

Technology Plan



Mt. Diablo Unified

July 1, 2014 - June 30, 2017

This plan is for EETT and E-Rate.

Table of Contents

| | |
|--|----|
| Background and Demographic Profile - Optional | 1 |
| 1. Plan Duration..... | 2 |
| 2. Stakeholders | 3 |
| 3. Curriculum..... | 5 |
| 3a. Current access by teachers and students | 5 |
| 3b. Current use of technology to support teaching and learning..... | 6 |
| 3c. District curricular goals to support plan..... | 7 |
| 3d. Teaching and learning goals (Measurable Objectives, Benchmarks) | 8 |
| 3e. Acquiring technology skills AND information literacy skills (Measurable Objectives, Benchmarks)..... | 13 |
| 3f. Ethical use | 17 |
| 3g. Internet safety | 19 |
| 3h. Description of access for all students..... | 21 |
| 3i. Student record keeping | 22 |
| 3j. Two way home-school communication..... | 25 |
| 3k. Curriculum Monitoring Process..... | 28 |
| 4. Professional Development | 28 |
| 4a. Summary of Teacher and Administrator Skills and Needs | 29 |
| 4b. Providing PD Opportunities (Measurable Objectives, Benchmarks)..... | 29 |
| 4c. Professional Development Monitoring | 37 |
| 5. Infrastructure, Hardware, Technical Support, and Software..... | 38 |
| 5a. Existing Resources..... | 38 |
| 5b. Needed Resources..... | 41 |
| 5c. Annual Benchmarks and Timeline for obtaining resources | 42 |
| 5d. Process to Monitor 5b..... | 45 |
| 6. Funding and Budget..... | 46 |
| 6a. Established and Potential Funding Sources | 46 |
| 6b. Annual implementation costs..... | 47 |
| 6c. District replacement policy | 48 |
| 6d. Budget monitoring | 48 |
| 7. Monitoring and Evaluation | 48 |
| 7a. Overall progress and impact evaluation | 48 |
| 7b. Evaluation schedule | 49 |
| 7c. Communicating evaluation results | 50 |
| 8. Collaborative Strategies with Adult Literacy Providers | 51 |
| 9. Effective, Researched-Based Methods and Strategies | 51 |
| 9a. Research Summary, District Application..... | 51 |
| 9b. Technology to Deliver Rigorous Curriculum | 53 |
| Appendix C - Criteria for EETT Technology Plans | 54 |
| Appendix J - Technology Plan Contact Information | 63 |

Background and Demographic Profile

District Overview

Mount Diablo Unified School District Technology Plan July 1, 2014 – June 30, 2017

Nestled at the base of Mt. Diablo in the suburban East San Francisco Bay Area, the Mt. Diablo Unified School District can be characterized as a representative California microcosm. Mt. Diablo is one of the largest districts in the State of California, with over 50 school sites and programs. The district's statistics for ethnic/racial diversity, average class size, test scores, numbers of Limited English Proficient (LEP) students and the primary languages they represent, mirror those for the State of California as a whole.

Facts About the District

Student Population: TK-12 33,987 Alternative education - 15.2% of enrollment.

Full/Part Time Employees

1,630 certificated (teachers) 1,254 classified (secretaries, custodians, bus drivers, etc.), 109 administrators

Size

150 square miles which includes the cities of Concord, Pleasant Hill, Clayton; portions of Walnut Creek and Martinez, and unincorporated areas, including Lafayette, Pacheco, and Bay Point.

Schools

High Schools - 6

Continuation High Schools - 6 Alternative - 1 Special Education- 1 Community Day - 1

Middle Schools - 9

Elementary Schools - 29

Charter Schools - 2

Enrollment Diversity

White (40.6%); Hispanic (37.2%); Asian (7.1%); African American (4.6%); Filipino (4.3%); Pacific Islander (.9%); Native American (0.5%), Two or more races (2.8%), None Reported (2.0%)

21.1% English Language Learners of which 17.7% are Spanish speakers

Vision Statement

Mt. Diablo Unified School District is to be a district in which every student, staff and community:

- treat each other with dignity and respect
- respect cultural, racial and economic diversity
- assume responsibility for the educational and individual needs of students
- support each other in achieving meaningful outcomes to enable individuals to experience success
- use technology to access, manage and communicate information
- collaborate to achieve mutual goals
- encourage students to become responsible citizens in a democratic society

The Mt. Diablo Unified School District is to be a district in which all schools:

- provide effective instruction as the focus of all activity
- provide a safe, secure, nurturing, and stimulating learning environment
- arrange time and space around the needs of the student
- are recognized and supported for their individuality and culture
- support students in achieving meaningful outcomes to prepare them to be successful adults

Student Achievement Data (All data accessed from www.Ed-data.k12.ca.us, 2012)

