

2018-2021 Instructional Technology Plan - 2018

I. District LEA Information

Section I - District LEA Information

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Bonnie E. Nobiling

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Director of Technology

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

II. Strategic Technology Planning

Section II - Strategic Technology Planning

1. **What is the overall district mission?**

Here, in the Oneonta City School District, it is our mission to meet the social, behavioral, and academic needs of our students so that they experience a happy, healthy, and successful educational opportunity culminating with graduation and an Oneonta High School transcript that makes them as marketable as possible in whatever their respective “next” happens to be. To that end, our educators equip students with the knowledge, skills, and instructional opportunities that will enable them to live effectively, productively, and enjoyably in our ever-changing world. Inherent in that is the exposure to the technology that will ultimately serve them well post-graduation but engage them and guide their individualized learning opportunities while they are our students.

2. **What is the vision statement that guides instructional technology use in the district?**

OCSD will develop a professional staff who will model and teach authentic and meaningful uses of our technology-rich instructional resources in order to graduate students who are proficient using a wide range of digital tools to communicate, collaborate, create, and think critically in a socially responsible and ethical way.

3. **List three goals that will drive the attainment of the vision.**

| | List Goals |
|--------|---|
| Goal 1 | By August 2019, all students and staff in grades 3-12 will demonstrate age-appropriate digital citizenship behavior as measured by district-determined rubrics/goals, in order to participate in the digital world in a socially responsible and ethical way. |
| Goal 2 | By August 2020, we will implement district-wide, ubiquitous wireless network access in order to support a technology-rich instructional environment. |
| Goal 3 | By July 1, 2021, we will raise the level of our teacher instructional technology proficiency as measured by teacher self-report and by percentage increase in teacher use of learning management system platform, so that they can model and teach authentic and meaningful uses of digital resources |

4. **Do you want to list a fourth goal that will drive attainment of the vision?**

Yes

4a. **List Goal #4**

By July 1, 2021, we will create equity of new technologies for the 17% of our students with disabilities

5. **Do you want to list a fifth goal that will drive attainment of the vision?**

No

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning**

6. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The planning process used to develop answers to the Instructional Technology Plan questions included discussion and feedback during grade level meetings K-5, Curricular Technology Committee meetings and Administrative level meetings. Planning and preparation also occurred during ONC BOCES workshops as well as weekly meetings with the Office of Instruction, Technology Integration Specialist and Director of Technology and will continue with the Office of the Assistant Superintendent.

The Oneonta City School District (OCS D) employs 183 teachers (147 general education teachers, 36 special education teachers) and 52 licensed teaching assistants to provide education to approximately 1800 students. OCS D has five Library Media Specialists that double as Technology Coaches (since the 2014-2015 school year) and one Technology Integration Specialist, newly appointed in November, 2017.

As our instructional technologies are shifting from desktop computers housed in computer labs to mobile tablets and Chromebooks used in the classroom, student technology instruction can and should be integrated across the curriculum. However, this shift means that all of our teachers must add technology content knowledge to their instructional toolkits. (Harris and Hofer)

Furthermore, we must consider our 300 students with disabilities and their unique instructional technology needs. Our special education teachers do their best to find adaptive technologies, but struggle in this area, just as our general education teachers would without specific assistance.

The OCS D 2018-2021 Instructional Technology vision is to "... develop a professional staff who will model and teach authentic and meaningful uses of our technology-rich instructional resources."

What does this kind of teacher look like?

- One who can demonstrate knowledge of and appropriate usage of each level of the SAMR model
- One who demonstrates an understanding that digital citizenship needs to be taught in the classroom along with citizenship and character education.
- One who can demonstrate an understanding of student data privacy
- One who can research, identify and utilize quality instructional technology resources

OCS D has implemented a series of instructional support programs to achieve this vision, beginning with a part-time stipended Curricular Technology Specialist in the 2012-2013 year, leading up to today's configuration of LMS/Tech Coaches in each building and one Technology Integration Specialist for the district. This newest model is serving us well, and we want to enhance and grow it.

