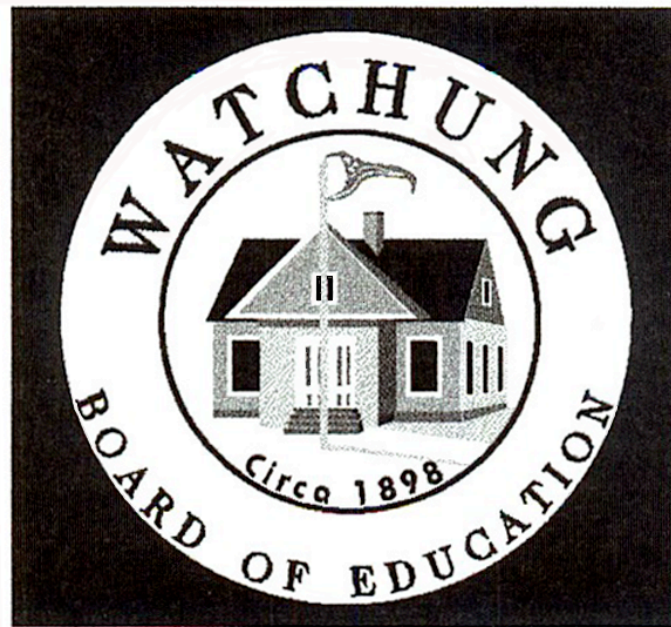


# Watchung Borough Three-Year Technology Plan 2007-2010



## I. Stakeholders

<b>Name</b>	<b>Title/Position</b>	<b>Signature</b>
<b>1. Dr. Mary Louise Malyska</b>	<b>Superintendent</b>	
<b>2. Mrs. Patricia Dye</b>	<b>Principal, Valley View Middle</b>	
<b>3. Mrs. Mary Nunn</b>	<b>Principal, Bayberry Elementary</b>	
<b>4. Dr. Barbara Resko</b>	<b>Curriculum Director</b>	
<b>5. Mr. Claudio Argemi</b>	<b>Technology Coordinator</b>	
<b>6. Mrs. Cherilyn Boggs</b>	<b>Kindergarten Teacher</b>	
<b>7. Mr. Chris Riley</b>	<b>Science Teacher</b>	
<b>8. Mrs. Janet Ciarrocca</b>	<b>Library Media Specialist-Bayberry</b>	
<b>9. Mrs. Patricia Keane</b>	<b>Library Media Specialist –Valley View</b>	
<b>10. Mr. Charles Neiss</b>	<b>Watchung Board of Education/ Parent/Community Member</b>	
<b>11. Mrs. Elaine Chesebro</b>	<b>Gifted and Talented Teacher</b>	
<b>12. Mrs. Christine Miller</b>	<b>Reading Teacher - Bayberry</b>	
<b>13. Mr. Tim McCarthy</b>	<b>Math/Computer Teacher –Valley View</b>	
<b>14. Mrs. Diana Knight</b>	<b>Special Education Teacher -Bayberry</b>	
<b>15. Ms. Lauren Warner</b>	<b>Special Education Teacher –ValleyView</b>	

## **II. Executive Summary**

### **Watchung Borough –Excellence on the Hill**

The Borough of Watchung is committed to an educational program that fosters excellence and creates lifelong learners who contribute to society as caring, productive, responsible individuals.

#### ***Mission Statement***

*The Watchung Borough Schools will provide programs and curriculum that enable students to actively participate in the learning process as decision makers, problem solvers, and creative thinkers, in an environment where teachers serve as facilitators of learning who guide, challenge, and counsel students using a variety of teaching and learning strategies. Our educational system will adapt its methods to prepare students to be citizens of a globally networked world by providing them with appropriate resources necessary for their future success.*

Technology offers students a way to learn, work and communicate in our highly competitive, connected world. In a rapidly changing society, it is the responsibility of the school district to begin to prepare our students for their future. Technology oriented teachers with the ability to use computers, video and audio media, and interactive, world-wide communication links will enable students to take advantage of the power of current and emerging technologies.

This plan outlines how the Watchung Borough Public School District will provide its students with increased opportunities for active learning and more options for achieving district curriculum goals. Technology can offer students and teachers a variety of methods for students to interact with curriculum content, and by allowing more opportunity to individualize student learning.

This plan is comprehensive and has been developed in consultation with a broad cross section of our population. It recognizes that integrating technology into the curriculum can effectively support instruction, motivate students, and increase student learning.

### III. TECHNOLOGY OVERVIEW

A. Technology 1. Provide an inventory of current technology networking and telecommunications equipment.

2. Describe the technology inventory needed to improve student achievement through 2010

**Three-Year Technology Plan Inventory Table**

2006-07 Inventory	Area of Need for 2007-8	Area of Need for 2008-9	Area of Need 2009-10
Technology Equipment	Technology Equipment	Technology Equipment	Technology Equipment
<p>(See Appendix A for specifics)</p> <p><b>Bayberry Elementary</b>            120 Macintosh desktop computers (71 fall under obsolete description)            34 laptops            19 printers            6 Smartboards &amp; projectors (1 permanent placement)            3 servers            1 video camera            3 digital cameras            televisions            2 LCD projectors</p> <p><b>Valley View Middle</b>            166 Macintosh desktop computers (48 fall under obsolete description)            34 laptops            22 printers            5 Smartboards &amp; projectors (1 permanent placement)            2 servers            1 video camera            digital cameras            LCD projectors</p>	<p>Implement a district wide updating of network infrastructure, including connectivity between Bayberry and valley View Schools; start to replace old classroom computers at both schools that fall within the “Obsolete” technology policy, using a lease/purchase to maximize number of computers purchased and to improve performance and efficiency in classrooms; add to supply of portable Smartboards and install permanent ones in each computer lab and science lab @ VV; provide a digital camera for each grade level to use</p> <p align="center"><b><u>Proposed Purchases</u></b></p> <ul style="list-style-type: none"> <li>• 33 Macintosh computers – VV</li> <li>• 65 Macintosh computers – BB</li> <li>• 10 Digital Cameras (5 for each school)</li> <li>• 2 Digital Video Cameras (1 for each school)</li> <li>• 10 Smartboards &amp; projectors: (4 for BB- 1 permanently fixed in computer lab, 3 in classrooms; 6 for VV – 1 permanently fixed in computer lab; 2 mounted in Science Labs; 3 more permanently fixed in classrooms)</li> </ul>	<p>Continue to add additional SmartBoards and projectors to classrooms at Valley View and Bayberry Schools; implement teleconferencing at both schools; install a dedicated server to allow teachers to create online classes, wikis with Moodle. Update email system</p> <p align="center"><b><u>Proposed Purchases</u></b></p> <ul style="list-style-type: none"> <li>• 8 Smartboards &amp; projectors (4 each building)</li> <li>• 2 Distance learning/teleconferencing carts</li> <li>• Ceiling mount projectors for both buildings</li> <li>• Server for Moodle system</li> <li>• New email server and software</li> </ul>	<p>Continue to add additional SmartBoards and projectors to classrooms at Valley View and Bayberry Schools; continue teleconferencing at both schools</p> <p>Create a Valley View Media Studio, APR (All Purpose Room) stage could be used, giving remote accessibility to Bayberry students on programs, projects and presentations.</p> <p align="center"><b><u>Proposed Purchases</u></b></p> <ul style="list-style-type: none"> <li>• 8 Smartboards &amp; projectors (4 each building)</li> <li>• Begin to permanently fix projectors in classrooms.</li> <li>• Laptops.</li> </ul>

Software used for curricular support and filtering	Software used for curricular support and filtering	Software used for curricular support and filtering	Software used for curricular support and filtering
<p><b>Filtering Software</b></p> <ul style="list-style-type: none"> <li>Bayberry: Currently using Web Inspector. (No longer being supported by any vendor)</li> <li>Valley View School and Board Office- St Bernard Internet content and inappropriate material filtering</li> </ul> <p><b>Curricular Software</b></p> <ul style="list-style-type: none"> <li>PowerSchool SIS Program</li> <li>Alexandria in Libraries Microsoft Office, PowerGrade, iLife, Acrobat Reader, and standard media players. There is specialized software on selected workstations.</li> </ul>	<p><b>Filtering Software</b></p> <ul style="list-style-type: none"> <li>Valley View School and Board Office- St Bernard Internet content and inappropriate material filtering</li> <li>Bayberry- changing current filtering program to St. Bernard as in Valley View.</li> </ul> <p><b>Curricular Software</b></p> <ul style="list-style-type: none"> <li>Maintain current programs</li> <li>Upgrade Photoshop</li> <li>Purchase reading software for BB</li> </ul>	<p><b>Filtering Software</b></p> <p>Continue existing services and renewal of filter license</p> <p><b>Curricular Software</b></p> <p>Maintain current programs and upgrade when appropriate</p>	<p><b>Filtering Software</b></p> <p>Continue existing services and renewal of filter license</p> <p><b>Curricular Software</b></p> <ul style="list-style-type: none"> <li>Bring PowerSchool SIS program in house, House Server and backup of SIS PowerSchool in district.</li> <li>Maintain current programs and upgrade when appropriate</li> </ul>
Technology maintenance policy and plans	Technology maintenance policy and plans	Technology maintenance policy and plans	Technology maintenance policy and plans
<p>In-house maintenance support and vendor support are provided. District technicians complete repairs on site when possible. Vender support (PowerSchool, filters) are contracted annually.</p>	<p>1 year left on apple X-Servers, adding three year extended warranty to computers i.e. laptops purchased. Purchase extended warranties for computers purchased fall of 2006. Continue in-house maintenance support and vendor support.</p>	<p>Apple Inc. computer three year coverage.</p> <p>Continue in-house maintenance support and vendor support.</p>	<p>Apple Inc. computer three year coverage.</p> <p>Continue in-house maintenance support and vendor support.</p>
Telecommunications Services	Telecommunications Services	Telecommunications Services	Telecommunications Services
	<p>Cisco based VoIP, granting scalability for future IP phones in classrooms, allowing parents accessibility to Teacher and Administrator Voice Mail.</p>		<p>Roll out in class telephones</p>

