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Executive Summary

Background:

In June 2002, the Anchorage School District Instructional Technology Plan (Appendix D) was certified by the State. The Transitional Technology Plan supports - - but does not supplant the regular district Instructional Technology Plan. Wherever appropriate, the Transitional Technology Plan utilizes support materials from the Instructional Technology Plan. The reauthorization of the Elementary and Secondary Education Act, called "No Child Left Behind" or "NCLB" mandates all districts meet the additional requirements in reference to curriculum integration, in order to be in compliance and to receive Title II D funds. The Transitional Technology Plan addresses these requirements.

Research:

Over the past decade, there has been a strong link between the use of instructional technology and improved student improvement in the classroom. (Research Summary, page 13) Students' use of technology in the classroom has been linked to increased test scores, improved self-concept, improved attendance, and increased motivation. However, as cited in the CEO Forum School Technology and Readiness Report, 2001, the impact of technology is most powerful when integrated into the curriculum and focused on specific, measurable objectives. For technology to be used effectively and appropriately to improve student achievement, district leadership needs to understand the role and power of technology in education. This leadership then empowers teachers to embrace technology as an integral tool in their classrooms.

Leadership Focus:

The Transitional Technology Plan focus for staff development includes principals. Each division will work with Instructional Technology to provide building principals the tools and training necessary to be 21st century leaders using technology. Based on the Pennsylvania Department of Education's Principal Technology Leader Academy and the International Society for Technology in Education (ISTE) National Education Technology Standards (NETS) for Administrators, (Appendix B), ASD will provide building principals with leadership training and technology skills through a series of training workshops. These workshops will be scheduled during the summer and throughout the school year.

Instructional Technology Plan Focus:

The Anchorage School District Instructional Technology Plan focuses on teachers and students. For many teachers, there is a "Digital Disconnect" because they have not been given the tools and staff development necessary for them to infuse technology into curriculum. Elementary Education in coordination with the Instructional Technology Department accelerated the ASD Instructional

Technology Plan in 2002 with the purchase of 579 iBooks for teachers who did not have access to a computer capable of accessing the Reading Database. Each of the 579 participating teachers completed a pre-assessment based on ISTE standards during the mandatory three-hour training where the iBooks were distributed. The Instructional Technology Department utilized the pre-assessment data to create staff development plans for all participating teachers. In addition, participating teachers were offered free online training and subsidized credit courses. The Instructional Technology Plan focus provides teachers the tools and training required to use technology effectively to promote student achievement.

21st Century Skills for Students:

More and more, students are being required to develop 21st Century Skills. (Appendix A) These skills include using higher order thinking. True curriculum integration can happen with Project Based Learning. When students are challenged to solve real-life problems, the whole world becomes a classroom. In Project Based Learning, students work in groups to solve challenging problems that are authentic, curriculum-based, and often interdisciplinary. Students use tools such as word processors, spreadsheets, and databases to perform tasks like outlining, drafting essays, analyzing numerical data, and keeping track of collection information. E-mail, electronic mailing lists, forums, and other online applications facilitate communication and collaboration with the world outside the classroom. The Web provides access to virtual museums, libraries, experts, maps, etc. Staff development for teachers and administrators will include aspects of Project Based Learning. The Transitional Technology Plan addresses the need for staff development to include technology integration.

Instructional Technology Goals:

In order to accomplish these goals, the Instructional Technology Department recommends the following:

- Focus instructional technology investments on specific educational objectives. The Transitional Technology Plan, the Instructional Technology Plan and the Information Technology Strategic Plan will support the Anchorage School District's Six-Year Plan.
- Development of 21st century skills will be a key educational goal for all students, and assessment should include these skills.
- Software purchases will be aligned with curriculum and district-wide standards. Assessment will be included to measure the effectiveness of the program/application.
- Resources must focus on principals and teachers to ensure effective use of technology integration.