We began a 1:1 program during the 2017-2018 school year, to facilitate our vision to "...graduate students who are proficient using a wide range of digital tools to communicate, collaborate, create, and think critically in a socially responsible and ethical way." This year, every student in grades 3-5 and grades 7-8 was assigned a Chromebook. Students in grades 7-8 were allowed to take their devices home. During the 2018-2019 school year, we are expanding that program to all students in grades 3-12, with students in grades 6-12 taking devices home.

Some lessons we learned this year:

- Our teachers need considerable professional development to become proficient with the instructional technology tools and how to best utilize them within their content area.
- The 1:1 devices allow teachers to take differentiation to the next level of personalized learning, but our teachers need substantial assistance in this area.
- We do not have sufficient in-house expertise to ensure that our students with disabilities benefit from our 1:1 program.
- Collaboration with others inside the district and throughout our region is invaluable and must be expanded.
- In our efforts to ensure that all of our students are both college and career ready, our career readiness program requires an infusion of technology and a greater connection to other programs in the district.

2018-2021 Instructional Technology Plan - 2018**II. Strategic Technology Planning****7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.****Professional Development & Personalized Learning**

At OCS D, our current configuration of Library Media Specialist/Tech Coaches and one Technology Integration Specialist is not sufficient to reach our broad target audience of 235 teachers and licensed teaching assistants. While the Technology Integration Specialist together with the Tech Coaches have begun to implement some successful PD programs, they are reaching only a small group of teachers. While we are making measurable gains in terms of increased instructional technology use, very few of our teachers understand how instructional technology plays a role in taking differentiated instruction to a whole new level. The addition of a Special Education Technology Integration Specialist, together with hosting an annual on-site instructional technology conference (DO EdTech), will both be effective ways to scale our success to a larger audience, as well as allow them to develop some instruction around personalized learning.

All of our current, smaller scale professional development successes are based upon these premises (P1-P5 below):

P1. Strong working relationships among teachers are developed (Darling-Hammond, Sheninger & Murray) when an effective professional development model is in place.

P2. Strong working relationships that include mentoring, peer feedback and grade or content-level connections are necessary for professional growth (Sheninger & Murray)

P3. Personalized or differentiated professional development is more effective than topic-driven workshops (Jacob & McGovern)

P4. In order for teachers to retain and successfully apply new instructional technology integrations, they must receive coaching.

P5. Our most successful professional development/learning opportunities are ongoing and teacher driven.

Examples (with corresponding Premise noted)

OCS D Model Teachers (P1-P5): Beginning in May 2017, the tech coaches organized an "OCS D Model Teachers" cohort of 20-25 teachers from across the district. These teachers committed to dedicating 4 full-days this year to coming together to learn new instructional technologies, share their knowledge with one another and take these new ideas into their classrooms. These teachers have demonstrated growth on the SAMR scale and in their digital citizenship content knowledge. An observer can see these teachers becoming more empowered as a result of these unconference-style workshop days. This "Model Teachers" group is a perfect environment in which to try "lesson studies" (Schwartz). They have grown trust and respect from their time learning and exploring together, and a natural next step would be to invite their colleagues to their classroom to study a new tech implementation and provide feedback. With the addition of a 2nd TIS, we could run two Model Teacher cohorts, and reach more teachers.

Individualized instruction for our teachers (P3-P5): Since our TIS began in November of 2017, she has met individually with 15 teachers in the middle and high school. These meetings allowed her to develop a customized approach to each teacher's need for instructional technology professional development. She can work with Teacher A on the beginning steps of substitution and work separately with Teacher B who is at the modification level. Just as personalized instruction benefits our students, so too does it benefit our teachers. With the addition of a 2nd TIS, we can bring individualized instruction to more of our teachers.