Technical Support	Technical Support	Technical Support	Technical Support
<p>Apple Inc., Cisco, Verizon, Gravity Systems, Reliance Computers (printer repairs), All other equipment in house</p>	<p>Apple Inc., Cisco, Verizon, Gravity Systems, Reliance Computers (printer repairs), All other equipment in house. Add technical personnel. Add computer teacher at Bayberry.</p>	<p>Apple Inc., Cisco, Verizon, Gravity Systems, Reliance Computers (printer repairs), All other equipment in house.</p>	<p>Apple Inc., Cisco, Verizon, Gravity Systems, Reliance Computers (printer repairs), All other equipment in house.</p>
Facilities-infrastructure including central telephone & security systems	Facilities-infrastructure including central telephone & security systems	Facilities-infrastructure including central telephone & security systems	Facilities-infrastructure including central telephone & security systems
<ul style="list-style-type: none"> <li>• Internet connectivity is provided by Cablevision. A 6 mbps. connection of is currently provided. The Internet access is filtered and firewall protected by St. Bernard and Web Inspector.</li> <li>• Communication to each classroom is provided via a closed-circuit intercom system.</li> <li>• Telephone service is provided via Verizon &amp; Centrex. There are 2 phone lines into Bayberry and 2 phone lines into Valley View. Teachers have access to outside lines in the office, library and teacher's phone room.</li> <li>• A video surveillance security system, is in place at the entrance of both schools. Presently there are 3 cameras in place.</li> </ul>	<p>District wide updating of network Data and Telephony infrastructures.</p> <ul style="list-style-type: none"> <li>• Create a stable network foundation for technology needs and growth.</li> <li>• Create connectivity between Bayberry and Valley View Schools, terminating the slow VPN connectivity between buildings and creating a LAN versus two separate networks.</li> <li>• Install Proximity Card technology for secure teacher accessibility to buildings.</li> <li>• External CCTV for monitoring of Bus pickup areas and school grounds. With ability for scalability.</li> </ul>	<p>Continue with services and evaluate for future needs with emphasis on security and disaster recovery.</p>	<ul style="list-style-type: none"> <li>• Install in class telephones with teacher access to voice mail and calling out.</li> <li>• Add additional lines to the school.</li> <li>• Continue with services and evaluate for future needs with emphasis on security and disaster recovery</li> </ul>

### **III. Technology Overview**

#### **A3. Integrating Assistive Technology**

The district utilizes a wide variety of assistive technology devices throughout grades PreK-8. As prescribed in each student's Individualized Education Program, students with special needs may benefit from low, mid, or high technology level devices. Such technology is used across all instructional content areas. In addition to district owned assistive technology devices, the district also maintains annual service contracts with agencies specializing in devices/materials for students with low incidence disabilities. Staff members attend professional development workshops specific to understanding, selecting, and implementing instruction using assistive technology for students with special needs. Assistive technology is incorporated into the instructional setting in such a way that education is facilitated without calling undue attention to the technology being used, or to its user.

#### **A4. Accessible to All**

The district's website ([watchungschools.com](http://watchungschools.com)) is accessible to all stakeholders. Our website currently utilizes a text based content management system that allows all links and content to be translated into a screen reader with ease. Website graphics and animations that may be included on the site are for decoration only and are not used for navigation or information.

The logical and consistent method of creating, organizing and displaying information provide the optimal situation for stakeholders who need an alternate way to review the school website.

Any multimedia presentations included on the site utilize the accessibility tools that are included with the software in which the presentation was created, i.e. Microsoft PowerPoint, Adobe PDFs, Adobe Flash, etc. As long as PowerPoint presentations are created using a version later than Office 2000, they can be read using a screen reader. Adobe PDFs can be read as text using the latest free Adobe Acrobat Reader. In addition Adobe provides an HTML convert for those having a problem utilizing the latest reader. Flash generated content will be created using the latest accessibility tools to help keep the content accessible.

Electronic forms created using the tools included with our software generate text-based forms that can be easily navigated and completed using accessibility tools.

Image maps are generally not utilized within the site. Due to the navigation problems they can cause in regards to accessibility.

Additionally, due the open and extensible nature of our software, adjustments and changes can quickly be made to allow for additional navigation aids for those using screen readers. For example, if a user would like an option to skip the reading of the navigation bar, this option can be added very quickly without disrupting the layout or display of the site for other users. This flexibility allows our website to be responsive to all users.

## **A5. Technology – Plan for Obsolescence**

### **Computers:**

1. Vendor no longer supports the product
2. The system will not support current releases of required products.
3. External and or internal components are obsolete.
4. System cannot be upgraded to "above" minimum standards of the operating system.  
\*(note: Manufacturer minimum standards are never efficient nor work as sold.)
5. System does not have sufficient processing capacity to meet current requirements and cannot be upgraded to do so in a cost-efficient manner.
6. Hardware is obsolete and should not be repaired.

The following would cover network type devices including but not limited to Servers, Routers, Switches and Telephony.

### **Infrastructure technology:**

1. Vendor no longer supports the product
2. The system will not support current releases of required products.
3. External and or internal components are obsolete.
4. Systems cannot be upgraded to above minimum standards of the operating system.  
\*(Note. Manufacturer minimum standards are never efficient nor work as sold.)
5. System does have not sufficient processing capacity to meet current requirements and cannot be upgraded to do so in a cost-efficient manner.
6. Hardware is obsolete and should not be repaired.
7. Switches and routers no longer supported by manufacturers.
8. Increasing demands in bandwidth (backbone/Internet/VPN) needs are not supported by network and network devices.

Watchung Board of Education should set a goal of replacing Computers (desktops and laptops) every three (3) years and Servers every five years (5) regardless of whether or not

it's obsolete. This will enable users to use up to date technology and equipment, reducing down time and number of occurrences.

The three or four year computers can be moved to other areas, where the need for faster computing is not essential, unless new software for those areas require higher computing (processing) needs. In addition, if a computer is deemed obsolete for a particular age or grade, an assessment of lower age grade levels will be done to see if the computer can be utilized in the lower age grade levels, if it cannot be used, it will be removed for recycling.

In order for a computer to be connected to the district's network, each station should have a minimum of:

#### Macintosh

100/1000 Mbps Network Interface Card (NIC)

Intel-Pentium Dual Core processors

RAM  $\geq$  1 Gig

Hard drive  $\geq$  100 GB

Video for 1024 x 768 – millions of colors

Built in audio & speakers

17 inch or better (SVGA ) Monitor

Shared access to printer, laser

#### PC

100/1000 Mbps Network Interface Card (NIC)

Pentium Class Central Processing Unit (CPU)

RAM  $\geq$  1 Gig

Hard drive  $\geq$  100 GB

SVGA Video Card

17 inch or better (SVGA) Monitor

Shared access to printer, laser

### **III. Technology Overview**

#### **B. Cyber Safety**

1. There are 2 filtering services in use in the Watchung Borough School District:
  - Web Inspector at Bayberry Elementary. Web Inspector is no longer being supported by any vendor. Plans are in place to begin using St Bernard at Bayberry once infrastructure updates are complete in the fall of 2007
  - St. Bernard at Valley View.
  - Both programs are content filters which prevent access to inappropriate or offensive content. A comprehensive data-base is continually updated and maintained by Web Inspector. St. Bernard is operating on the latest updated offered. When deemed necessary, the district has the ability to manually override access. Objectionable sites cannot be accessed by students or staff. St. Bernard also provides an extensive network of schools nationally. When one school reports an inappropriate site by sending a link to St. Bernard, that link is evaluated and may be certified inappropriate. If this happens, St. Bernard automatically pushes that information to all of its applications in the network.

#### **2. Acceptable Use Policy (AUP)**

The Acceptable Use Policy is printed annually in Watchung Borough Public Schools calendar and handbook that is sent to each family in August. In addition, at the beginning of the school year, parents and students must read and sign a copy of the AUP in order to use the internet at school. *(See Appendix B)*

#### **3. How Students Are Educated About Online Safety Awareness**

The district educates all students about online safety awareness. This education takes place in the Computer Literacy classes and is reinforced in all subject areas and across the school curriculum.

Students are taught about the importance of maintaining their privacy and protecting their personal information while online. At the beginning of each school year, students agree in

writing to follow an Acceptable Use Policy that states "You are never to reveal your full name, phone number, or home address, or those of other persons when using the Internet."

Students are taught that inappropriate content is blocked on all school computers for their protection but that despite this blocking some inappropriate content might make it through the filter. Students are told to report any access to inappropriate content to an adult. Students are also taught to critically evaluate online information and to verify the accuracy of online information by using multiple sources.

Students are taught to properly cite the sources of online information and the importance of not claiming someone else's words or ideas as their own.

Students are taught not to download or install any online software onto school computers. Students are taught to critically evaluate the sources of online software and the potential of some software to contain viruses and to damage computer systems and computer networks.

Students at the elementary school are allowed to visit the Internet only with teacher approval and then only to pre-selected bookmarked sites that relate to units being taught. The media specialists incorporate lessons on online safety into their units.

