

District Learning Technology Plan: Section I

School Union #69 Community-based Learning Technology Plan

Date Approved by School Committee: <date>

Approved by LCS on

Approved by HES and AVS

Plan Authors:

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Schools Affected by the Plan:

Appleton Village School

Hope Elementary School

Lincolnville Central School

Section II: Shared Vision for Learning:

The following District and Community groups were involved in the creation and revision of this Technology Plan:

Union #69 School Boards:

HES: Thomas Ingraham, Chairperson/grandparent; Alina Smith, Vice-Chairperson/parent; Emily Burgess, Boardmember/parent; Brooks Crane, Boardmember/parent; Heather Quesnell, Boardmember/parent

AVS: Deborah Keiran, Chairperson; Heather Wyman, Vice Chairperson/parent; Victoria Bucklin, Boardmember; Rachelle Horn, Boardmember; Ruth Kermish Allen, Boardmember/Parent

LCS: Becky Stephens, Chairperson/Parent; Christine Stevens, Boardmember; Briar Fishman, Boardmember/Parent; Jasen Wood, Boardmember/Parent; Mikc Johnson, Boardmember/Parent

Administration

Dianne Helprin, Superintendent School Union #69
Paul Russo, LCS School Principal

Susan Stilwell, AVS School Principal
Danielle S. Fagonde, HES School Principal

Technology Committee Membership

Valorie Bemis LCS Technology Coord./Teacher	Nathaniel Porter HES and AVS Technology Coord./Teacher	
James Blackman LCS Teacher	Jane Cummings LCS Teacher/Parent	Carol Waldron LCS Librarian
Barb Williams HES Teacher	Rosemary Soule HES Teacher/Parent	Cynthia Prosser, HES Teacher
Jared Todd AVS Teacher/Parent	Sam Hilt AVS Teacher	

According to the National Learning Technology Plan of 2016, “all learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.” It is our hope that all members of the school community will be lifelong learners and productive members of society. We feel strongly that promoting creativity, independent learning, communication, and problem-solving skills for students, staff, and members of the community is a foundation for our vision for learning. Computer technology must be readily available since it is routinely used by all students and staff in order to weave 21st Century skills into an information-based, inquiry process that meets the demands of a new global age. All students and staff will be comfortable and proficient at using technology. By creating a technology-rich environment, School Union #69 will provide a community of lifelong learners with the skills necessary to succeed in a future characterized by constant change.

The Vision for Learning outlined above guides our direction as a compass and filter to:

- 1) Access up-to-date equipment, effective and engaging software, and online learning resources which will be an integral part of the school’s best practices in teaching & learning and will grow to be consistent across our Union #69 District;**
- 2) Support the policies and procedures of the schools where technology will be used to enhance instruction, safety, and communication within our schools and community;**
- 3) Have the professional learning needs of the teachers identified, prioritized, and addressed with the time and on-going support they need to help themselves and all students bridge from basic skills to transformative learning through technology.**

The following Action steps specifically address how each of the above are implemented:

1. a. Curriculum development and revision practices will regularly address the integration of technology use in student learning activities. Choices for computer software and online learning resources will be guided by curriculum standards that foster higher-order thinking skills and transformative technology practices.

Technology will play an integral role in devising and implementing differentiated instruction according to learning styles enabling teachers to maximize each student’s growth and individual success by meeting each student where he or she is, and assisting in the learning process.

The key to fulfilling this effort is providing up-to-date equipment by participating in the MLTI project every 3-4 years. This participation makes new devices available for grades 6-8. Past purchases of MLTI devices that are phased out of the program for K-5 classrooms (regularly evaluated as stated under Section 4 - General Specs) provide a solid base for one-to-one access. However, the elimination of this option has required us to revisit other potential options moving forward to maintain our one-to-one environment. The building-based Technology Coordinators will keep the network functioning and all hardware in good repair.

1. b. Student academic skills will be enhanced through the use of digital information resources outside the classroom. Students will demonstrate the use of productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works (as outlined in the K-8 Technology Curriculum Map).

1. c. The bridging of content, pedagogy, and technology will provide all students with a foundation based on our vision for learning enabling increased thinking, creativity and problem solving skills through the effective use of engaging software, on-line resource and a variety of other digital tools. Samples of their work will be displayed on the school websites with parental permission.

2. a. Our vision for learning will focus our technology policy development and implementation toward enhancing the quality and quantity of instructional opportunities, student and community online safety, and communication.