Educational Technology Conferences (P3, P5): For the past 3-4 years, the district has sent our tech coaches and a handful of classroom teachers to in-state educational technology conferences (NYSCATE and ConnectED). Participants come back invigorated and then quickly lose momentum when so many of their colleagues were not able to share in that immersive conference experience as well. With an annual on-site educational technology conference (DO EdTech), our teachers are guaranteed annual access to energizing, high-quality professional development.

Equity for students with disabilities

Our current instructional support staff (TIS and Tech Coaches) are struggling to understand how to help the special education teachers with adaptive technology needs. We expect our second TIS to have Special Education certification as well as instructional technology expertise to address the unique needs of the special education population.

Read & Write for Google Chrome: By early October, 2017, after just one month of 1:1 Chromebook usage in grades 3-5 and 7-8, a few of our special education teachers realized their students could benefit greatly from a digital tool to provide word prediction, text-to-speech capability, and other types of assistance. We were fortunate to have one passionate special education teacher do the research to find such a tool. She was given a conference-day opportunity to share her findings with the district special education teachers. She then met with the I.T. department to determine the logistics of implementing their chosen tool, Read & Write for Google Chrome. Finally, in early December 2017, the district rolled out Read & Write for our entire student population. With the addition of a special education certified TIS, we will have a much better system in place to find additional adaptive technology tools for our special education population.

Promote Collaboration

Collaborative Activities:

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Library Media Specialists are key collaborators in our efforts towards providing our teaching staff with instructional technology professional development, especially since the 2014 school year when they officially added “Tech Coach” to their area of responsibility.

We have an existing relationship with both Hartwick College and SUNY Oneonta, in which pre-service student teachers are placed in our schools each year. Furthermore, our I.T. departments (OCSD, Hartwick and SUNY Oneonta) also collaborate on instructional technology. In December 2017, representatives from all three departments toured both OCSD classrooms and SUNY Oneonta classrooms to compare “front of the room” teaching technology (such as interactive whiteboards, LCD panels, etc).

OCSD has had an ongoing collaborative relationship with the Catskill Regional Teacher Center. This includes providing in-district professional learning instructional space, and more recently, placing current instructional technologies such as a Swivl device and a portable distance-learning unit in our classrooms for our teachers to experiment.

ONC BOCES has been at the table with us in our educational technology conference planning sessions. They will be helping to promote our DO EdTech conference across the ONC region.

Full utilization of all of these partnerships will ensure that our efforts are shared across the region.

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

Google Classroom and Schoology use logs/ Statistical data from Schoology

Technology Integration Specialist logs.

Percentage increase in assignments completed and data from formative assessments in the classroom. Teacher and student feedback survey on student engagement in the classroom.

Survey to establish baseline and growth in Instructional Technology in the district

Data of attendance through the office of the Assistant Superintendent of Schools.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

1. By June 2019, all students and staff in grades 3-12 will demonstrate age-appropriate digital citizenship behavior as measured by district-determined rubrics/goals, in order to participate in the digital world in a socially responsible and ethical way.

2. Select the NYSED goal that best aligns with this district goal.

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s). Check all that apply.

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Curriculum | Common Sense Media interactive lessons and teacher-led lessons for all students grades 3-12 with assessments . | Curriculum and Instruction Leader | N/A | Oct. (10) | 2018 | 5,000 |
| Action Step 2 | Professional Dev | TIS coaches teachers towards implementation - provides more PD. Professional Development throughout the year at District Conf days, workshops | Instructional Tec | N/A | Aug. (08) | 2019 | 9250 |

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III. Action Plan - Goal 1

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | Development | and individual instruction. | Technology Coach | | | | |
| Action Step 3 | Implementation | Teachers deliver digital citizenship within their curriculum | Classroom Teacher | N/A | June (06) | 2019 | 0 |
| Action Step 4 | Evaluation | Measure of discipline actions pertaining to digital citizen issues per eSchool tracking and per GoGuardian tracking | Building Principal | N/A | June (06) | 2019 | 0 |

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|---------------------------|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 1

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|---------------------------|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

By August 2020, we will implement district-wide, ubiquitous wireless network access in order to support a technology-rich instructional environment.