### **3. How Parental Resources regarding online safety are made available**

The acceptable use policy sets guidelines to be followed by all students while at school. This policy is available for reference in our school calendar every year. There is also an acceptable use policy consent from which is signed by each student user with a parent signature requirement. Students who do not use the acceptable use form are excluded from Internet use at school. In addition, we have invited the Somerset County Prosecutor's Office to present workshops on Internet safety to further educate our parents on online safety.

**III. Technology Overview**  
**C. Needs Assessment**

**1. Complete a needs assessment for educational technology in your school district.**

A survey was created by members of the Technology Committee and sent to staff at both schools. (See Appendix C) Staff included teachers, aides, Child Study team members, and secretaries in both school offices and the CST. 69 surveys were returned and tallied for data. It was decided to focus in on teacher (including library media personnel) responses, as they have direct impact on student learning, so additional surveys were sent to teachers who did not respond the first time. There were a total of 60 teacher surveys returned. Those results were tallied and then data from teachers was disaggregated from the first set of data to come up with a second set of data, which was used to determine needs

**Summary of Survey Findings**

**a. Evaluate staff’s current practice in integrating technology across the curriculum.**

78% of teachers indicated that they integrate technology with their students in some form at least one time per week. 12% indicated they do not integrate technology more than once a month, while 7% indicated they did not feel it applied to their job description.

	BB	VV	T	% *
daily	8	10	18	30%
Two/three days a week	9	8	17	28%
Once a week	7	5	12	20%
Once every 2 weeks	8	2	10	17%
Once a month	5	2	7	12%
Does not apply to my job description	3	1	4	7%

(60 teacher respondents; BB= Bayberry, VV= Valley View T=Total both schools)  
 (\*Respondents chose more than one answer, so percentage exceeds 100%)

Presently, our teachers use a variety of technologies in their everyday teaching practices. The staff regularly uses the following programs on a daily basis: (a) Microsoft Office, using the three major applications of Excel, Word, and PowerPoint to complete job performance tasks, or iLife (Appleworks, Pages, & Keynote) (b)PowerSchool, a web-based student information management system, (c) Safari/Firefox/Internet Explorer - to send and receive external communication, and to interface with field experts, (d) Alexandria for Library Management, and (e)SmartBoards, data projectors, DVD's, and streaming video to support instruction.

**b. Provide a summary of teacher and library media personnel proficiency in the use of technology in the district.**

Staff were asked to evaluate **their** current technology proficiency as the following:

1. Beginner- Introduction to Operation; 2. Intermediate- Uses Application; 3. Advanced- Curriculum Integration; 4. Instructor- Teaches Applications. Bayberry School is indicated in **Blue**; Valley View is **orange**; District Total is **green**.

(60 teacher respondents; **BB**= Bayberry, **VV**= Valley View **T**=Total both schools)

	1			2			3			4		
	BB	VV	T	BB	VV	T	BB	VV	T	BB	VV	T
<b>Word processing/organizational</b>	0		0	0		0	0		0			0
spreadsheets	11	4	15	14	11	25	5	7	12	3	5	8
Lesson plans	4	1	5	10	8	18	14	13	27	5	2	7
Student handouts/materials	2		2	8	5	13	20	16	36	4	6	10
<b>Web based utilization</b>												
Online Grade Books (Powerschool) *	13	2	15	8	12	20	9	7	16		4	4
Creation of student based projects	6	2	8	18	6	24	5	11	16	1	3	4
Research for lessons	4		4	13	8	21	13	13	26	5	5	10
Curriculum resources (Reading A-Z, Streaming Video)	6	3	9	13	6	19	6	8	14	1	5	6
teacher created websites	16	11	27	7	9	15	3	1	4		4	4
internet based communication (blogs, Wiki)	18	12	30	5	2	7	0	2	2	1	3	4
<b>Multimedia</b>												
Powerpoint - visual presentations	10	4	14	11	12	23	4	5	9	5	5	10
Software (Oregon Trail, Math Blaster, Inspiration, etc.)	8	7	15	15	10	25	5	2	7	1	3	4
Smartboard	9	10	19	16	7	23	4	3	7	1	2	3
A/V - still pics, video, Photo Shop, editing	15	6	21	7	9	16	6	6	12		2	2
Scanner	14	9	23	6	7	13	3	2	5	1	4	5
LCD projectors/Wallmounted TV	13	7	20	6	6	12	6	10	16	1	3	4
Laser Disk/VCR/DVD	10	4	14	11	7	18	6	9	15	2	4	6
<b>Web Page Design</b>	20	12	32	3	3	6	2	2	4		2	2
<b>E-mail</b>	2	2	4	6	7	13	14	9	23	4	6	10
<b>Server access</b>	8	2	10	4	5	9	2	1	3		2	2
Alexandria in Libraries	16	8	24	9	5	14	1	5	6	1	2	3
Grade level file share folders or Drop Box	18	9	27	8	7	15		1	1		3	3
Attendance (taken via PowerSchool)	2	3	5		9	9	1	4	5	1	2	3

### III. Technology Overview

#### C b. Provide a summary of teacher and library media personnel proficiency in the use of technology throughout the district.

The survey provided a lot of information for the district for each individual school, as well as for the district as a whole. The survey indicated strengths in areas that the district specifically focused on this year, such as PowerSchool and SmartBoards. 50% of respondents felt they were Intermediate or Advanced in using the new SmartBoards. 60% indicated that they were Intermediate or Advanced in using the new PowerSchool online grade books. 45% of teachers indicated an Advanced proficiency in using technology to create lesson plans, while 60% felt Advanced in using technology to create student handouts and materials. Teachers were not as strong in the areas of using teacher created websites to communicate with parents. 45% indicate they were at the Beginner level of creating websites. Similarly, 35% indicated Beginner status with regard to using digital photography. 67% of teachers indicated they were only on Beginner or Intermediate levels using the software available in the district.

#### III. C. c. Determine the current educational environment and barriers by describing how:

Descriptors	Current Educational Environment	Barriers
i. Staff are assured access to technology to facilitate technology integration	Each classroom is equipped with 3-4 computers and connectivity to the internet. Each grade level shares access to a SmartBoard and projector. Each teacher has been provided with a laptop computer.	Technology is constantly changing and because of budget constraints it is difficult to upgrade our equipment every three to five years. Many of the classroom computers no longer support the needed operating system and/or software. Classroom computers often have difficulty accessing the internet.
ii. Often students have access to technology in their learning environment	Both Bayberry and Valley View Schools have an open computer lab equipped with 22 computers for student use. Bayberry has a library media center has 6 computer stations for student use. Valley View library media center has 12 stations for student use. The music room has a fully equipped lab available for student use.	At Valley View, due to scheduled computer classes, and popularity of open lab time, it is difficult for teachers to reserve lab time when needed. The VV library does not have enough computers to support a full class. At Bayberry, teachers lack skills necessary to use the lab independently and have asked for a computer teacher, which has not previously been in the budget.

<p>iii. The needs of the staff are evaluated</p>	<p>A needs assessment was conducted in March of 2007. Staff needs are periodically evaluated through staff meeting discussions, direct observation, internally delivered workshops, articulation meetings within the district, pre and post observation meetings, as well as PIP and summative evaluation conferences. In addition, the district's local professional development committee (LPDC) annually surveys the staff.</p>	<p>Self-assessment instruments may not portray an accurate account of teachers' proficiency. There is often some resistance from staff when introducing new technology in the workplace. Watchung has added a large number of new staff members in the past few years, and training programs have not kept pace with their needs.</p>
<p>iv. The needs of the students are evaluated</p>	<p>There is an ongoing effort by staff to ensure that their instruction is based on best practices. Students are continually evaluated through varied means including classroom observation, portfolios, assessments, activities, informal and formal discussions.</p>	<p>There are limited instructional days to designate time for formal assessment. Therefore, teachers continually check for understanding, adjust instruction, and then when appropriate, report needs.</p>
<p>v. Past professional development addressed the <u>staff</u> and students' needs for technology integration</p>	<p>Previously, professional development classes and workshops primarily focused on how to use software programs and tools in isolation. During the 2006-2007 school year, staff attended workshops on PowerSchool/Grade and Smart Board technology for classroom presentations.</p>	<p>There are limited professional development days to in-service teachers, and minimal time for teachers to collaborate, share ideas, and model the effective use of technology. In addition, annual budget allocations further limit the number of participants that can be sent at one time to outside workshops.</p>
<p>vi. Past professional development for all <u>administrators</u> was provided to further the effective use of technology in the classroom or the library media center.</p>	<p>Administrators were financially supported to attend professional development seminars, conferences and workshops that related to the effective uses of technology in the classrooms. Administrators were included in training for PowerSchool and Smart Board.</p>	<p>Due to varied job responsibilities of the administrative team, there is minimal time for all members to participate in workshops at the same time, and then to exchange ideas and observed best practices of technology integration.</p>
<p>vii. Ongoing, sustained professional development was provided in 2006-2007 for all <u>staff</u> to further the effective use of technology in the classroom or library media center</p>	<p>During orientation days in August, new teachers attended a workshop on using Macintosh computers. Teachers were also invited to a summer workshop on using PowerSchool and those who could not make it in the summer received training during in-service days in September. Additional training groups were set up for PowerSchool during the year as needed by grade level.</p>	<p>There are limited professional development days to in-service teachers, and minimal time for teachers to collaborate, share ideas, and model the effective use of technology. In addition, annual budget allocations further limit the number of participants that can be sent at one time to outside workshops.</p>