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #187 (2002-2003)

March 10, 2003

TO: SCHOOL BOARD
FROM: OFFICE OF THE SUPERINTENDENT
SUBJECT: TRANSITIONAL TECHNOLOGY PLAN

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve the Instructional Technology Transitional Technology Plan.

PERTINENT FACTS:

In June 2002, the Anchorage School District Instructional Technology Plan was certified by the State. The certified Plan is used to apply for Universal Service Fund E-rate monies, as well as federal educational technology funds, including Title II D Enhancing Education Through Technology grant funds. **The state-certified Instructional Technology Plan (Board Memorandum #262 (2001-2002) has not been changed. The Transitional Technology Plan requires specific rubric criteria. All criteria must be either present in existing documentation (Instructional Technology Plan) or designated as planned status.** The Transitional Technology Plan supports -- but does not supplant -- the regular district Instructional Technology Plan.

The reauthorization of the Elementary and Secondary Education Act, called "No Child Left Behind" or "NCLB" mandates state and local educational agencies implement several changes. The educational technology portion of NCLB, Title II D is no exception. All districts are required to submit a new document called the Transitional Technology Plan before federal technology money can be awarded. Certification of this plan will enable the Anchorage School District to apply for Enhancing Education Through Technology and/or other federal and state educational technology grants.

Title II D Enhancing Education Through Technology is included in the Alaska Department of Education and Early Development "No Child Left Behind" Federal Programs Integrated Project Application for school year 2003-2004. The Anchorage School District's portion of the consolidated grant (Title II D) is approximately \$442,000. These funds provide staff development in the area of technology integration.

Areas of emphasis in the Transitional Technology Plan:

- Standards
- Access
- Professional Development
- Resources
- Accountability
- District-wide Integration

Evidence for each of these areas will be provided in the Transitional Technology Plan or the existing Instructional Technology Plan.

CC/JW/PL
Attachment

Prepared by: Jeff Wood, Chief Information Officer
Pam Lloyd, Coordinator, Instructional Technology

Approved by: Carol Comeau, Superintendent

Research Summary: Technology/Student Achievement

NorthCentral Regional Educational Lab (NCREL) – <http://www.ncrel.org>

“Minimally, for technology to play a positive role, the following factors must be considered:

- The success or failure of technology is more dependent on human and contextual factors than on hardware or software.
- The extent to which teachers are given time and access to pertinent training to use computers to support learning plays a major role in determining whether or not technology has a positive impact on achievement. Students of teachers with more than ten hours of training significantly out performed students whose teachers had five or fewer hours of training.
- The success or failure of technology involves seeing it as a valuable resource. This requires determining where it can have the highest payoff and then matching the design of the application with the intended purpose and learning goal. The success or failure of technology-enabled learning experiences often depends on whether the software design and instructional methods surrounding its use are congruent.
- The success of technology depends on having significant critical access to hardware and applications that are appropriate to the learning expectations of the activity. Research and best practice indicate that one computer for every four to five students is necessary if students are to be able to use technology in a manner that will yield significant improvements in learning.
- Teachers' perception is that computers have improved the climate for learning, especially because technology increases student motivation in subjects for which they use computers.

Effective technology uses minimally require employing research and best practices to match technology software to the curriculum and the developmental needs of learners; to customize content area learning; to enrich learning experiences with communications and links to others beyond the school walls; to offer new learning opportunities; and to help learners see the value of learning by applying knowledge and skills to real-world tasks.

CEO Forum Report <http://www.ceoforum.org>

The CEO Forum on Education and Technology was founded in the fall of 1996 to help ensure that America's schools effectively prepare all students to be contributing citizens and productive workers in the 21st Century. To meet this objective, the Forum issued an annual assessment of the nation's progress toward integrating technology into American classrooms. The Forum, a five-year project, closed its doors in December 2001.

– Key Building Blocks for Student Achievement in the 21st Century

“When applied to well-defined educational objectives, and integrated into the curriculum by trained teachers, education technology can produce dramatic results for students.”