3. a. A technology team composed of the building-based Technology Coordinators, and members of the Technology Plan team will continue to assess, plan, and support the implementation of technology. The Technology Coordinators will facilitate, coordinate training, and offer daily support with assistance from computer technicians. The building-based Technology Coordinators will assist teachers in integrating technology into the curriculum that is aligned with the Essential Learning Outcomes through mentoring.

3. b. The Technology Coordinators and MARTL representatives will take leadership roles in bringing technology into the Union #69 schools. Administrators will budget for professional development and needed classroom release time for staff to learn about and implement technology skills related to our vision for learning. There will be active participation in local, state, national or international web-based networks and technology projects. Teachers will support the appropriate use of technology and its ethical responsibilities.

Section III: Shared Leadership:

The School Union 69 Community Based Technology Team will be using the following assignments to help implement our Vision for Learning.

- We will be working with MARTL's, Teachers, Admin, and Parents as we develop and implement our vision.
- Admin, teachers, and tech coordinators will be working on finding models and examples of technology that fit your "Vision of Learning".
- The professional development needed to make the vision successful will require involvement and coordination of the Administration and Professional Development committee.
- The Tech Coordinators, MARTL's, Classroom teachers and Administration will work to select devices, apps, and programs that fit the "Vision for Learning".
- Any filtering and blocking policies will be work on by the Administration Team, Tech Coordinators, and MARTL's.
- The Administration Team, School Committee, and Tech Coordinators will work to define and implement the Appropriate Use Policies of the district.

	School Committee	Administration	Teacher/MARTL	Professional Development Committee	Tech Coordinators	Parents/Community Members	Students
Plan Vision for Learning			✓		✓	✓	
Plan Application of technology to Vision of Learning		✓	✓		✓	✓	
Identify Models/Examples of technology that fits the Vision of Learning		✓	✓		✓		
Plan Professional Development		✓		✓	✓		
Device, app and program selection		✓	✓		✓		
Filtering/ Blocking Policy	✓	✓	✓		✓		
Acceptable use Policy, definition and implementation	✓	✓	✓		✓		
Student info online		✓			✓		
Websites Accessibility					✓		

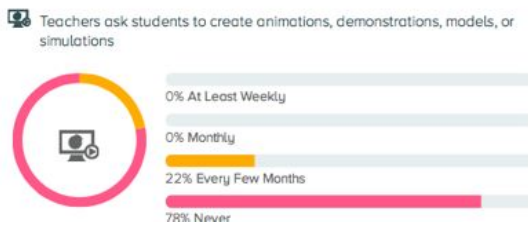
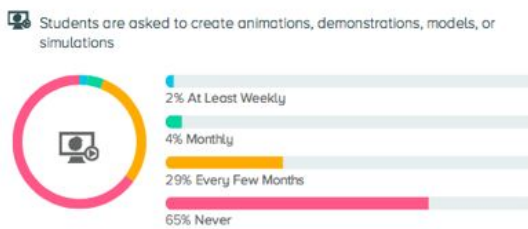
Section IV: District Learning Technology Data and Action Plan:

Section IV, Part A: Student Learning & Teacher Practice

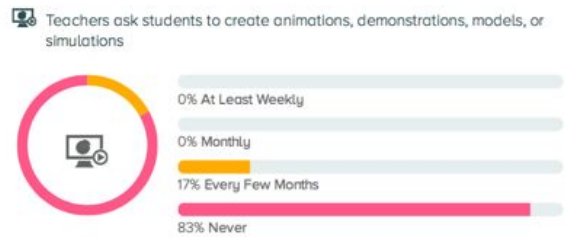
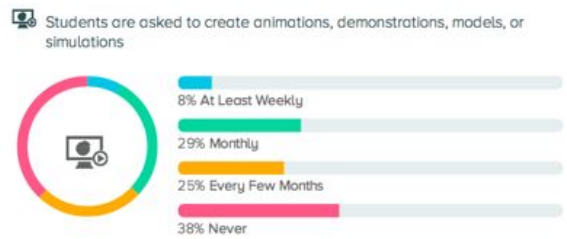
Each component of the Maine Learning Technology framework addresses a different aspect of healthy technology integration. This report focuses on classroom factors by highlighting 16 data points from BrightBytes' Technology & Learning framework that show the intersection of student and teacher perceptions concerning classroom practice. Alignment, or divergence, of these perceptions is an important metric in setting goals and improving learning experiences across the organization. Use this report to better understand how to identify and bridge perceptual differences.