<p>viii. Ongoing sustained professional development was provided in 2006-2007 for all <u>administrators</u> to further the effective use of technology in the classroom or library media center</p>	<p>Administrators were encouraged to participate in all the offerings provided through the in-service opportunities.</p>	<p>Due to varied job responsibilities of the administrative team, there is minimal time for all members to participate in workshops at the same time, and then to exchange ideas and observed best practices of technology integration.</p>
<p>ix. Supports were provided for staff other than professional development</p>	<p>There are multiple supports offered by the district in addition to the professional development workshops or full day programs. These supports included support from the network technical coordinator and a part-time technician. Through one-to-one assistance and classroom instruction, both library media specialists offer ongoing curricular support to the teachers. Additionally, as the needs assessment indicated, peer-to-peer support is used regularly in the district.</p>	<p>School budgets are increasingly difficult to pass by the local voters and to maintain the array of academic, athletic, and extracurricular programs for students as well as supports for staff.</p>
<p>x. Professional development needs and barriers related to using educational technology as part of instruction have been identified</p>	<p>Existing classroom space and design, electrical infrastructures, changes in staffing and knowledge, keeping technology equipment current and the unpredictable future of financial resources are all identified as difficulties using educational technology as part of instruction. There is an infrastructure update planned this year which will enable the district to meet the needs of staff and students better. In order to address the impact of financial limitations on the budget, key stakeholders must work collaboratively to evaluate and adjust the technology plan annually based on budget restrictions and actual allocations. The local professional development committee must also keep on top of yearly changes in staff training needs.</p>	

### **III. Technology Overview**

#### **C. Needs Assessment**

2. Based on the answers given above, indicate the needs of the district to improve academic achievement for all students through the integration of technology.
3. Prioritize the identified needs (indicated w/ # in parentheses)

*# 1 Technology is constantly changing and because of budget constraints it has been difficult to upgrade our equipment every three to five years.*

This new three-year technology plan is expected to be a true working document for district administrators and the technology committee to use and refer to regularly. Plans to begin computer leases to allow maximum use of budget money and to assist the district in updating equipment to the needed levels will begin with the 2007-2008 school year. It is the hope of this committee that each classroom in Bayberry and Valley View will have 3 working multimedia computers in the back of each classroom that can connect with the internet and the LAN by the beginning of the 2008-2009 school year. A new rotation of computers began with the year 2006-2007 school year. Beginning with the leases in 2007-2008, the district will do its best to continually update and upgrade technology, keeping computers within the limits of the obsolescence policy.

Administrators and staff need to communicate with parents and the community the academic benefits of the integration of technology in the classroom environment. Throughout the school year, staff must highlight where the use of technology has proven to have effective results for students. This can occur at Back-to-School Night presentations, conferences, special Technology Night presentations, ongoing electronic communications between parents and teachers, access to research subscription databases for students both at school and at home, newsletters and district profiles that contain real life vignettes about students interfacing with subject area experts outside the classroom walls, and current news and items of interest on the district's internet site for students and parents. This should include important dates of events, homework assignments, athletic schedules, and parent/student educational resource links. Such support from parents can be essential to passing budgets that include expenditures on technology.

*#2 Watchung has added a large number of staff in the past few years, and training programs have not kept pace. There are limited professional development days to in-service teachers, and minimal time each day for teachers to collaborate, share ideas, and model the effective use of technology. In addition, annual budget allocations further limit the number of participants that can be sent out of district to professional development workshops.*

The local professional development committee will create new and innovative offerings for teachers beginning in 2007-2008 to meet the varied technology needs indicated in the technology assessment. Mini technology workshops will be offered outside of the typical in-service days scheduled in the calendar. These offerings will be available to any teacher who wishes to sign up for a 30-40 minute hands-on computer class after school. Professional development hours will be offered. The district will make use of teachers who are at the Instructor level to turn-key the skills to others. Staff will also be encouraged to make use of offerings at the Somerset County ETTC for training in areas in which they feel they need to improve. The district will look into re-joining NJECC (New Jersey Educational Computing Consortium) as a resource and site for additional staff training.

New staff will be required to enter into a more formal “Watchung University” program to ensure they are exposed to all of the information they need to know. The LPDC should make an effort to have teachers who attend outside technology training turn-key what they have learned soon after their attendance at the workshop.

Whenever feasible, schedule common planning time with teachers at grade levels or departments or during staff meetings to increase time for professional dialogue and planning of lessons. Include technology as part of the annual PIP, and have principals and supervisors make staff aware that technology integration will be looked for in next year’s observations/evaluations.

*#3 At Valley View, due to scheduled computer classes, and popularity of open lab time, it is difficult for teachers to reserve lab time when needed.*

The technology committee has recommended adding a second lab at Valley View to allow more open lab time. There is currently a space available in the Industrial Arts room and it is currently wired to handle 22 computers. This would provide an additional space for an entire class to work in a lab.

*#4 At Bayberry, teachers lack skills necessary to use the computer lab independently, use the computers at the back of their room fully, and meet the requirements of the Computer Literacy curriculum.*

It has been suggested that a computer literacy teacher be hired to work at Bayberry. This person would teach computers to all grades, K-4, but not work as a prep period for teachers. Instead, teachers would be expected to attend with their class, co-teach, and provide assistance to students during the class. Teachers will gain invaluable experience during these class times, which they can apply and use directly with the computers in their own classrooms.

*#5 There is insufficient technical support.*

Future budgets may include additional full-time technician at each school.

The district will look into the idea of creating technology coaches, similar to the idea of literacy coaches. These technology coaches would be staff members who are at the instructor level of proficiency and would be willing to take a duty period to help those in their building in need of assistance with technology. They can function as turn-key models to increase the district's overall technological knowledge and support base.

## IV. Three Year Goals and Objectives

### A. History

**July 1, 2004 through June 30, 2007**

<b>Goal 1</b>	<b>Student achievement will be improved using technology in Language Arts Literacy in the following areas:</b>
Goal 1A	1. Teachers in K-1 and the Reading Teacher will use an Internet Portal-A-Z Reader - to introduce, practice, master, and remediate phonological awareness, word recognition and fluency. These materials focus on specific phonic skills.
2. <i>Evaluation</i>	<i>K-1 teachers have and continue to use the Reading A-Z portal as a resource for to introducing, practicing, mastering, and re-mediating phonological awareness, word recognition and fluency. These materials focus on specific phonic skills. This site is used on a regular basis.</i>
3. <i>Unexpected Outcomes</i>	<i>Teachers in other grade levels at Bayberry, as well as special education teachers at Valley View have found the resources on the site helpful.</i>
Goal 1 B	The Middle School Writing Program will be enhanced by the purchase of a wireless mobile computer lab. Students will spend more time on task creating, editing, and critiquing their writing.
2. <i>Evaluation</i>	<i>Addition of a wireless computer lab did assist the Middle School Writing Program for one school year Students in grades 7 &amp; 8 benefited from the time in a dedicated lab working on their writing, editing, and critiquing skills. However, the lab taken out of service and the laptops distributed to teachers.</i>
3. <i>Unexpected Outcomes</i>	<i>It is beneficial for the teachers to have their own laptops. There is a lack of available time for students to use the only lab.</i>
<b>Goal 2</b>	<b>Choral and individual student vocals will be improved using technology in the Performing Arts</b>
Goal2A	. With the use of digital cameras, and or teleconferencing with iSight, student performances will be evaluated by peers, teachers, and other professionals. Performance improvement will be evaluated.
2. <i>Evaluation</i>	<i>Students at both schools used the video cameras to record performances and share them with students to critique their performances. Students at Valley View were been trained in the production and evaluation of digital videos, through an after-school club that was held. This club is not running in the 2006-2007 school year. We do not currently have teleconferencing with i-Sight camera. It has been used by professional staff only.</i>
3. <i>Unexpected Outcomes</i>	<i>None at this time.</i>
<b>Goal 3</b>	<b>With the use of technology, students will collaborate and work cooperatively in the area of Social Studies</b>
Goal 3 A	A social studies class will join an archaeological project via the Internet, email and teleconferencing, to learn about a county, the history of its ancient people, and their artifacts.
2. <i>Evaluation</i>	<i>Social studies students have used the internet interactively to support their units. We have not used teleconferencing due to infrastructure issues</i>
3. <i>Unexpected Outcomes</i>	<i>None at this time.</i>

<b>Goal 4</b>	<b>Student achievement will be increase using technology in Math</b>
Goal 4 A	Students in Grade 4 will learn transformational geometry using software. Students create tessellations to demonstrate proficiency and knowledge.
2. Evaluation	<i>Students in Grade 4 used the program Tessellations to learn transformational geometry. They created tessellations to show proficiency and knowledge. The computer lab no longer supports the program Tessellations, which runs on Mac OS 9. A similar program running on OS X needs to be found and purchased for the district computers</i>
3. Unexpected Outcomes	<i>None at this time.</i>
Goal 4 B	Students use software to collect data, organize, and graph results. This concept of visualizing mathematical relationships will improve understanding.
2. Evaluation	<i>Data collection, organization, and graphing of data occurs in computer, as well as math classes</i>
3. Unexpected Outcomes	<i>None at this time.</i>
<b>Goal 5</b>	<b>With the use of technology, students in the World Language class will improve their language usage</b>
Objective 5A	Teacher will use streaming video clips to supplement or introduce instruction (Use of United Streaming Video and Windows Media player projected on class TV monitor.
2. Evaluation	<i>Streaming video is used regularly across the curriculums to present video clips.</i>
3. Unexpected Outcomes	<i>Streaming video clips are used in all content areas at Valley View.</i>
Objective 5 B	Students use the Internet (ePals) to communicate language and culture with other students in another country.
2. Evaluation	<i>Email has been used to interact with students from other countries.</i>
3. Unexpected Outcomes	<i>None at this time.</i>
<b>Goal 6</b>	<b>With the use of technology, students in Science (Biology Class) will improve their understanding of the microscopic world</b>
Objective 6A	With the use of a "ProScope," students will observe microscopic life forms via computer and full screen projector. Cellular biology will be presented as part of classroom instruction. Timeline: First year: Purchase Proscope; install and train science teachers Second and Third Years: this hardware will be a permanent resource in the classroom. Activities will be written for the revised science curriculum by the summer of 2006.
2. Evaluation	<i>The Proscope has been utilized to teach cellular biology.</i>
3. Unexpected Outcomes	<i>None at this time.</i>

## **IV.B. Goals and Objectives for 2007-2010**

**IV.B.1.** New goals have been developed that include the infusion of technology into all curricular areas.

### **IV.B. 2 & 3 Goals & Objectives**

**GOAL 1: Students will attain the educational technology and information literacy\* skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.**

#### **Objectives for Goal 1:**

1.1 Watchung Borough will emphasize use of the recently adopted Computer Literacy curriculum that includes information literacy and educational technology standards aligned with the Core Curriculum Content Standards and accepted national standards. All students will know how to use technology tools and applications for solving problems, making informed decisions, and participating in authentic, project-based learning.