- Improved scores on standardized tests
- Increased application and production of knowledge for the real world
- Increased ability for students to manage learning
- Increased ability to promote achievement for special needs students
- Improved access to information increases knowledge, inquiry and depth of investigation

“When applied to meet clearly defined educational objectives, technology can help improve student achievement. Technology can also prepare students with the newly evolving 21st century skills that will be essential to succeed in the future.”

I. Standards

A. The district will set up specific and measurable goals for improving student achievement per state academic content and performance standards through the use of technology.

Planned Currently in Place

Response: The current Anchorage School District Instructional Technology Plan provides goals that are concise and measurable and are clearly aligned with all state content and performance standards.

Evidence: Current ASD Instructional Technology Plan

1. Element: State and Local Standards

Rating: Exceeds – “Link between the plan and improvements in student learning and performance in content areas is clear and detailed. Technology is engaged to meet content performance standards.”

Page Reference: Pages 5-6, Appendix B, page 40, Appendix E, page 99, Appendix F, page 101

2. Element: Learning Goals

Rating: Exceeds – “Goals are measurable and address student learning needs and performance indicators in a variety of content areas, including technology. The goals are clear and there are realistic strategies for using telecommunications and information technology to improve education.”

Page Reference: Pages 4-5, Appendix C, page 89

B. The district will use research-based technology integration curricula and instruction strategies.

Planned Currently in Place

Response: The Anchorage School District Instructional Technology Plan,

Appendix A, addresses the need to align technology frameworks with the Reading/Language Arts as well as Math Performance Standards. Staff development focus will be on Curriculum Integration.

1. The ASD Instructional Technology Department in coordination with Instruction and Curriculum departments will coordinate a rubric for purchasing software in ASD so that it meets and reflects the requirements of NCLB. Choosing technology solutions currently rests within each school. Software and hardware are not inexpensive. In a time where resources are limited, software solutions must be scientifically based. They must address standards and in order to utilize our limited resources, standards must be in place.

Evidence: Current ASD Instructional Technology Plan

1. **Element: Curriculum Integration**
Rating: Exemplary – “How technology will enhance the curriculum and how technology skills will be advanced throughout the curriculum are both described. What students will do in such an enriched environment is specifically identified. In detail, Strategies for teaching and learning that can be enhanced as a result of technology integration are addressed. A technology integration scope and sequence, which explains the ways technology and the curriculum will be interrelated, is included.”
Page Reference: Pages 6-7, Appendix B, page 40
2. 80 teachers received Marco Polo – Internet Content for the Classroom training in June 2002. MarcoPolo provides the highest quality educational resources to teachers and students. Developed by world-renowned organizations who are experts in their fields, these standards-based resources include lessons plans, student materials, reviewed Web resources and interactive sites. Each of these trainers will have the opportunity to offer up to four after school sessions in each of their respective buildings to showcase the Internet Content aligned with standards.
3. 579 iBooks were issued to elementary teachers to provide the ability to use a Reading Database in order to guide their instruction. These teachers are part of a Phase I implementation/acceleration of the current Instructional Technology Plan. All of these teachers received a mandatory three-hour training.
4. Approximately 30 credit courses have or will be offered during the 2002-2003 school year. A number of these courses are specifically geared to curricular areas. These courses were developed through a committee process and used the ISTE Standards, the Alaska State Standards, and the ASD Technology Frameworks. The National Staff Development Standards as well as ACOT research assisted committee members in

creating the course content guides.

C. The district will adopt a detailed timeline for integration of technology into curricula and instruction.

Planned Currently in Place

Response: The Anchorage School District Instructional Technology Plan includes a detailed Activity Plan and Timeline for completion for each of the Goals addressed above. In addition, the Instructional Technology Department, in coordination with the Curriculum, Evaluation and Staff Development Department will work together to ensure integration of technology is aligned with curricula and instruction.