Results of the Data:

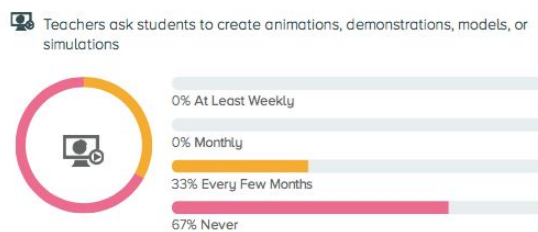
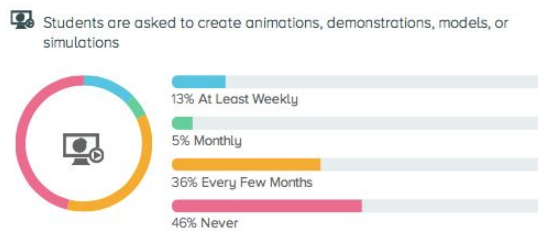
Lincolnton Central School



Appleton Village School



Hope Elementary School



All three schools in Union #69 appear to have shortfalls in the creativity portion of the student learning experience.

Implications

In the struggle to find balance implementing Marzano's Art and Science of Teaching strategies with the Maine Learning Outcomes, time to integrate technology projects has become difficult to non-existent. Integration of technology into the regular curriculum has fallen to passive use of web-based curriculum in order to meet learning targets necessary for assessment. In order to follow the SAMR model, emphasis needs to return to reflecting on Bloom's Taxonomy and striving to reach the peak of it with students engaged in creative opportunities to demonstrate their learning.

Interventions and Next Steps	Person/Position Responsible	Timeline
Professional Development time with teachers to introduce and explain the SAMR model	Principals, Technology Coordinators	2017 - 18 Staff meeting opportunities
Mini-lessons around strategies to build creative learning experiences for students	Principals, Technology Coordinators	2017 - 2020 Flex Workshop time (varies by individual)
Assisting teachers in implementation	Technology Coordinator, Teachers	2017 - 2020

Section IV, Part B: Leadership for Learning Through Technology

Maine's educational leaders have invested heavily in the necessary infrastructure and devices to support learning. Now, they must work to create ubiquitous buy-in among all stakeholders. This report includes 6 data points from BrightBytes' Technology & Learning framework to measure the impact that leaders have on

the school environment and teacher beliefs. This report is used to identify the areas where education leaders can foster discussions and offer support to positively impact □ beliefs about technology use.

Results of the Data

Lincolnton Central School

Teachers discuss technology use during classroom observations or visits



Teachers believe the school encourages technology use for teaching and learning



Teachers discuss technology use during evaluations



Teachers want to learn more about effective technology use for teaching and learning



Appleton Village School

Teachers discuss technology use during classroom observations or visits



Teachers believe the school encourages technology use for teaching and learning



Teachers discuss technology use during evaluations

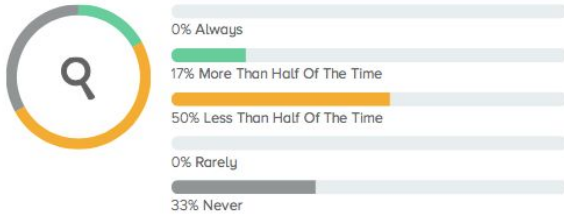


Teachers want to learn more about effective technology use for teaching and learning

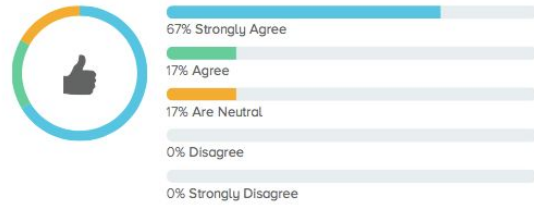


Hope Elementary School

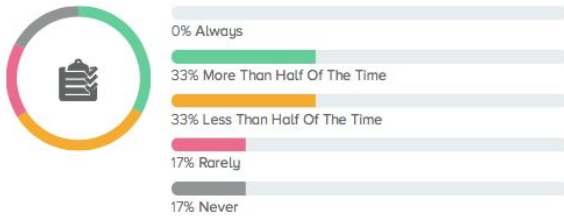
 Teachers discuss technology use during classroom observations or visits