2. Select the NYSED goal that best aligns with this district goal.

4. Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

| Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Budgeting We utilized the Smart Schools Bond Act process and the e-Rate application process to plan for and budget funds to upgrade our existing wireless implementation. | Director of Technology | N/A | Jan. (01) | 2018 | 0 |
| Action Step 2 | Planning Work with Hunt Engineers, Architects and Surveyors and HP engineers to determine the required equipment to meet our needs. We already have Avaya POE switches, and HP/Aruba wireless access points and want to continue with, and enhance that equipment. We will use this plan to submit a School Connectivity component to the Smart Schools Bond | Director of Technology | N/A | Jan. (01) | 2018 | 0 |

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III. Action Plan - Goal 2

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|--|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | | Act. The purpose of this component was to upgrade our 2013 wi-fi implementation with more (eliminating any dead zones) and more capable (capable of faster speeds and increased number of devices) wireless access points across the entire school district. | | | | | |
| Action Step 3 | Planning | Work with Hunt Engineers, Architects and Surveyors and with e-Rate Partners to redirect a portion of the wireless funding needs to eRate instead of Smart Schools. | Director of Technology | N/A | June (06) | 2018 | 0 |
| Action Step 4 | Purchasing | Purchase the appropriate HP/Aruba wireless access points and controllers, and additional Avaya POE switches in support of our plan. | Director of Technology | N/A | June (06) | 2019 | 1,009,345 |

5. This question is optional.
 If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 2

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you chose "Other" Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated cost |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Implementation | Install and configure all of the purchased components. | Director of Technology | N/A | Aug. (08) | 2019 | 0 |
| Action Step 6 | Evaluation | We will perform spot checks all around the district to verify 100% access in every nook and cranny. | Director of Technology | N/A | Aug. (08) | 2019 | 0 |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

By July 1, 2021, we will raise the level of our teacher instructional technology proficiency as measured by teacher self-report and by percentage increase in teacher use of learning management system platform, so that they can model and teach authentic and meaningful uses of digital resources

2. Select the NYSED goal that best aligns with this district goal.

5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Migrant students |
| <input type="checkbox"/> Pre-K-2 | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Grades 3-5/6 | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Other (please identify in Question 3a, below) |
| <input type="checkbox"/> ELL/MLLs | |

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|--|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Professional Development | Professional Development on using Learning Management Systems in the classroom. Technology Integration Specialist will help implement in classroom. | Curriculum and Instruction Leader | N/A | July (07) | 2021 | 0 |
| Action Step 2 | Professional Dev | One-on-one trainings with Technology Integration Specialist, pre/post training collaborative meetings | Instructional Tec | N/A | July (07) | 2021 | 0 |

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III. Action Plan - Goal 3

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|---|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | Development | | Technology Coach | | | | |
| Action Step 3 | Community Partnerships | Partner with NYSCATE to host regional Instructional Tech Conference Day | Curriculum and Instruction Leader | N/A | July (07) | 2021 | 12,000 |
| Action Step 4 | Implementation | Create regional Professional Learning Networks, Collaborate and share with other regional school districts | Assistant Superintendent | N/A | July (07) | 2021 | 0 |

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|---|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| Action Step 5 | Staffing | Hire a second Technology Integration Specialist to improve our faculty/staff developer ratio and allow for improved staff developer access to all teachers. | Assistant Superintendent | (No Response) | July (07) | 2019 | 60,000 |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

By July 1, 2021, we will create equity of new technologies for the 17% of our students with disabilities

2. Select the NYSED goal that best aligns with this district goal.

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s)

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|--|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| Action Step 1 | Budgeting | Create a new position of "Special Education Technology Integration Specialist" | Assistant Superintendent | N/A | July (07) | 2019 | 60,000 |
| Action Step 2 | Collaboration | Invite two Special Education teachers from every building to attend Model Teachers Workshop | Library Media Specialist | N/A | July (07) | 2020 | 0 |
| Action Step 3 | Coll | Special Ed Technology Integration | Curri | N/A | July | 202 | 0 |