Evidence: Current ASD Instructional Technology Plan

1. **Element: Timeline**

Rating: Exceeds – “Plan is three years in length. Timeline includes starting and anticipated ending dates for important elements of the plan and identifies the person(s) responsible for implementation of each action. Stages of implementation are identified.”

Page Reference: Page 5, Appendix A, page 24

2. **Element: Curriculum Integration**

Rating: Exemplary “How technology will enhance the curriculum and how technology skills will be advanced throughout the curriculum are both described. What students will do in such an enriched environment is specifically identified, in detail. Strategies for teaching and learning that can be enhanced as a result of technology integration are addressed. A technology integration scope and sequence, which explains ways technology and the curriculum will be interrelated, is included.”

Page Reference: Pages 6-7, Appendix B, page 40

II. Access

A. The district will ensure students and teachers have access to educational technology in schools meeting high-poverty, high-needs, and Title I school improvement/school choice criteria.

Planned Currently in Place

Response: The Anchorage School District Instructional Technology Plan addresses a three-year funding plan. For the year 2002-2003, the Anchorage School District does not have schools that are in improvement status.

Evidence: Current ASD Instructional Technology Plan

1. **Element: Technology to Be Acquired**

Rating: Exceeds – “Projected Technology purchases are related to the assessment of current hardware, software, and capacity. Items projected for purchase clearly take into account staff development, curriculum reform, and enhancement of the curriculum in all areas.”

Page Reference: Page 15, Appendix M, page 135

2. **Element: Funding**

Rating: Exceeds – “Approximate costs or amounts necessary to acquire and to maintain identified needs and to support identified goals are given. Specific, long term funding sources are described and are adequate to acquire and maintain both the supported and non-supported elements of the plan, including the hardware, software, professional development, and other services, such as maintenance, that will be needed to implement the strategies of the plan. All action plans are funded.”

Page Reference: Page 17, Appendix M, page 135

3. Elementary Education accelerated the Anchorage School District Instructional Technology Plan with the purchase of 579 iBooks for teachers to utilize the ASD Reading Database.

4. Mountain View and Willow Crest, both Title I Elementary Schools are implementing Fast ForWord this spring. Elementary Education will use Fast ForWord during summer school (2003) for students all over the school district, using Learning Opportunity Grant funds. Fast ForWord (Scientific Learning) is a reading program designed to help students master the sounds, structures, and patterns of oral language, giving them the tools to develop fundamental skills that they will need in all aspects of learning. In addition, several middle schools and high schools are also using this software application.

B. The district will facilitate the development and utilization of innovative strategies to deliver specialized or rigorous courses or curricula, including distance-learning technologies, particularly in areas that do not have outside access to such programs due to geographic isolation or insufficient resources.

Planned Currently in Place

Response: The Middle and High School Divisions have implemented several online technologies to meet the needs of their students.

Evidence:

1. NovaNet is being used to provide remediation for students in the areas of

Math and English.

2. West High School is piloting Class.Com curriculum in the four core classes (Math, English, Social Studies and Science) as an alternative for those students requesting late arrival.
3. Fast ForWord is being utilized for oral language/reading skills for remediation.
4. Cognitive Tutor Math program is being utilized to provide enrichment to the existing algebra program.
5. Three schools are using Plato as a pilot for credit recovery.

C. The district will ensure effective use of technology to promote parental involvement and increase communication with parents, including informing parents of the use of technology in their child’s education.

 Planned X Currently in Place

Response: The Anchorage School District Instructional Technology Plan, p. 24 – ASD Goals – Goal 3 addresses the use of technology to promote parental involvement. A secured application titled Site Builder allows teachers to create webpages with homework, calendar events, and links. This application also includes MyASD, which is the parent portal for accessing the teachers’ sites.