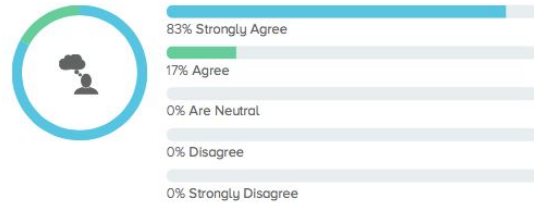
 Teachers believe the school encourages technology use for teaching and learning



 Teachers discuss technology use during evaluations



 Teachers want to learn more about effective technology use for teaching and learning



The data reflects an interest by the teaching staff to expand their knowledge of effective technology use for teaching and learning. However, it appears that technology use has not been the emphasis during classroom visits, teacher observations or evaluations.

Implications

The data shows an avenue for professional development planning which could include effective technology for teaching and learning given the clear interest illustrated in the graphs above. Teachers are showing an interest in being educated and supported around technology use in their classrooms.


Interventions and Next Steps	Person/Position Responsible	Timeline
School-based Tech Topics	Technology Coordinator, Principal (scheduling)	2017-2020
Regional Tech Institutes	HAL and perhaps Fivetown CSD resources	2017-2020
Formal Technology Discussions as part of Teacher Observation & Evaluation	Principal and possibly Peer Observer	2017-2020

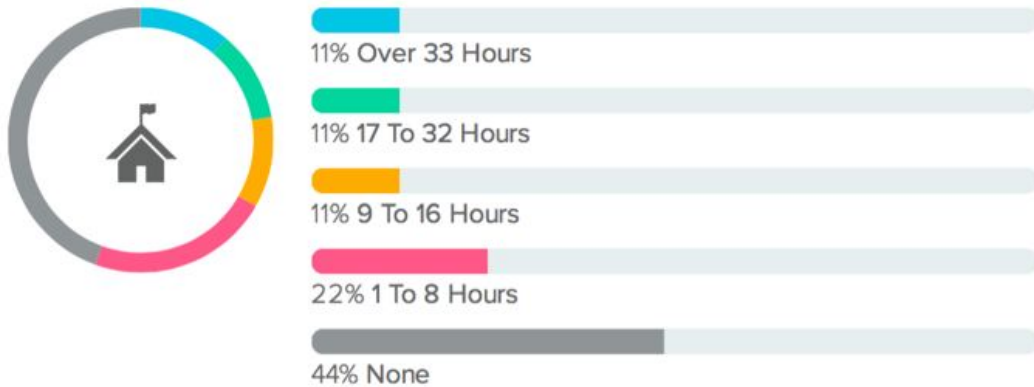
Section IV, Part C: Professional Learning

Developing a professional learning plan that aligns with the Vision for Learning is a fundamental step to achieving success within the Maine Learning Technology framework. This report includes 4 data points from BrightBytes' Technology & Learning framework to highlight the current delivery and quality of professional learning. This report is used to identify professional development areas that need more attention, ultimately allowing you to create engaging and effective learning opportunities for your educators.