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A." | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|--|--------------------------------------|---|---------------------------------|--------------------------------|------------------|
| | aboration | Specialist will work with Spec Ed Teachers on technologies to use in the classroom | Curriculum and Instruction Leader | | (07) | 1 | |
| Action Step 4 | Implementation | Special Education Technology Integration Specialist will go to Department meetings, investigate technologies to enhance teaching, train teachers and instructional staff members. | Curriculum and Instruction Leader | N/A | June (06) | 2020 | 0 |

5. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|---------------------------|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| Action Step 5 | (No) | (No Response) | (No) | (No) | (No) | (No) | (No) |

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 4

| | Action Step - Select one category. | Action Step - Description | Responsible Stakeholder. Select one. | If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. | Anticipated month of completion | Anticipated year of completion | Anticipated Cost |
|---------------|------------------------------------|---------------------------|--------------------------------------|--|---------------------------------|--------------------------------|------------------|
| | Response) | | Response) | Response) | Response) | Response) | Response) |
| Action Step 6 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 7 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |
| Action Step 8 | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) | (No Response) |

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2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

We began a 1:1 program during the 2017-2018 school year, to facilitate our vision to "...graduate students who are proficient using a wide range of digital tools to communicate, collaborate, create, and think critically in a socially responsible and ethical way." In that year, every student in grades 3-5 and grades 7-8 was assigned a Chromebook. Students in grades 7-8 were allowed to take their devices home. During the 2018-2019 school year, we are expanding that program to all students in grades 3-12, with students in grades 6-12 taking devices home.

This use of computers as an instructional tool is vitally important, just as technology continues to increase in importance in our everyday lives and in the workplace. With technology at their fingertips, Oneonta City School District students will become more aware of their responsibilities as citizens in a digital world. Students approach learning differently. Research, project based learning, and inquiry/problem solving activities can become second nature.

Conversely, we have a responsibility to teach our students when technology is not the appropriate tool for a task. The omnipresence of devices in our 1:1 program allows us to model and teach effective technology usage in *every single* instructional location.

Because technology offers many opportunities for differentiation, our teachers will be able to provide more rigorous instruction to some students, without leaving other students behind. For example, the flipped classroom instructional model allows a more advanced student to independently proceed with more in-depth instruction right on their device. During face-to-face class-time, students at all levels have access to the instructor in order to clarify any self-guided instruction.

Because technology allows for a wide-range of secure and engaging formative assessment tools, our teachers and our students can obtain student performance feedback more quickly and more often. This allows both the teacher and the student to monitor progress. From a student perspective, self-progress monitoring can be a very engaging learning tool. From the teacher's perspective, quicker feedback allows for quicker re-teaching.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

Read & Write for Google Chrome: By early October, 2017, after just one month of 1:1 Chromebook usage in grades 3-5 and 7-8, a few of our special education teachers realized their students could benefit greatly from a digital tool to provide word prediction, text-to-speech capability, and other types of assistance. We were fortunate to have one passionate special education teacher do the research to find such a tool. She was given a conference-day opportunity to share her findings with the district special education teachers. She then met with the I.T. department to determine the logistics of implementing their chosen tool, Read & Write for Google Chrome. Finally, in early December 2017, the district rolled out Read & Write for our entire student population.

Special Education Technology Integration Specialist with time specifically dedicated to investigating technology tools that are appropriate for our students with special needs and to train teachers on their use.

Increase the number of Special Education teachers attending the Model Teachers Workshop days.