Evidence:

1. Site Builder and MyASD are part of the Anchorage School District Web Resources for teachers and parents. MyASD/Sitebuilder is being used as a communication tool by many parents and teachers.
2. Half-day inservice on SiteBuilder and Email was conducted in September 2002 for all K-12 certificated staff.
3. A Data Driven Decision Instructional Committee has been formed to address the need for reporting and processing data to provide educators, community and stakeholders information for decision making.
4. Email Permission Form – ECAP – mailing grades to parents (579 iBooks came with a grading program to enable emailing of grades)
5. FERPA training planned for all administrators and teachers
6. 21st Century Community Learning Centers (21st CCLC) offer courses for parents and community including, technology courses.

7. Several Title I schools provide literacy training for their respective communities.

D. The district will describe how its schools will develop technology-based programs, where applicable, with adult literacy services.

 Planned X Currently in Place

Response: The Municipality of Anchorage offers many opportunities for adult literacy. However, many of our Title I schools offer after-school literacy opportunities for their parents and community members. In addition 21st CLCC, offer opportunities providing resources and classes to parents and community members through grant funding.

Evidence:

1. Title I funded Saturday classes for parents include GED classes.
2. William Tyson Elementary offers Success for All classes for its community and parents.
3. 21st CLCC provides ESL, High School completion courses, homework assistance, family math and science nights for parents and community members in 22 locations, including five middle schools and seventeen elementary schools.

III. Professional Development

A. The district will provide ongoing, sustainable, high-quality, intensive professional development in the areas of technology – particularly as it relates to the integration of technology into the curriculum and the enhancement of job performance—to teachers, administrators, and school library personnel.

 Planned X Currently in Place

Response: The current Anchorage School District Instructional Technology Plan provides plans for technology professional development.

Evidence: Current ASD Instructional Technology Plan

1. Element: Staff Development

Rating: Exemplary – “On-going, sustained staff development is needs based. Plan includes multiple professional development strategies to ensure that all staff members know how to use the proposed new technologies to improve education. Entire staff is involved in training targeted to specific needs. Technology use and integration training is coordinated within district’s overall staff development plans. Sufficient,

on-going financial and human resources for the training are outlined.”
Page Reference: Pages 9-10, Appendix A, page 21

2. Element: Resources for Staff Development

Rating: Exceeds – “List of sources for current and planned on-going training and technical assistance is varied and may include but is not limited to the Alaska Department of Education, the Northwest Educational Technology Consortium, the Southeast Regional Resource Center, the Alaska Comprehensive Regional Assistance Center, and the University of Alaska. There is evidence that the sources of assistance are linked to the needs of the staff for training.”

Page Reference: Pages 10-11, Appendix A, page 21

3. iBook project – mandatory training with subsidized credit courses – free online training, after school workshops, one-on-one training for teachers receiving the iBooks. In addition, a web-based forum provided a communication tool for all teachers within the iBook pilot project.
4. A pre-assessment was disseminated to all teachers who received iBook computers. This data is being utilized to guide the Instructional Technology Department in planning for professional development for teachers who received the iBooks.
5. Approximately 30 credit courses have or will be offered during the 02/03 school year. A number of these courses are specifically geared to curricular areas and technology integration.
6. The Instructional Technology Department provides credit courses, inservices, after school workshops, and one-on-one instruction. In addition, Technology Contacts and Technology Coordinators are encouraged to attend the ASTE (Alaska Society for Technology in Education) conference.
7. Marco Polo Trainers – currently there are 80 trained K-12 teachers hosting after school workshops for teachers in their building.
8. Monthly training opportunities are provided to Secondary Technology Coordinators and Elementary Building Technology Contacts.
9. The Training and Staff Development Department is tracking all staff development that occurred in ASD between August and December 2002. In addition, a web-based application to provide a tracking system to showcase all staff development, for all employees is being researched.

B. The district will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

_____ Planned X Currently in Place

Response: The current Anchorage School District Instructional Technology Plan addresses staff development and strategies for teachers to integrate technology effectively into curriculum and instruction.