Results of the Data

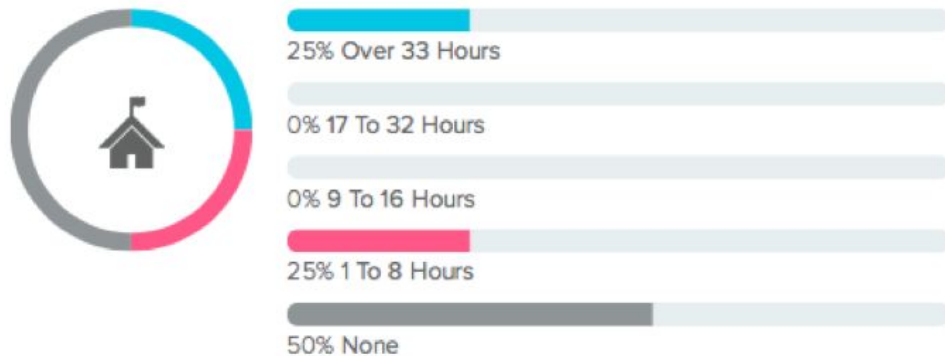
Lincolnton Central School

 Teacher-reported time spent per year participating in school-sponsored PD



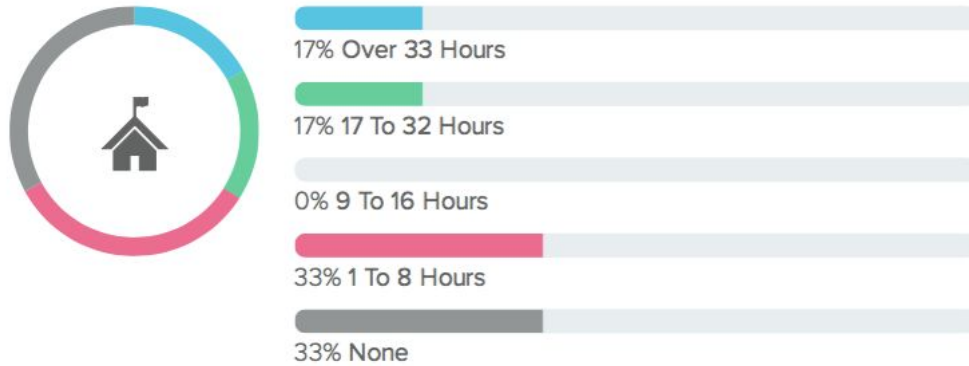
Appleton Village School

 Teacher-reported time spent per year participating in school-sponsored PD



Hope Elementary School

 Teacher-reported time spent per year participating in school-sponsored PD



The data shows that approximately 50% of staff participate in school-sponsored technology-related professional development. Similar results appeared in the non-school sponsored survey results. Professional development in the past few years has been focused on proficiency-based standards implementation. The time that even 50% of the staff has utilized to gain skills in integrating technology into their classrooms wouldn't be considered a sustainable amount for success.

Implications

A goal for future professional development planning would be to incorporate some dedicated time for effective use of technology in the classroom, one could conclude from the survey results above.

Interventions and Next Steps	Person/Position Responsible	Timeline
School-based Tech Topics	Technology Coordinator, Principal (scheduling)	2017-2020
Regional Tech Institutes	HAL and perhaps Fivetown CSD resources	2017-2020
Formal Technology Discussions as part of Teacher Observation & Evaluation	Principal and possibly Peer Observer	2017-2020

Section IV, Part D: Learning-Focused Access

Access isn't limited to physical devices, but includes infrastructure and services to support the use of technology. Maintaining low barriers to its use both in and out of school remains critical to improve classroom experiences. This report contains 6 data points from BrightBytes' Technology & Learning framework to highlight the level and quality of technology access currently in place. Use this report to identify and improve aspects of the teaching and learning environment that foster a sense of experimentation and encourage higher levels of meaningful technology use.

Results of the Data

Survey results from all schools report excellent access and internet speed for teachers and students both at school and at home. From 40 to 44% rate the level of support as above average or excellent at each school as well. A slight indication of limits appeared regarding the internet filtering from a teacher stand-point, but no personal reports have been voiced. Most students indicate they have the required skills to use technology at school, their classes do require the use of technology, and the current devices are sufficient to complete their work. We would like to recognize that school rules impact their technology use at school. This does not imply that it impacts their learning however.

Implications

The only implication from the data is the concern for providing sufficient devices to continue and expand teaching and learning practices. Being unable to buy-out MLTI devices for our K-5 students has driven us down a road to budget for alternative devices to accomplish our goals. In fact, Lincolnville Central School will be piloting a class of Chromebooks with it's 5th grade class in the 2017-18 school year which will most likely expand to 4th grade in the 2018-19 school year. In addition, the MLTI program will hand over the wireless system and all maintenance to the individual schools in 2019. Erate funding along with local funding will need to be developed to maintain our level of network connectivity in all of the schools.

Interventions and Next Steps	Person/Position Responsible	Timeline
Continue to review devices and their compatibility with teaching and learning	Technology Coordinator, Principal (budgetary support)	2017-2020
Gain expertise or resources with expertise for network maintenance and administration	Technology Coordinator	2017-2020

Section V: Responsible Use:

The Union #69 school district is utilizing CommonSense Media's Digital Citizenship Curriculum (see Appendix for Scope & Sequence) to teach students primarily 5th grade and up currently. A goal would be to expand this to grades 3 and 4 in the timeline of this Technology Plan. Certainly, topics in the K-2 scope and sequence would be addressed as needed in the regular curriculum. The full Acceptable Use Policy for all Schools is included in the Appendix.

Section VI: Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)

SAU MEDMS ID # & Name

Superintendent Email

Superintendent Signature

Date