

School Multi-year Technology Program – Strategies

Strategy: 1. Provide leadership that supports the use of technology for teaching and learning.

Activities:

- Collaboratively develop and communicate a shared vision for technology.
- Review and update technology and professional development plans and budgets.
- Establish new lab sign-up, mobile cart check-out, and daily schedule procedures.
- Formalize class credit for Student Tech Support program participants.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
To what degree do school leaders support the use of technology in teaching and learning?	School staff perceptions are positive about school leadership, vision and support for the use of technology.	School Technology Needs Assessment (STNA)	On the year-end STNA, 80% or more of staff “Strongly Agree” or “Agree” for items 1-16 of Sec. I (Conditions for Technology Use).	Monitor and adjust implementation of activities in this strategy; identify future staff needs in these areas.

Note: Much of the benefit of planning an evaluation stems from the processes of brainstorming and coming to consensus on a technology program’s strategies and objectives. This evaluation plan worksheet example can serve as a starting point for your school or district plan.

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Strategy: 2. Provide ready access to sufficient technology and media resources.

Activities:

- Implement flexible scheduling plan for media center and computer lab.
- Purchase new software and probeware, per tech plan.
- Bring all classroom, lab, and administrative computers up to district standards.
- Finish installation of high speed internet access for all classrooms.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
How completely have planned purchases, upgrades, and installations been implemented?	Planned completion dates are met.	Completion dates, compared to tech plan	Per tech plan	Monitor completion of activities for this strategy; follow up to complete, per tech plan calendar.
To what degree do teachers and students have ready access to technology and media resources?	Staff members' perceptions about access to technology and media resources are positive.	School Technology Needs Assessment (STNA)	By the year-end STNA, 80% or more of staff report "Strongly Agree" or "Agree" on items 17-21, 23, and 27-30 of Sec. I (Conditions for Technology Use).	Monitor and adjust implementation of this strategy; plan for the potentially changing needs of staff members.

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<p>To what degree do teachers and students use technology and media resources?</p>	<p>Computer lab, media center, and mobile cart are being scheduled at full capacity.</p> <p>Teachers for all targeted grade levels are scheduling the computer lab, media center, and mobile cart.</p>	<p>Analysis of lab, mobile cart, and media center schedules.</p>	<p>By December, scheduled resources are in use 75% of the day; by May, scheduled resources are in use at least 90% of the school day.</p>	<p>Follow up with staff not using resources, to understand factors inhibiting scheduling.</p>
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Strategy: 3. Provide sufficient technical and infrastructure support.

Activities:

- Advertise for and hire building technician (per tech plan).
- Maintain systems and troubleshoot software and/or hardware problems.
- Revise trouble-ticket submission and tracking process, using the new web forms (per tech plan).
- Implement Student Tech Support (STS) program.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
To what extent is the school's technology operational?	The number of technical problems and the response time for fixing problems decrease.	Trouble-ticket tracking	By January the number of technical problems reported decreases by 10%; by May the number of technical problems reported decreases by 20%. By January the response time for technical problems decreases by 20%; by May the response time for technical problems decreases by 30%.	Use results to revise technical and infrastructure support.

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<p>To what degree is sufficient technical support provided in the school?</p>	<p>Staff members' indicate they are receiving sufficient technical support.</p>	<p>School Technology Needs Assessment (STNA)</p>	<p>On the year-end STNA, 95% of staff reports "Strongly Agree" or "Agree" on Sec. I, item 24 (Conditions for Technology Use).</p>	<p>Monitor and adjust implementation of this strategy; identify changing support needs in real time.</p>
<p>How satisfied are staff members and students with the Student Tech Support program?</p>	<p>Staff members and STS students indicate satisfaction with STS program.</p>	<p>School-developed survey of staff and STS participants</p>	<p>80% of the staff and STS students report "Strongly Agree" or "Agree" on all of the survey items.</p>	<p>Monitor and adjust implementation of STS program.</p>

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Strategy: 4. Provide high quality professional development for all staff members.

Activities:

- Update school professional development plan.
- Coordinate professional development activities with tech facilitator's on-going support.
- Update professional development offerings on the school's web calendar. Implement online sign-up and tracking system.
- Update process for developing and monitoring teacher professional growth plans (PGP).
- Implement weekly drop-in workshops for teachers and students.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
To what degree are teachers and administrators offered a variety of opportunities for professional development?	Teachers and administrators indicate satisfaction with the variety and availability of professional development opportunities.	School Technology Needs Assessment (STNA)	On the year-end STNA, 90% of staff reports “Strongly Agree” or “Agree” on Sec. II items 3-6 (Professional Development).	Revise activities as indicated by data from professional development calendar.
What is the quality of professional development activities?	Teachers and administrators indicate satisfaction with the quality of professional development activities.	Professional development questionnaires	At least 90 percent of the participants in each professional development activity Strongly Agree or Agree that the PD is of high quality.	Revise activities as indicated by data from professional development questionnaire.