Increase amount of assistive technology programs being used in classrooms.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 3a, below)

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IV. NYSED Initiatives Alignment

4. Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify, in Question 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

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IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Technology to support writers in the Secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital word | <input checked="" type="checkbox"/> Promotion and model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing Children's Vocabulary Development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input checked="" type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input checked="" type="checkbox"/> The interactive whiteboard and language learning |
| <input type="checkbox"/> Moving from learning letters to learning to read | <input checked="" type="checkbox"/> Use camera for documentation |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

| | Full-time Equivalent (FTE) |
|--------------------------------|----------------------------|
| District Technology Leadership | 1.00 |
| Instructional support | 3.50 |
| Technical Support | 4.00 |
| Totals: | 8.50 |

2. Investment Plan

| | Anticipated Item or Service. Select one per row. | If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source. May check more than one source per item. | If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
|---|--|--|----------------|------------------------------------|---|---|
| 1 | Staffing | N/A | 60,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 2 | Network and Infrastructure | N/A | 1,009,345 | One-Time | <input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools | N/A |

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

| | Anticipated Item or Service. Select one per row. | If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A." | Estimated Cost | Is Cost One-time, Annual, or Both? | Potential Funding Source. May check more than one source per item. | If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A." |
|----------------|--|--|------------------|------------------------------------|---|---|
| | | | | | <input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | |
| 3 | Professional Development | N/A | 12,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| 4 | Other (please identify in next column, to the right) | C.O.R.E. services | 10,000 | Annual | <input type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A | N/A |
| Totals: | | | 1,091,345 | | | |

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Yes

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

<http://www.oneontacsd.org>

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Director, IT Services and DDC

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Director, IT Services and DDC

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will provide the URL to the policy.

- 10b. Please provide the URL to the district's Internet Safety Policy.

<http://www.oneontacsd.org/ResponsibleUsageGuidelines.aspx>

11. Does the district have a Cyberbullying Policy?

Yes, and I will provide the URL to the policy.

- 11b. Please provide the URL to the district's Cyberbullying Policy.

<http://www.oneontacsd.org/Downloads/dasa%20policy.pdf>

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

2018-2021 Instructional Technology Plan - 2018

V. Administrative Management Plan

12a. What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?

2014

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

<http://www.oneontacsd.org/NotificationofRightsforElementaryandSecondarySchools.aspx>

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

<http://www.oneontacsd.org/Downloads/section%20b%20policy%20manual%202010%20updatedasof0106162.pdf>

14. Provide a direct link to the district's technology plan as posted on the district's website.

<http://www.oneontacsd.org/Downloads/tech%20plan%20binder%20-%20final.pdf>

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

1. Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.

| | |
|--|---|
| <input type="checkbox"/> Active Learning Spaces/Makerspaces | <input type="checkbox"/> Policy, Planning, and Leadership |
| <input type="checkbox"/> Culturally Responsive Instruction with Technology | <input type="checkbox"/> Privacy and Security |
| <input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD) | <input type="checkbox"/> Professional Learning |
| <input checked="" type="checkbox"/> Digital Citizenship | <input type="checkbox"/> Project-based Learning |
| <input type="checkbox"/> Infrastructure | <input type="checkbox"/> Other Topic A |
| <input type="checkbox"/> OER and Digital Curriculum | <input type="checkbox"/> Other Topic B |
| <input type="checkbox"/> Personalized Learning | <input type="checkbox"/> Other Topic C |
| <input type="checkbox"/> Pilots and Proof of Concept | |

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply. |
|------------------------------|------------------------|-----------------------|--------------------------|--|
| Please complete all columns. | Bonnie Nobiling | Director, IT Services | bnobiling@oneontacsd.org | <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.

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VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|-----------------------------|------------------------|-----------------------------------|--------------------------|--|
| Please complete all columns | Julia Iannello | Technology Integration Specialist | jiannello@oneontacsd.org | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input checked="" type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning |

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VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|-----------------------------|------------------------|---------------|----------------|--|
| | | | | <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive |

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|-----------------------------|------------------------|---------------|----------------|---|
| | | | | Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |
| Please complete all columns | (No Response) | (No Response) | (No Response) | <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and |

2018-2021 Instructional Technology Plan - 2018

VI - Sharing Innovative Educational Technology Programs

| | Name of Contact person | Title | E-mail address | Innovative Programs. Check all that apply for each contact name. |
|--|------------------------|-------|----------------|---|
| | | | | Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C |

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.