Evidence: Current ASD Instructional Technology Plan

1. **Element:** Curriculum Integration

Rating: Exemplary – “How technology will enhance the curriculum and how technology skills will be advanced throughout the curriculum are both described. What students will do in such an enriched environment is specifically identified, in detail. Strategies for teaching and learning that can be enhanced as a result of technology integration are addressed. A technology integration scope and sequence, which explains the ways technology and the curriculum will be interrelated is included.”

Page Reference: Pages 6-7, Appendix B, page 40

2. A Cadres of Teacher Technology Leaders will be selected from each school. Teams should include principal and teacher leaders.
3. Reading/Language Arts – various software applications are being utilized in schools including Accelerated Reader, STAR, Scholastic Reading Inventory, and Earobics. FastForWard, by Scientific Learning is also being utilized in several K-12 schools. In addition, past Technology Literacy Challenge Fund grants were used to integrate technology and literacy. Alaska Reading Connections (ARC) provided all Title I schools with home reading totes, web resources for parents, students and teachers integrating the books in the home reading bags to the Internet. Communication via Email between the authors of the books, students and teachers was also encouraged. An Online Assessment System for Instructors and Students (OASIS) was created and implemented for seven schools (5 Elementary and 1 Middle School) to provide teachers and students a portal for writing and scoring writing using the Six-Trait Writing scoring guide.
4. Math – All of the high schools are using Cognitive Math Tutor to enrich current Algebra classes. In addition, many schools utilize Accelerated Math, Geometer’s Sketchpad, and Mathematica.
5. Multiple Curricula Areas – Marco Polo – Internet Content provides standards-based resources, lesson plans, and curriculum integration strategies for all curriculum areas. ASD currently has 80 Marco Polo trainers. In addition, Class.com offers students at West High School the opportunity to take core classes (English, Math, Science and Social

Studies) online.

6. Other resources include:
 - a. Statewide Databases
 - b. WebCat – URLs
 - c. Electronic Portfolios, grading programs, standards based report cards
 - d. ASD Instructional Technology Plan, Appendix B, page 40 - Performance Matrix
 - e. Productivity Tools – Word processing, multimedia/presentation, graphics, database, spreadsheets

IV. Resources

A. The district will coordinate federal, state, local, and other funding sources to support student achievement, technology literacy, and integration of technology into curricula and instruction.

 Planned X Currently in Place

Response: The Anchorage School District Instructional Technology Plan addresses funding.

Evidence: Current ASD Instructional Technology Plan

1. **Element:** Funding
Rating: Exceeds – “Approximate costs or amounts necessary to acquire and to maintain identified needs and to support identified goals are given. Specific, long term funding sources are described and are adequate to acquire and maintain both the supported and the non-supported elements of the plan, including the hardware, software, professional development, and other services, such as maintenance, that will be needed to implement the strategies of the plan. All action plans are funded.
Page Reference: Page 17, Appendix M, page 135
2. **Element:** Coordination of Funding
Rating: Exceeds - “Funding comes from a variety of sources. Soft funding is minimal.”
Page Reference: Page 17
3. No Child Left Behind Consolidated Grant Application will be coordinated with various departments and divisions.
4. Elementary Education, in coordination with Instructional Technology purchased 579 iBooks.

5. Learning Opportunity Grants can be used for staff development opportunities to provide technology integration into the curriculum.

B. The district will maintain an inventory and budget for technology it currently uses or plans to use, including services, software, hardware, electronically provided curricula, provisions for interoperability, distance education, and other supporting resources.