1.2 All students will have equitable and easy access to effective and engaging software, easy access to the Internet and other distance learning technology and online resources to collaborate, publish and interact with peers, experts and other audiences as an integral part of every school curriculum.

1.3 All students will be taught to act responsibly and ethically when obtaining and using onsite and online information resources.

**\*Information literacy refers to the need for information, how to access, evaluate, synthesize and communicate it.**

**GOAL 2: Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Content Standards.**

**Objectives for Goal 2:**

2.1 All educators will be trained, supervised, and evaluated as they develop intermediate proficiency levels in utilizing educational technology to enhance student achievement.

2.2 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning and will use e-mail and other interactive tools, such as a teacher website, to communicate with parents, students and other educators.

2.3 All educators will act responsibly and ethically when obtaining and using onsite and online information resources.

2.4 Watchung Borough will have a technology facilitator for educators that offers timely, onsite guidance and modeling to enhance teacher and administrator proficiency in using and managing technology-based resources.

**GOAL 3: Students, teachers and administrators will have access to educational technology in all school environments, including classrooms, labs, media centers, all-purpose-rooms, and other settings such as faculty rooms and administrative offices.**

**Objectives for Goal 3:**

3.1 All students and educators will have regular and equitable access to technology equipment (both desktop and portable) when needed in all learning environments, with a ratio of one multimedia computer for every five students in all instructional classrooms, with each of these classroom computers connected to the Internet via a broadband, high-speed voice, video and data network.

3.2 Both schools and the district will have high-quality, highly informative, user-friendly Web sites, which are updated regularly.

3.3 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain operating technology equipment (e.g., help desks [via a Moodle or wiki], hot lines, and troubleshooters).

3.4 Watchung Borough will establish relationships with appropriate partners, including, but not limited to, other public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.

**GOAL 4: Watchung Borough will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.**

Objectives for Goal 4:

4.1 Watchung Borough Schools will obtain and maintain broadband, high-speed networks and reliable Internet access that enables students and educators to support their curricular activities. Both schools will have Local Area Networks (a system or network of interconnected computers within a school building), and the district will have a Wide Area Network (a network that electronically interconnects both school networks.)

4.2 Both school buildings will have the equipment necessary to provide distance learning opportunities when and where it is needed in the school.

## V. Three-Year Implementation Activity Table

A. Describe the implementation strategies/activities that relate to the goals and objectives. Include in the description, the timeline, person responsible, and documentation (or evidence) that will prove the activity occurred.

<b>Three-Year Technology Implementation Activity Table</b>				
<b>District Goal and Objective</b>	<b>Strategy/Activity</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Documentation</b>
1.1	Teacher training in use of Computer Literacy curriculum; Lesson planning, implementation, and evaluation of teacher performance include Computer Literacy curriculum benchmarks.	07-08 08-09 09-10	Classroom teachers, Principals, Director of Curriculum & Special Ed., Superintendent, Library Media Specialists, Computer teachers.	Lesson plans; PIP; observations; evaluations; survey; student assessments
1.2a	Purchase, install and train teachers to use effective and engaging software. All computers will have connectivity.	07-08 08-09 09-10	Principals, Library Media Specialists, Computer teachers, Classroom teachers	Lesson plans; PIP; observations; evaluations; survey; student assessments
1.2b	Purchase and train teachers to use distance learning equipment and software.	08-09 09-10	Principals, Library Media Specialists, Computer teachers, Classroom teachers	Lesson plans; PIP; observations; evaluations; survey; student assessments
1.3	Library Media Specialists and computer teachers will teach lessons on ethical and responsible use of computers and the Internet (including AUP).	07-08 08-09 09-10	Library Media Specialists, Computer teachers	Lesson plans; PIP; observations; evaluations; survey; student assessments
2.1	Train, supervise, and evaluate all teachers as they develop their intermediate proficiency skills using educational technology.	07-08 08-09 09-10	Administrative Team, LPDC	Workshop attendance, classroom observations, evaluation documents

## Three-Year Technology Implementation Activity Table

District Goal and Objective	Strategy/Activity	Timeline	Person Responsible	Documentation
2.2	Train teachers to use technology tools and applications, use email and websites for communication.	07-08 08-09 09-10	Administrative Team, LPDC	Workshop attendance, classroom observations, evaluation documents
2.3	Library Media Specialists and computer teachers will teach teachers ethical and responsible use of computers and the Internet (including AUP).	07-08 08-09 09-10	Library Media Specialists, Computer teachers	Workshop attendance; AUP pledge
2.4	Establish position of technology facilitator, budget appropriately, create a job description, fill the position.	08-09 09-10	Superintendent, Business Administrator, Board of Education	Position created and filled.
3.1	Follow technology inventory plan to purchase/lease computers and equipment for district.	07-08 08-09 09-10	Superintendent, Business Administrator, Board of Education	Inventory
3.2	Train teachers in creating and maintaining web sites.	07-08 08-09 09-10	Classroom teachers, Principals, Director of Curriculum & Special Ed., Superintendent, Library Media Specialists, Computer teachers	Lesson plans; PIP; observations; evaluations; survey.
3.3	Expand hours of part-time technician to full-time	08-09 09-10	Superintendent, Business Administrator, Board of Education	Position made full-time.
3.4	Explore all opportunities for shared services and build partnerships.	07-08 08-09 09-10	Administrative Team and Board of Education	Assess number of partnerships and results
4.1	Complete full district upgrade of infrastructure.	07-08	Administrative Team and Board of Education	New district infrastructure
4.2	Determine distance learning needs, examine available systems, purchase system that best fits district needs	08-09	Technology Network Coordinator, Library Media Specialists, Computer Teachers	Distance learning system within the district

**V. Three Year Implementation Activity Tables**  
**C. Details for meeting NCLB requirement**

In 2007-2008, Watchung will use a performance based assessment to determine any 8<sup>th</sup> graders who are in need of remediation in technology. This information will be forwarded to Watchung Hills Regional High School.

**D. Identify specific telecommunications and information technologies and any other specific resources that are useful to reach the stated goal.**

Please refer to our inventory list, 2007-2010.

## VI Funding Plan (July 2007-June 2008)

**A.** Provide the anticipated costs for 2007-2008 and then indicate the projected funding for 2008-2010 of the technologies to be acquired and expenses such as hardware/software, digital curricula including [NIMAS](#) compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan, including specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.

**B.** Indicate the federal, state, local and other sources of funds used to help ensure that students have access to technology and ensure that teachers are prepared to integrate technology effectively into curricula and instruction

<b>Three-Year Technology Plan Anticipated Funding Table (2007-2008)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula (see NIMAS in the HELP section)			<b>\$4,000</b>	
Print media needed to achieve goals			<b>\$1,000</b>	
Technology Equipment	<b>\$4,600 (e-rate)</b>		<b>\$45,000 BB \$70,000 VV</b>	<b>\$20,000 WPTO &amp; WEF</b>
Network			<b>\$100,000</b>	
Capacity				
Filtering	<b>(e-rate)</b>		<b>\$9,000</b>	
Software			<b>\$20,000</b>	
Maintenance			<b>\$14,000</b>	
Upgrades			<b>\$4,000</b>	
Policy and Plans			<b>\$1,000</b>	
Other services			<b>\$23,000</b>	

**Three-Year Technology Plan Anticipated Funding Table (2008-2009)**

<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula (see NIMAS in the HELP section)			<b>\$4,500</b>	
Print media needed to achieve goals			<b>\$1,200</b>	
Technology Equipment	<b>\$4,600 (e-rate)</b>		<b>\$40,000</b>	<b>\$20,000 WPTO &amp; WEF</b>
Network			<b>\$45,000 (VOIP)</b>	
Capacity				
Filtering	<b>(e-rate)</b>		<b>\$3,000</b>	
Software			<b>\$20,000</b>	
Maintenance			<b>\$14,000</b>	
Upgrades			<b>\$4,000</b>	
Policy and Plans			<b>\$1,000</b>	
Other services			<b>\$22,000</b>	

<b>Three-Year Technology Plan Anticipated Funding Table (2009-2010)</b>				
<b>ITEM</b>	<b>FEDERAL FUNDING</b>	<b>STATE FUNDING</b>	<b>LOCAL FUNDING</b>	<b>MISC. (e.g. Donations, Grants)</b>
Digital curricula (see NIMAS in the HELP section)			<b>\$4,500</b>	
Print media needed to achieve goals			<b>\$1,200</b>	
Technology Equipment	<b>\$4,600 (e-rate)</b>		<b>\$40,000</b>	<b>\$20,000 WPTO &amp; WEF</b>
Network			<b>\$45,000</b>	
Capacity				
Filtering	<b>(e-rate)</b>		<b>\$3,000</b>	
Software			<b>\$20,000</b>	
Maintenance			<b>\$14,000</b>	
Upgrades			<b>\$4,000</b>	
Policy and Plans			<b>\$1,000</b>	
Other services			<b>\$22,000</b>	

**C. Board approval**  
*(See Appendix D)*

## **VII. Professional Development**

### **A. Provide the name and title of the person responsible for coordinating the professional development activities noted in this plan.**

Barbara Resko, EdD. - Director of Curriculum and Instruction, Special Services and Grants coordinates professional development.