- Aggregate base API: 786, growth target: 793, target achieved: 57.4%
- Elementary growth target: 28, target achieved: 71.4%
- Middle School growth target: 8, target achieved: 25%
- High School growth target: 6, target achieved: 50%
- Necessary small growth target: 5, target achieved: 40%
- Student subgroup target achievement percentages: Aggregate (7), White (9); Hispanic (10); Asian (-2); African American (4); Filipino (6); Pacific Islander (-14); Native American (22), Two or more races (22), low SES (8), EL (5), disabled (-2)
- STAR Proficient or Advanced: ELA (58%), Math (52%), Science (58%), and Soc. Sci. (51%)
- CAHSEE Proficient or Above: ELA (56%), Math (55%)

1. Plan Duration

July 1, 2014 - June 30, 2017

2. Stakeholders

| Stakeholders | | |
|-----------------------|------------------------|---|
| Name | Position | Site |
| Rose Lock | District Administrator | Contra Costa Mt. Diablo Unified |
| Joe Estrada | District Administrator | Contra Costa Mt. Diablo Unified |
| Bill Morones | District Administrator | Contra Costa Mt. Diablo Unified |
| Susan Peterson | Site Administrator | Contra Costa Mt. Diablo Unified |
| Stephanie Roberts | District Administrator | Contra Costa Mt. Diablo Unified |
| Ann Tirrell | District Administrator | Contra Costa Mt. Diablo Unified |
| Joshua Wittman | District Administrator | Contra Costa Mt. Diablo Unified |
| Vittoria Abbate | Site Administrator | Contra Costa Mt. Diablo Unified Loma Vista Adult Center |
| April Bush | Site Administrator | Contra Costa Mt. Diablo Unified Foothill Middle |
| Cheryl Champion | Site Administrator | Contra Costa Mt. Diablo Unified Delta View Elementary |
| Chris Clausen | Site Administrator | Contra Costa Mt. Diablo Unified Diablo View Middle |
| Ryan Clason | Classroom Teacher | Contra Costa Mt. Diablo Unified Concord High |
| Shauna Hawes | Classroom Teacher | Contra Costa Mt. Diablo Unified Valley View Middle |
| David Hevel | Classroom Teacher | Contra Costa Mt. Diablo Unified Northgate High |
| Tracey Newport-Sholly | Classroom Teacher | Contra Costa Mt. Diablo Unified Fair Oaks Elementary |
| Diana Zimmer | Classroom Teacher | Contra Costa Mt. Diablo Unified Mt. Diablo Elementary |
| Abigail Sholly | Student | Contra Costa Mt. Diablo Unified Valley View Middle |

| | | |
|-----------------|----------------------------------|---|
| Kyle Mueller | Student | Contra Costa Mt. Diablo Unified Ygnacio Valley High |
| Tandra Ericson | Assistive Technology Specialist | Contra Costa Mt. Diablo Unified |
| Patty Galindo | Technology Support Staff | Contra Costa Mt. Diablo Unified Walnut Acres Elementary |
| Libby Ritthaler | Library Media Specialist | Contra Costa Mt. Diablo Unified Silverwood Elementary |
| Steve Bateman | County Office of Education Staff | Contra Costa |
| Eileen Walters | County Office of Education Staff | Contra Costa |

A variety of stakeholders were involved in the development, review and modification of the proposed 2014-2017 Technology Plan. Requests were made to students, staff, parents and community members to take part in the process by joining the newly created Technology Advisory Committee (TAC). The committee was first convened in March of 2012, and the members (stakeholders) of this committee are listed above. The committee met monthly, with the following purpose:

To monitor implementation of the Technology Plan, provide guidance to the district, and gather input regarding resources, professional development and services around student learning as it relates to technology and 21st Century Learning.

The Technology Advisory Committee will continue to meet on a monthly basis to review implementation of and make modifications to the plan. The current Technology Advisory Committee Leadership team includes the following members:

Rose Lock, Assistant Superintendent of Student Achievement and School Support

Bill Morones, Director of Secondary Support

Stephanie Roberts, Director of Development

Susan Peterson, Principal

Joshua Wittman, Director of Technology Support

Ann Tirrell, Educational Technology Program Specialist

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Teacher and student access to technology currently is available primarily: in classrooms library media centers, and computer labs. 54% of district computers are in the classrooms; 39% are in computer labs; and the remaining 7% are in the library or library media centers. All but five schools have at least one stationary or mobile cart lab. All classrooms have at least one computer with Internet access, and comprehensive wireless access was recently installed at all of the secondary school sites and a majority of the elementary schools.

Each library media center has Internet access and an online catalog. Most of the families in our district have a computer with Internet access from home. 25% of district schools operate an after school program daily that provides additional time to use and explore technology such as computers and intervention software. Fifteen schools (eleven elementary, three middle and one high school) in the district operate comprehensive after school programs every school day from 3:00p.m.-6:00p.m., which provide expanded access to libraries and labs during after school hours. Many schools in the district also provide students and families access to libraries and labs prior to school and after school at designated times throughout the year.