Planned Currently in Place

Response: The Anchorage School District Instructional Technology Plan, Appendix M addresses a three-year funding plan. The ASD plan also identifies hardware inventory and budget. The Plan also addresses technology to be acquired and received an Exceeds status – “Projected technology purchases are related to the assessment of current hardware, software, and capacity. Items projected for purchase clearly take into account staff development, curriculum reform, and enhancement of the curriculum in all areas.” (page 15, Appendix M)

Evidence: Current ASD Instructional Technology Plan

1. **Element:** Hardware Inventory and Capabilities

Rating: Exceeds – “Complete inventory is included for computers, TV, and phone, and includes description of the capability of equipment or infrastructure.”

Page Reference: Pages 8-9, Appendix I, page 110

2. **Element:** Funding

Rating: Exceeds – “Approximate costs or amounts necessary to acquire and to maintain identified needs and to support identified goals are given. Specific, long term funding sources are described and are adequate to acquire and maintain both the supported and the non-supported elements of the plan, including the hardware, software, professional development, and other services, such as maintenance, that will be needed to implement the strategies of the plan. All action plans are funded.

Page Reference: Page 17, Appendix M, page 135

3. **Element:** Technology to Be Acquired

Rating: Exceeds - “Projected technology purchases are related to the assessment of current hardware, software, and capacity. Items projected for purchase clearly take into account staff development, curriculum reform, and enhancement of the curriculum in all areas.”

Page Reference: Page 15, Appendix M, page 135

4. **Element:** Hardware and Software Interoperability and Configuration

Rating: Exceeds – “Interoperability and configuration standards for

future acquisitions are compatible with current capabilities with current capabilities.”

Page Reference: Pages 17-18, Appendix N, page 136, Appendix O, page 138

5. Anchorage School District secured applications includes the Recommended Technology list. The Recommended Technology List has a specialized Dell Premier and an Apple Store website individualized for employees of ASD. These pages will streamline and standardize the hardware and software ordering process for ASD.
6. ASD has a Fixed Asset Inventory system of hardware.
7. Licensing for Virus/Security Protection, Office (Microsoft Select 6 Agreement), Worldbook Online, and OS Maintenance for hardware is provided district-wide.
8. An additional Help Desk position was added to Information Technology during 02/03 school year.
9. Online staff development is provided for all employees for OS 10.2 and Office v. 10.2.
10. Provisions for Interoperability – Davidson Services has been contracted to assist with the district Information Technology Strategic Plan.
11. A Data Driven Decision Instructional Committee (DDIC) has been formed to look at School Interoperability Frameworks (SIF) solutions and to create a data warehouse.
12. Server training for all schools K-12 during 02/03 school year includes OS X.2 Server Admin, AppleShare IP and Windows Server training where appropriate.

V. Accountability

- A. The district will measure the effectiveness of integrating technology into curricula and instruction, in standards-based student achievement, and in the increase in ability of teachers to teach.**

 Planned X Currently in Place

Response: The Anchorage School District Instructional Technology Plan addresses evaluation and effectiveness. In addition, all teachers who

received an iBook completed a pre-assessment and will complete a post-assessment at the end of the 2002-03 school year.

Evidence: Current ASD Instructional Technology Plan

1. **Element:** Evaluation of Technology on Student Achievement
Rating: Exceeds - “Process for evaluating the affect of technology on student achievement of Alaska content standards and performance standards includes factors such as availability, access, training, software in terms of both short term and long term impacts.”
Page Reference: Page 19 and Appendix A, page 21

2. **Element:** Review and Revision of Needs and Plan
Rating: Meets – “Processes for periodic review of district needs and for review and revision of the plan enable the district to make mid-course corrections in response to new developments and opportunities as they arise.”
Page Reference: Page 19

3. Pre/Post Assessment for teachers receiving iBooks (Elementary Education). This assessment is being utilized to guide staff development instruction.

VI. District-Wide Integration

- A. How do your goals and strategies in this plan relate to your district’s overall vision, mission, and plans for comprehensive school reform? If schools in your district are identified as School Improvement Sites, how do these goals and strategies assist their efforts to improve? (narrative form)**

 X Planned Currently in Place

Response: In September 2002, Phi Delta Kappa (PDK) auditors completed an audit of the Anchorage School District’s system for managing curriculum and instruction. One recommendation included the development of a six-year educational plan. Community members, teachers, principals, students and administrative staff have begun the process of creating this plan. A preliminary plan will be given to the school board in August 2003.

