers after each of the performance indicators link back to one or more of the 6 standards.

Technology Foundation Standards for Students

1. BASIC OPERATIONS AND CONCEPTS

Students demonstrate a sound understanding of the nature and operation of technology systems.
Students are proficient in the use of technology.

2. SOCIAL, ETHICAL, AND HUMAN ISSUES

Students understand the ethical, cultural, and societal issues related to technology.
Students practice responsible use of technology systems, information, and software.
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. TECHNOLOGY PRODUCTIVITY TOOLS

Students use technology tools to enhance learning, increase productivity, and promote creativity.
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4. TECHNOLOGY COMMUNICATIONS TOOLS

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. TECHNOLOGY RESEARCH TOOLS

Students use technology to locate, evaluate, and collect information from a variety of sources.
Students use technology tools to process data and report results.
Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS

Students use technology resources for solving problems and making informed decisions.
Students employ technology in the development of strategies for solving problems in the real world.

from http://cnets.iste.org/students/s_stands.html

The National Educational Technology Standards (NETS) Project is an ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of partners. The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States. The NETS Project will work to define standards for students, integrating curriculum technology, technology support, and standards for student assessment and evaluation of technology use.

New Proposed Technology Scope & Sequence

Technology Standards for Teachers

TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education [Technology Standards for Students](#))
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

http://cnets.iste.org/teachers/t_stands.html

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Professional Development

Professional development and support for teachers includes periodic workshops on a variety of technology topics including: video streaming application and integration into classroom activities, use of digital cameras, computer management and troubleshooting, presentation software, preparing a classroom web site, and grade book software.

Workshops are conducted in each building by the Technology Director, the Media Specialists, by external consultants, or by qualified teachers as part of scheduled professional development activities. Written tutorial

materials and on-demand support are available at any time from the Technology Director and Media Center staff. We conduct periodic surveys to find out what skills staff and students currently have and what skills they will need to fulfill the plan's objectives. Staff members are encouraged to develop the skills necessary to use technology in their teaching, research, and classroom management and are given opportunities to develop and expand their skills as part of professional development.

We will build on existing facilities and strengths and acquire appropriate new technologies that will enhance curricular goals and strategies.

Review of Utilization of Technology

Williamsburg Community School District has an on-going commitment to purchase the most effective technology which will enhance the instructional experience of students K-12. Materials purchased are evaluated with regard to the criteria below.

Does use of this technology:

- provide an instructional experience not otherwise afforded by traditional instructional methods?
- provide an avenue for individualized instruction, enrichment instruction, or remedial instruction not otherwise available to the students?
- supplement students' skill levels so as to provide access to advanced concepts not otherwise possible with traditional methods?
- act as a significant motivational tool for increasing student learning?
- provide the students with access to resources which normally would not be available at the local level?
- provide the students with extended opportunities for the development of higher order thinking skills, communication skills and/or other learning skills?
- provide an environment that significantly increases the amount of student time on task in comparison to traditional methods?
- provide a significant improvement in student evaluation and/or feedback systems that would not otherwise have been available using traditional methods within normal contact time provided?

Updating the Plan

Several data collection formats will be used to compile information on Instructional Technology and Educational Management Systems, including student surveys, annual parent surveys, staff surveys, Technology Committee input, and focus groups for Needs Assessment for new Comprehensive School Improvement Plan (CSIP). The Technology Committee will review end of year data and report findings to the District Leadership Team, building principals, and superintendent. The Williamsburg Community School District Technology Plan will be revised as circumstances and resources dictate.

There will be annual reports to the Board of Education and public as mandated. The Technology Committee will present the information in both oral and written format and on the Williamsburg Community School District web site.