### **B. Describe the planned professional development activities for teachers, administrators, and school library media personnel that include:**

**1. How teachers and library media personnel have access to educational technology in their instructional areas (such as using desktops, mobile laptop and wireless units, PDAs).**

**2. How administrators have access to technology in their workplace (such as using desktops, mobile laptop and wireless units, PDAs).**

Administrators, teachers and library media personnel are provided with laptop computers with wireless access to the school networks. Faculty representatives attend training sessions on new technologies to be utilized by staff and students. Collegial sharing enables teachers and administrators to share experiences with grade level and curricular teams. Ongoing practice and focus sessions allow growth in technological skills. Our technical staff participates in conferences and hands on workshops to further develop their skills. Our special education department with the assistance of the technology department decides on the best resources for our students. The use of assistive technologies is taught to staff as equipment is made available for use in the classroom to support student learning.

All teachers have desktop PCs, and laptop PC available if they want one. All teachers have access to the Internet to help with research. A secure wireless network is available in areas of both schools.

**3. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in the classroom or library media center.**

- Administrators are encouraged and financially supported to attend professional development seminars, conferences, and workshops that relate to effective uses of technology in education. (Requests are reviewed on an on-going basis and granted according to available funding and district priorities.)
- Technology staff and teachers also provide mini-workshops on-site that focus on features of the student information system, the district's email package, productivity software, and classroom integration of technology.
- Administrators are also encouraged to visit websites that provide extensive support and information on educational technology and to participate in relevant online webinars that target a specific concept or process.

**4. How ongoing, sustained professional development for all staff will be provided to further the effective use of technology in the classroom or library media center.**

- Whenever feasible, common planning time will be offered for teachers from the same department or teachers in a collaborative setting to increase time for professional dialogue and planning of lessons.
- Request that teachers attending out of district workshops return to the district and offer on-site training and/or updates.
- A series of mini-workshops will be scheduled after-school for 30 – 45 minutes. Teachers may sign up for sessions in areas that interest them. Professional development credit hours will be given for attendance.
- Use the district's email and web site to communicate educational technology trainings, instructional and curricular best practices, and updates to staff.
- Staff meetings will regularly include an agenda item on using a technology, ie: a quick technology tip that staff can use. Focus will also be given to sharing best practices in integrating technology.
- There will be technology options available on professional development days that teachers may select if it suits their needs in a particular area.

**5. The professional development opportunities and resources that exist for technical staff.**

- Technical staff attend all relevant workshops in areas as needed.
- Teachers who are identified as technology leaders go to seminars on technical topics and teach the staff about them.

**6. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.**

- IEP recommendations for assistive technology will be reviewed annually and shared with relevant staff.
- It is recommended that an assistive technology strategy bank be developed and maintained to assist educators with examples of methods and ideas.
- Teachers and support staff will be trained in using assistive technology.

## **VII Professional Development**

C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2007-2008 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district. **(See chart on following page.)**

### **D. Identify the financial and time resources to keep staff current in learning about new technologies.**

1. Resources are provided by the BOE for the following line items:
  - Staff development
  - Tuition reimbursement
  - Workshop/conferences
  - Professional memberships
  - Administrators apply for grants to subsidize training
2. Our professional development and any newly acquired technology will be dependent on our district's ability to secure funding from our local budget.
3. Each year the board approved school calendar, in accordance with the contractual agreement between the Watchung Borough Board of Education and the WBEA, included in-service days for staff to participate in quality professional development programs. These programs include mandated training hours and reflect the goals of the current professional development plan.

### **E. Projected professional development activities that will continue to support identified needs through 2010, including all partners:**

As our district needs evolve and change over the next three years, our district is committed to train all necessary personnel.  
**(See chart on following page.)**

## Staff Development

Educators' proficiency/ Identified Need	Ongoing, sustained, high-quality professional development planned for 2007-2010	Support
Effectively operate innovative instructional tools such as SmartBoard, digital cameras, and videos to enhance teaching strategies.	Mini-workshops and training will be offered to provide teachers with updated knowledge of required programs and how to use and integrate technology tools in the classroom.	Library Media Specialists Computer Literacy Coaches Curriculum Director Workshops are planned after school and during in-service days. Individualized instruction may be scheduled with the Library Media Specialists or with Computer teachers.
Train technology leaders in software tools that come with the Macintosh computers: iPhoto, iWeb, iChat, iTunes, Pages, Keynote, iCal, & podcasting	Send these volunteer leaders to free classes at the Apple Stores, with plans for them to turn-key at mini-sessions after school.	Library Media Specialists Computer Literacy Coaches Computer Teachers
Regularly use software tools that come with the Macintosh computers: iPhoto, iWeb, iChat, iTunes, Pages, Keynote, iCal & podcasting	Mini-workshops and training will be offered to provide teachers with updated knowledge of required programs and how to use and integrate technology tools in the classroom.	Library Media Specialists Computer Literacy Coaches Curriculum Director Workshops are planned after school and during in-service days. Individualized instruction may be scheduled with the Library Media Specialists or with Computer teachers
Become familiar with software available for student use in the district and ways to integrate it into the curriculum.	Mini-workshops and training will be offered to provide teachers with updated knowledge of required programs and how to use and integrate technology tools in the classroom.	Library Media Specialists Computer Literacy Coaches Curriculum Director Workshops are planned after school and during in-service days. Individualized instruction may be scheduled with the Library Media Specialists or with Computer teachers
Continue training in use of PowerSchool & PowerGrade		Computer teacher; outside presenters from Smart Tech
Expand the integration of technology into classroom content		In-service days and faculty meetings are planned opportunities to address these initiatives.

## **VIII. Evaluation Plan**

The evaluation narrative must include how telecommunications services, hardware, software and other services will improve education. Telecommunications services are leased, tariffed, contracted, or month-to-month services that are used to communicate information electronically between sites. The services **MUST** be provided by an eligible Telecommunications Service provider. Examples of Telecommunications Services for E-Rate include T-1 lines, basic telephone service, and ISDN. Broadcast services (such as over-the-air radio and television) and cable TV are not considered Telecommunications Services. The burden of proof for any federal inquiry lies with the district that should be able to support their process with methodology and documentation.

The Watchung Borough School District will annually ask and answer these essential questions to assist with ongoing evaluation:

- How is technology integrated into the curriculum?
- How are electronic resources synthesized and adapted by all users?
- How is the district managing technology with students' learning needs?
- How are professional development activities infusing technology?
- How can technology serve as a catalyst for school improvement and student achievement?
- How can technology be used as effective communication within the school district and community?
- How can the school/student information resources best be used for school management and student achievement?

## Three-Year Technology Plan Evaluation Narrative

Describe the process to regularly evaluate this plan as effectively. . .

*a. integrating technology*

- Administrators will monitor classroom integration of technology as well as the effectiveness of professional development activities through student work and performance.
- Director of Special Services and Curriculum and Instruction and the Local Professional Development committee (LPDC) will assess those staff needs to ensure that adequate training is being offered to meet those needs.
- Superintendent will assess monetary allocations to ensure that appropriate resources are allocated towards integration of technology.

*b. enabling students to meet challenging state academic standards*

- Administrators will analyze data from standardized tests to ensure that students are progressing adequately towards proficiency in state standards.
- Curriculum will be analyzed using technology to ensure that there is horizontal and vertical alignment throughout the district.
- Online resources will be continually reviewed for appropriateness and value when analyzing the curriculum.

*c. developing life-long learning skills*

Teachers will develop meaningful and viable curriculum with activities and assessments to assist with creating life-long learners that are prepared to compete in a global economy. Professional development opportunities will be evaluated to ensure that they are creating meaningful experiences for students and fostering skills to assist with being a life-long learner.

Appendix A

Bayberry Inventory May, 2007		
ITEM-FUNCTIONING	QUANTITY	CONDITION
MULTI-MEDIA NETWORKED COMPUTERS INCLUDING TEACHER LAPTOPS, CST COMPUTERS, AND TWO SERVERS LIBRARY AND CST IEPIANNER W?WIRELESS CAPABILITIES.	120	In good working order, although they function well, 71 are color iMacs that will "NOT" take the update to the current OS, or last release of the OS.
TEACHER LAPTOPS	34	
BROTHERS NETWORK LASER PRINTERS	12	In good working order, but being phased out. And replaced by Higher quality/capacity network printer one per grade level.
HP 2430 LASERJET PRINTERS NETWORK PRINTER	5	Brand new higher capacity and quality network printers one per grade level.
OKIDATA 7300C NETWORK COLOR LASER PRINTER	2	These printers are nearing the end of their life cycle. And should be phased out and replaced, but are still functioning.
SMARTBOARDS-PORTABLES WITH PROJECTORS.	5	Implemented this year- one per grade level.
SMARTBOARDS-WALL-MOUNTED WITH CEILING MOUNTED PROJECTORS.	1	Implemented this year- in Media Center/Library.
APPLE X-SERVER DUAL PROCESSOR	1	Excellent working condition, doing: DOMAIN,DHCP,FILE,DIRECTORY and NAT. services
APPLE-DUAL CORE INTEL SERVER	1	Implemented this year- in Media Center/Library for Library catalog program.
APPLE-DUAL CORE INTEL SERVER	1	Implemented this year- for CST IE PLANNER and FileMaker Pro program.
	<b>NON FUNCTIONING</b>	
ITEM	QUANTITY	CONDITION
MULTI-MEDIA NETWORK COLOR iMAC COMPUTERS	17	These computers are, no longer functioning
MULTI-MEDIA NETWORK eMACS COMPUTERS	5	These computers are, no longer functioning, with 3 possibly covered by an Apple recall although out of warranty.
BROTHERS NETWORK LASER PRINTERS	7	These printers are not repairable due to its cost of repairing being greater than purchasing a new printer of equal or greater capability

Appendix A continued....