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<p>To what extent are teachers and administrators professional development needs being met?</p>	<p>Teachers and administrators indicate that their needs are being met.</p>	<p>Professional development questionnaires</p>	<p>90% of the participants in each professional development activity Strongly Agree or Agree that their needs are being met.</p>	<p>Revise activities as indicated by data from professional development questionnaire.</p>
<p>To what extent are teachers and administrators acquiring new knowledge and skills?</p>	<p>Teachers and administrators indicate that they are acquiring new knowledge and skills.</p>	<p>Professional development questionnaires</p>	<p>90% of the participants in each professional development activity Strongly Agree or Agree that they acquired new knowledge and/or skills.</p>	<p>Revise activities as indicated by data from professional development questionnaire.</p>
<p>To what degree is the professional development content relevant to the schools' priorities for improving teaching and learning?</p>	<p>Teachers and administrators indicate that the content of the professional development is relevant to the schools' priorities for improving teaching and learning.</p>	<p>Professional development questionnaires</p>	<p>90% of the participants in each professional development activity Strongly Agree or Agree that the content was relevant to the school's priorities.</p>	<p>Revise activities as indicated by data from professional development questionnaire.</p>

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<p>To what extent are teachers and administrators participating in professional development?</p>	<p>The percentage of teachers who are participating in professional development increases.</p>	<p>Online professional development tracking system</p>	<p>By December at least 60% of teachers have participated in professional development; by May 100% of teachers have participated in professional development</p>	<p>Monitor staff participation in PD and follow up to identify factors inhibiting participation. Adjust aspects of PD (e.g. scheduling) based on follow up.</p>
<p>How well do professional development activities and Tech Facilitator support align?</p>	<p>Teachers indicate that professional development activities align with the support they receive from the Tech Facilitator.</p>	<p>School-developed feedback form regarding support from Tech Facilitator</p>	<p>Quarterly review of feedback forms shows at least 75% of participants indicate the PD activities and support from the Tech Facilitator align.</p>	<p>Monitor and adjust both Tech Facilitator strategies and/or professional development activities.</p>
<p>Has the Professional Growth Plan (PGP) process been implemented among school faculty?</p>	<p>Teachers and administrators develop and carry out individual PGPs.</p>	<p>Principal's review of PGPs</p>	<p>By September all teachers and administrators have developed a PGP; by May all teachers and administrators have fulfilled their PGP.</p>	<p>Monitor and adjust implementation of PGP process.</p>

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Strategy: 5. Provide on-going, on-site curriculum and instructional technology support to teachers.

Activities:

- Provide funding for technology facilitator position.
- Hire technology facilitator to provide ongoing curriculum/technology support for teachers.
- Coordinate on-going support with professional development planning.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
To what extent do teachers receive on-going support from a technology facilitator and media coordinator?	Staff members' indicate they are receiving sufficient support.	School Technology Needs Assessment (STNA)	On the year-end STNA, 95% of staff "Strongly Agree" or "Agree" on Sec. I, items 25 and 26 (Conditions for Technology Use).	Monitor and adjust implementation of this strategy.
To what degree are staff members' needs being met by the curriculum and instructional technology support?	Staff indicates their curriculum and instructional technology support needs are being met.	School-developed feedback form for curriculum and instructional technology support	Quarterly review of feedback forms shows at least 75% of participants indicate their needs are met by the on-going support.	Monitor and adjust implementation of this strategy.

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Strategy: 6. Enhance school, family, community partnership.

Activities:

- Host the “tech plan fair” (actual title TBD) to kick off new tech initiatives with staff, students, and families.
- Implement parent-community communication effort, including Community Computer Nights.
- Create school website with classroom pages.

Implementation Questions (What?)	Indicators	Methods/Measures/ Data Sources	Benchmarks	Use of Evaluation Findings
<i>What do you need to find out?</i>	<i>What does success look like?</i>	<i>How will you find out?</i>	<i>What are your intermediate targets?</i>	<i>What do you do with the results?</i>
To what extent do parents and community members participate in school-based technology activities?	The number of parents and community members participating in school-based technology activities increases.	“Tech plan fair” and Community Computer Night sign-in sheets	The number of parents who attend the Tech Plan Fair increases by 15% each year. The number of parents and/or community members who attend community computer nights increases by 20% by the end of Year 2.	Monitor and adjust implementation of this strategy. Point out potential unmet needs among parents and community members.
How effective is the school-family-community partnership?	Staff members’ perceptions about the use of technology for each of the six types of	School-Family-Community Partnership survey	By mid-year, “Don’t know” or “Not done” is selected for less than 50% of the items in each	Use results of survey to identify which types of involvement need improvement

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	involvement are positive.		section by staff; By May, “Don’t know” or “Not done” is selected for less than 25% of the items in each section by staff.	
	Staff members’ perceptions about community linkages are positive.	School Technology Needs Assessment (STNA)	By the year-end STNA, 80% or more of staff report “Strongly Agree” or “Agree” on Sec. 1, items 31 and 32, none report “Do Not Know” (Conditions for Technology Use).	
	Parents’ perceptions about the use of technology for each of the six types of involvement are positive.	School-Family-Community Partnership Survey	By mid-year, “Don’t know” or “Not done” is selected for less than 50% of the items in each section by parents; by May, “Don’t know” or “Not done” is selected for less than 25% of the items in each section by parents.	
	Community members perceptions about the use of	School-Family-Community Partnership survey	By mid-year, “Don’t know” or “Not done” is selected for less than 50%	

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	technology for each of the six types of involvement are positive.		of the items in each section; By May, “Don’t know” or “Not done” is selected for less than 25% of the items in each section.	
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