In addition to the PDK Audit, the Anchorage School District contracted with Davidson Services to conduct an Information Technology Organizational Review as part of the development process for the Strategic Technology Plan. This review was accomplished using standards developed by the International Society for Technology in Education (ISTE). This report is in draft and will be presented to the administration

before the end of the 2002-2003 school year.

In response to NCLB requirements for disaggregated data, the Data Driven Decision Instructional Committee was formed in January 2003. This committee is working with several vendors to create a “data warehouse” to provide data to administrators, counselors, teachers and appropriate staff to enable users to effectively assist students to meet standards.

Elementary, Middle, and High School Divisions will work closely with Instructional Technology and Information Technology to provide all principals laptop devices. Beginning in the fall of 2003, all principals will receive laptops and staff development. Plans for a Principal Technology Leadership Academy, based on the Pennsylvania State Academy and the ISTE standards, will be coordinated with each of the divisions, Staff Development and Assessment departments to provide principals the tools and training needed to utilize their school’s data to guide direction and instruction.

Transitional Technology Plan

Appendix A – 21st Century Skills

21st Century Skills

“The current and future health of America’s 21st Century Economics depends directly on how broadly and deeply Americans reach a new level of literacy – ‘21st Century Literacy’ – that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency in using technology.” -- National Alliance of Business

In the past decade, a new set of skills has been deemed necessary to prepare students for life and work in the digital age.

1. Digital Age Literacy

- Basic, Scientific, and Technological Literacy
- Visual and Information Literacy
- Cultural Literacy and Global Awareness

2. Inventive Thinking

- Adaptability/Managing Complexity
- Curiosity, Creativity, and Risk Taking
- Higher Order Thinking and Sound Reasoning

3. Effective Communication

- Teaming, Collaboration, and Interpersonal Skills
- Personal and Social Responsibility
- Interactive Communication

4. High Productivity

- Prioritizing, Planning, and Managing for Results
- Effective Use of Real-World Tools
- Relevant, High Quality Products

Transitional Technology Plan

Appendix B – ISTE's National Education Technology Standards for Administrators

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Curriculum and Content Area Standards

NETS for Administrators

I. LEADERSHIP AND VISION.

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. LEARNING AND TEACHING.

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with

technology.

III. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. **SUPPORT, MANAGEMENT, AND OPERATIONS.**

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.**
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. **ASSESSMENT AND EVALUATION.**

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Profiles for Technology-Literate Administrators PRINCIPAL PROFILE

Principals who effectively lead integration of technology typically perform the following tasks. Effective principals:

I. Leadership and Vision

1. participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
2. develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
3. promote highly effective practices in technology integration among faculty and other staff.

II. Learning and Teaching

4. assist teachers in using technology to access, analyze, and interpret student performance data, and in using results to appropriately design, assess, and modify student instruction.
5. collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.

III. Productivity and Professional Practice

6. use current technology-based management systems to access and maintain personnel and student records.
7. use a variety of media and formats, including telecommunications and the school website, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

IV. Support, Management, and Operations

8. provide campus-wide staff development for sharing work and resources across commonly used formats and platforms.
9. allocate campus discretionary funds and other resources to advance implementation of the technology plan.
10. advocate for adequate, timely, and high-quality technology support services.

V. Assessment and Evaluation

11. promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
12. implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.
13. include effectiveness of technology use in the learning and teaching process as one criteria in assessing performance of instructional staff.

VI. Social, Legal, and Ethical Issues

14. secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
15. adhere to and enforce among staff and students the districts acceptable use policy and other policies and procedures related to security, copyright, and technology use.
16. participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.