<b>Valley View Inventory (May, 2007)</b>		
<b>ITEM-FUNCTIONING</b>	<b>QUANTITY</b>	<b>CONDITION</b>
MULTI-MEDIA NETWORKED COMPUTERS INCLUDING TEACHER LAPTOPS, NEW LAB COMPUTERS AND MUSIC LAB, W/WIRELESS CAPABILITIES. PLUS LIBRARY SERVER	166	In good working order, although they function well, 31 are color iMacs and 17 G3 iBooks that will "NOT" take the update to the current OS, or last release of the OS.
TEACHER LAPTOPS	34	
BROTHERS NETWORK LASER PRINTERS	19	In good working order, but being phased out. And replaced by Higher quality/capacity network printer.
OKIDATA 7300C NETWORK COLOR LASER PRINTER	3	These printers are nearing the end of their life cycle. And should be phased out and replaced, but are still functioning.
SMARTBOARDS-PORTABLES WITH PROJECTORS.	4	Implemented this year- one per grade level.
SMARTBOARDS-WALL-MOUNTED WITH CEILING MOUNTED PROJECTORS.	1	Implemented this year- in Media Center/Library.
APPLE X-SERVER DUAL PROCESSOR	1	Excellent working condition, doing: DOMAIN,DHCP,FILE,DIRECTORY and NAT. services
APPLE-DUAL CORE INTEL SERVER	1	Implemented this year- in Media Center/Library for Library catalog program.
	<b>NON FUNCTIONING</b>	
<b>ITEM</b>	<b>QUANTITY</b>	<b>CONDITION</b>
MULTI-MEDIA NETWORK COLOR IMAC COMPUTERS	8	These computers are, no longer functioning
MULTI-MEDIA NETWORK eMACS COMPUTERS	7	These computers are, no longer functioning, with 3 possibly covered by an Apple recall although out of warranty.
BROTHERS NETWORK LASER PRINTERS	6	These printers are not repairable due to its cost of repairing being greater than purchasing a new printer of equal or greater capability

Appendix A continued:

## Bayberry Network Infrastructure Inventory List

<u>MDF</u>	<u>Device</u>
<i>HP Procurve 4000M</i>	<i>Switch</i>
<i>(4) D-Link DSS24</i>	<i>Switch</i>
<i>(2) Linksys-PC22224</i>	<i>Switch</i>
<i>NETGEAR Prosafe FVL328</i>	<i>Firewall/VN/Router</i>
<u>IDF B109</u>	<u>Device</u>
<i>Linksys PC22224</i>	<i>Switch</i>
<u>IDF D203</u>	<u>Device</u>
<i>(2) D-Link DSS24</i>	<i>Switch</i>
<i>Linksys PC22224</i>	<i>Switch</i>
<u>IDF A129</u>	<u>Device</u>
<i>(2) D-Link DSS24</i>	<i>Switch</i>
<i>Linksys PC22224</i>	<i>Switch</i>
<u>IDF A103</u>	<u>Device</u>
<i>(7) Linksys PC22224</i>	<i>Switch</i>

*Appendix B- Acceptable Use Policy*

## **Watchung Borough Schools**

**Dear Parents or Guardians:**

**In this brochure, please find two forms that must be signed and returned to your child's school office:**

- **INTERNET - Acceptable Use Policy (AUP) Consent and Waiver Form**
- **Media Release Form**

***With regard to the Internet – Acceptable Use Policy (AUP) Consent and Waiver Form:***

Your signature gives permission for your child to access the Internet at school. The signatures of both you and your child signify your agreement that this access must be used in a responsible manner and that you and your child agree to abide by the restrictions in this document. Please take some time to go over this material with your child.

Ultimately, parent(s) and guardian(s) of minors are responsible for conveying the standards that the child should follow. To that end, Watchung Borough School District supports and respects each family's right to decide whether or not to apply for INTERNET access.

The specific conditions and services being offered may change from time to time. Watchung Borough School District makes no warranties with respect to Internet service or content. Further, the student and his/her parent(s) or guardian(s) should be aware that Watchung Borough School District does not have control of the information on the Internet, nor can it provide barriers to students accessing the full range of information available. We have an Internet filter in place that should ensure that the sites visited by students are educational in nature and suitable for student academic needs. The supervising adult on school property shall monitor usage of the Internet and its content.

Watchung Borough School District believes that the benefits to educators and students gained from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. We are looking forward to enhancing your child's school curriculum with the educational experience of using the Internet.

Please use the enclosed form to permit your child to use the Internet while in school. We are requesting that every parent sign and return one form for each child in attendance.

If you, as parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal of your child's school and such rescission will take effect upon receipt by the school.

***With regard to the Media Release Form:***

As the world of media opportunities expands, we are seeking ways to involve our staff and students in a number of meaningful media-based activities. The range of involvement may include Newspapers and Television. We consider these opportunities to be excellent vehicles for sharing with our parents and the general public the wide array of activities and events that occur within our educational community.

As you are aware, there are potential dangers associated with the posting of personally identifiable information on a web site since global access to the Internet does not allow us to control who may access such information. These dangers have always existed; however, we as schools do want to celebrate your child and his/her work. The law requires that we ask for your permission to use information about your child.

Our district views the wise use of media as a powerful means of communicating and sharing a broad spectrum of positive elements associated with our school district. Along with the benefits accrued by the district, we are aware of the positive effect student involvement can have on the lives of our children. It is for these reasons that we ask for your permission to include your child in the media opportunities noted above.

*Appendix B- Acceptable Use Policy*

Pursuant to law, we will not release any personally identifiable information without prior consent from you as a parent or guardian. Personally identifiable information includes student name, photo or image, residential addresses, e-mail address, phone numbers, and locations and times of class trips.

Please use the enclosed form to communicate your preference in this matter. We are requesting that every parent sign and return one form for each child in attendance.

If you, as parent or guardian, wish to rescind this agreement, you may do so at any time in writing by sending a letter to the principal of your child's school and such rescission will take effect upon receipt by the school.

**Your thoughtful consideration of this request to sign and return both forms to your school office would be very much appreciated.**

Sincerely,

*Watchung Borough Schools Administrative Staff*

## *Appendix B- Acceptable Use Policy*

### **Watchung Borough Schools**

#### **INTERNET – ACCEPTABLE USE POLICY (AUP) Consent and Waiver Form**

Watchung Borough Schools offer students access to a computer network and the Internet. To gain access to the Internet as per Board of Education policy, all students must obtain parental permission as verified by the signatures on the attached form. Should a parent prefer that a student not have Internet access, use of the computers is still possible for purposes such as word processing.

#### **What is possible?**

Access to the Internet will enable students to explore thousands of libraries, databases, museums, and other repositories of information and to exchange personal communication with other Internet users around the world. Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive. While the purpose of students having access to the Internet while at school is to use Internet resources for constructive educational goals, students may find ways to access other materials. We have installed software on district computers, which should prevent students from accessing offensive materials. We believe that the benefits to students from access to the Internet in the form of information resources and opportunities for collaboration exceed the possible disadvantages. Ultimately parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Therefore, we support and respect each family's right to decide whether or not to apply for access.

#### **What is expected?**

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on a school playground. Communications on the network are often public in nature. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's computer resources. The students are advised never to access, keep, or send anything that they would not want their parents or teachers to see.

#### **What are the Rules of Appropriate Use?**

**Privacy** – Network storage areas may be treated like school lockers or desks. Network administrators may review communications to maintain system integrity to insure that students are using the system responsibly.

**Storage capacity** – Users are expected to remain within allocated disk space and delete material that takes up excessive storage space.

**Illegal copying** – Students should never download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have written permission from the Network Administrator. Nor should students copy other people's work or intrude into other people's files.

**Inappropriate materials or language** – No profane, obscene, vulgar, abusive, or impolite language may be used to communicate nor should materials be accessed which are not in the line with the rules of school behavior. A good rule to follow is never view, send, or access materials that you would not want your teachers and parents to see. Should students encounter such material by accident, they should report it to their teacher immediately.

#### **Guidelines to follow to prevent the loss of network privileges at Watchung Borough Schools:**

1. Do not use a computer/network to harm other people or their work. Users may not use network systems to insult, harass or attack others.
2. Do not use the network for commercial (purchasing products online) or illegal purposes.
3. Do not damage the computer or the network in any way.
4. Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.
5. Do not violate copyright laws.
6. Do not share your password (if assigned) with another person.
7. Do not waste limited resources such as disk space or printing capacity.
8. Do not trespass in another's folder, work, or files.
9. Do notify an adult immediately if by accident you encounter materials that violate the Rules of Appropriate Use.
10. **BE PREPARED** to be held accountable for your actions and for the loss of privileges if the Rules of Appropriate Use are violated.
11. Students **may not** access home or personal e-mail accounts while in school.

Watchung Borough Schools supports the integration of technology into the curriculum and encourages district teachers to participate in Internet-based projects with their students. Participation by students in internet-based projects may take several forms, such as Educational Discussion Forums, Classroom Project Exchanges and Shared Technology Resources.

#### **Guidelines for Student Internet Projects include:**

1. Students may not disclose any confidential private or personal contact information about themselves, other students or any other individual while engaged in an online classroom project.

*(Pursuant to New Jersey law, Students are precluded from releasing "personally identifiable information" without*

*parental consent, which in addition to names, photo or image, residential addresses, e-mail address, phone numbers includes locations and times of class trips.)*

2. Teachers must act as project managers, that is, no students may directly post to any electronic forum before the teacher reviews such work.
3. Material posted as part of a school or classroom related project may only be posted while student is under the supervision of a teacher. **No individual student's name will be included.**

Watchung Borough Schools

*Appendix B- Acceptable Use Policy*

**INTERNET - Acceptable Use Policy (AUP) Consent and Waiver Form**

**USER (Student):** I understand and will abide by the attached Acceptable Use Policy (AUP). I further understand that any violations of the above conditions, rules, and AUP is unethical and may constitute a criminal offense. Should I commit any violations, my access privileges may be revoked; disciplinary action and/or appropriate legal action may be taken.

**DATE:** \_\_\_\_\_

**USER (Student):** \_\_\_\_\_  
(Please print.)

**Signature:** \_\_\_\_\_

**PARENT OR GUARDIAN:** As parent or guardian of this student, I have read the Acceptable Use Policy (AUP). I understand that this access is designed for educational purposes. I also recognize that it is impossible for the Watchung Borough School District to restrict fully access to controversial materials and I will not hold the school district responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to access the Internet at school and certify that the information contained on this form is correct.

Permission is hereby granted for INTERNET Access.

**Date:** \_\_\_\_\_

**Parent/Guardian:** \_\_\_\_\_  
(Please print.)

**Signature:** \_\_\_\_\_

**PARENTS/GUARDIANS:** Please complete the following information. Thank you.

**Student's School** \_\_\_\_\_  
(Please print.)

**Grade** \_\_\_\_\_ **Teacher** \_\_\_\_\_  
(Please print.) (Please print)

**THIS AGREEMENT IS VALID UNTIL THE END OF THE SCHOOL YEAR.**

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**PLEASE COMPLETE AND RETURN THIS FORM TO YOUR CHILD'S SCHOOL OFFICE**

## Watchung Borough Public Schools Permission Form: Media Release

As the world of media opportunities expand, we are seeking ways to involve our staff and students in a number of meaningful media-based activities. The range of involvement may include newsletters, newspapers, and television. We consider these opportunities to be excellent vehicles for sharing with our parents and general public the wide array of activities and events that occur within our educational community.

Given the wide exposure of modern media, we are seeking parent/guardian permission prior to including children in transmissions or publications that may go beyond the confines of our community. Please note the permission slip that appears below. It is intended as a means of insuring that your child's involvement with any of the media noted above is with your full support and permission.

Our district views the wise use of media as a powerful means of communicating and sharing a broad spectrum of positive elements associated with our school district. Along with the benefits accrued by the district, we are aware of the positive effect student involvement can have on the lives of our children. It is for these reasons that we ask for your permission to include your child in the media opportunities noted above.

**There will be NO student photos or names on district web pages.**

Please use the form below to communicate to us your preference in this matter. We are requesting that every parent sign and return one form for each child in attendance.

*If you approve of your child's full participation in media coverage, please check statements #1, 2, and 3.*

*If you do not approve of your child's participation in media coverage, then check statement #4.*

Your thoughtful consideration of this request would be very much appreciated.

*Watchung Borough Public Schools Administrative Staff*

.....Please tear off and return the form below to the School Office.....

### Watchung Borough Public Schools Media Release Form

Please be aware of the fact that our schools will be seeking media coverage and involvement that may include newspapers and television.

Check the statement(s) that reflects your wishes.

- 1. My child's **photo may be included** in photographs / images that appear within the media noted above.
- 2. My child's **name may be included** in photographs / images, text or copy within the media noted above.
- 3. My child's **schoolwork may be featured** within the media noted above.
- 4. My child's photograph/ name/ schoolwork should **NOT** be included in any of the media noted above.
- 5. My child's **name may be included** in the newspaper for honor roll.

CHILD'S NAME \_\_\_\_\_ Date \_\_\_\_\_  
Please Print

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

*Parent/Guardian* \_\_\_\_\_ *Signature* \_\_\_\_\_  
Please Print

# Technology Needs Assessment

name \_\_\_\_\_ date \_\_\_\_\_

position \_\_\_\_\_ school \_\_\_\_\_

Please complete the following survey by answering all questions. If asked to explain, please provide a brief but accurate description of the information requested **as it pertains specifically to you**. For questions with multiple answers, please check all that apply. Thank you in advance for your input, support, and time.

1. Currently, **I** integrate/use technology with my students in some form:

- daily
- two/three days a week
- once a week
- once every two weeks
- once a month
- does not apply to my job description

2. **I** use technology in the classroom and across the curriculum in the following ways. Please check all that apply:

- word processing, editing, printing, etc.
- web research
- creation of multimedia presentations/portfolios
- research information- library based
- interact/reinforce skills with software
- Smartboard utilization
- web-based visual materials (streaming video)
- modes of visual presentation, DVD,VCR etc.

3. Evaluate **your** current technology proficiency as the following:

1. Beginner- Introduction to Operations
2. Intermediate- Uses Applications
3. Advanced- Curriculum Integration
4. Instructor- Teaches Applications

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>word processing/organizational</b>	---	---	---	---
spreadsheets				
lesson plans				
student handouts/materials				
<b>Web based utilization</b>	---	---	---	---
online Grade Books (Powerschool)				
creation of student based projects				
research for lessons				
curriculum resources (Reading A-Z, Streaming video)				
teacher created websites				
internet based communication ( blogs, Wiki)	---	---	---	---
<b>Multimedia</b>				
Powerpoint- visual presentations				
software (Oregon Trail,Math Blaster,Inspiration etc.)				
Smartboard				
A/V- still pics, video, Photo Shop, editing				
Scanner				
LCD projectors/Wallmounted TV				
Laser Disk/VCR/DVD				
<b>Web Page Design</b>				
<b>E-mail</b>				
<b>Server access</b>				
Alexandria in libraries				
grade level file share folders or Drop Box				

4. Please rate the availability of current district technology when desired or needed by **you**.

1. Always available and in good working order
2. Available but with problem. Please explain below. Be specific.
3. Often unavailable. Please explain below. Be specific.
4. Not applicable due to job description.

	classroom	computer lab	available for sign out
computers			
internet connection			
digital cameras/video			
printers			
email for communication			
projectors (LCD etc.)			
display monitors (TVs/TVators)			
Smartboards			
software			

Please explain the barriers you feel are interfering with your access to district technology.

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6. Please rate the availability and access **students** have to district technology.

1. Always available and in good working order.
2. Available but with problem. Please explain below. Be specific.
3. Often unavailable. Please explain below. Be specific.
4. Not applicable due to my job description.

	classroom	computer lab	sign out
computers			
internet connection			
digital cameras/video			
printers			
software			

Please explain any barriers you feel interfere with the **students'** access to district technology.

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7. I feel **my** technology needs are determined/derived from:

- district initiatives
- Computer Literacy curriculum
- NJ Core Curriculum Content Standards
- National Technology Standards for Teachers
- individual teacher initiative
- yearly professional improvement plan (PIP)
  - o other \_\_\_\_\_

8. I feel **my** technology needs are evaluated by the following person(s):

- administration ( principals, superintendent)
- technology committee
- library media personnel
- computer technicians/support personnel
- fellow teachers
- other \_\_\_\_\_

9. **I** feel my current technology needs are addressed/evaluated in the following ways. Please check yes, no or result in action.

	<b>yes</b>	<b>no</b>	<b>result in action</b>
Professional development			
staff meeting discovery/discussion			
big budget requests			
monitoring & execution in lesson planning			
specific lesson observations			
display of student work			
peer to peer support			
email for library media support			
email to tech support			
other:			
other:			
other:			

10. Generally, I feel my technology needs, as required in accordance with the district goals, Core Curriculum standards and curricula, are being met.

- agree
- disagree

If you disagree, your needs are **not** being met due to the following:

- lack of training
- lack of hardware
- lack of software
- other \_\_\_\_\_
- \_\_\_\_\_
  - \_\_\_\_\_

11. Past professional development addressed the staff and students' needs for technology integration.

- agree
- disagree

12. Professional development, both formal and informal was provided during the 2006-2007 school year by the following person(s):

- computer technicians/personnel
- library media personnel
- self-taught
- peer to peer
- outside presenter
- online tutorials (i.e. Atomic Learning)
- other \_\_\_\_\_

13. Professional development, both formal and informal was provided during the 2006-2007 school year in the following manner:

- formal large group inservice
- formal small group inservice
- faculty meeting discussion
- demonstrations
- peer to peer modeling/demonstration
- online tutorials
- outside presenters
- other \_\_\_\_\_

14. Please check all of the barriers you feel are present to seamlessly, and completely integrating technology into all areas of curriculum.

- comfort level with technology
- time
- equipment- hardware
- software limitations
- support
- training
- network related issues
- individual ambition/interest
- other \_\_\_\_\_

15. Please explain what you feel could be done to improve the academic achievement for all students through the integration of technology.

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*Appendix D – Board Approval of Three-Year Technology Plan*