Due to the size and diversity of the district, there is a significant variance in the availability and age of technology at schools. Over 40% of student computers are older than 5 years, and district-wide, the ratio of students per computer averages around 5 to 1, when older computers are included in the calculation. The computer total does not include mobile devices, like iPads. There are close to 1,000 district-owned mobile devices.

There is considerable variation in the software on computers across the district, but all computers contain the basic Microsoft suite of software (2003 or 2010 version). The district has adopted Windows XP and Windows 7 as operating system standards, but skipped Windows Vista, and no longer supports Windows 2000 on the network. MDUSD also has a few hundred Mac OS X computers and a close to 1,000 Chromebooks (Linux).

According to a 2012-13 survey, there are about 200 interactive white boards, 700 LCD projectors and close to 600 document cameras in our classrooms and/or schools.

Modernization of equipment to match the current trends in educational technology for each classroom is a goal of this plan, to align our district to the technology standards within the Common Core State Standards.

3b. Description of the district's current use of hardware and software to support teaching and learning.

All schools are using a variety of hardware and software to enhance instruction and support student learning. Hardware includes desktop computers, laptop computers, mobile devices, interactive white boards, document cameras, and LCD projectors. Software such as Read 180, Read Naturally, Accelerated Reader, Lexia Learning, IXL, and Career Exploration is in use. Teachers use technology tools to gather information, create lesson plans and instructional materials, and assess student learning. Currently, 25-30% of teachers assign student work that involves the use of technology.

Students with special needs have access to technology daily in the classroom, library media center and computer lab. In addition, assistive technology tools such as Picture Exchange Communication System, mobile devices, Intelli-Keys, Intelli-Talk, and Boardmaker, are used to support student learning and instruction, according to individual education plan (I.E.P.) goals.

Library media centers are equipped with workstations utilizing the Destiny online catalog and for research. Library Media Teachers have been trained in information literacy and teach explicit web literacy skills during library time. There are computer labs and hands-on technology centers in each middle and high school staffed by credentialed teachers. Computer labs can be found in some elementary schools where they are accessible by classroom teachers. In a few schools, these labs are staffed by instructional assistants or parent volunteers.

With the current district implementation of the Aeries Student Information System, teachers have been using it for managing attendance and student grades. The district website includes resources for staff as well as for the community. Each school maintains its own website, many of which provide staff contact information and subject-specific resource links. Currently, only a small percentage of teachers maintain web pages, although a majority of schools are now using Schoolloop. All teachers use email to communicate with colleagues, parents, and/or students.

Student assessment data is collected and managed through Online Assessment Reporting Systems (OARS), a web-based system that is provided to all schools. Teachers and administrators use OARS to disaggregate data and determine student progress to inform instruction. The use varies by level and content area.

All site administrators utilize technology routinely for management tasks that include managing school finance, analyzing and monitoring student achievement data, communicating with parents, staff and district via email and School Messenger, and providing professional development and materials electronically. They also use the Aeries to monitor student attendance and grades.

There are currently three district Assistive Technology personnel to support students and provide professional development to teachers and staff in the area of assistive technologies.

3c. Summary of the district's curricular goals that are supported by this tech plan.

As outlined in the MDUSD Local Education Agency Plan (L.E.A.P) and school sites' Single Plan for Student Achievement, the goal of our instruction is to engage and support every student in learning. There is a strong awareness of the needs to support ELL, all socio economic populations, children not reaching proficiency in English language arts and math, and to make sure every student are ready to pass the CAHSEE. Teachers utilize varied teaching and learning practices to access, evaluate and promote learning. The following five goals serve as the basis for all district work around student learning. These goals make up our district's L.E.A.P, which serves as a guide for each school's Single Plan for Student Achievement.

Every student will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

1. All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.
2. Every student will be educated in learning environments that are safe, drug-free, and conducive to learning.
3. Every student will graduate from high school or attain a certificate of completion.
4. The district's goal is to use technology, not as a subject unto itself, but as a diverse set of tools to support student learning and ensure every student achieves the end goal of passing the CAHSEE. The district plans for helping students meet standards and pass the CAHSEE are outlined in the L.E.A.P. They describe how the district will align instruction with content standards.

Implement a district-wide standards-based English/language arts and math program for every student with assessments aligned with instruction.

1. Use standards-aligned instructional materials and strategies.
2. Extend learning time (blended, online learning, and at some site increased educational opportunity within the instructional day and school year and outside of the school day and year).
3. Increase access and proficiency in use of technology.
4. Provide staff development and professional collaboration aligned with standards-based instructional materials.
5. Provide student assessment results to parents, staff and community through multiple mediums.
6. Support the transition between school grade levels and graduation.
7. Monitor program effectiveness.

The Mt. Diablo Unified Board of Education goals were also referenced and supported by the technology goals in this plan. They include:

1. Improve the achievement of every student and close the achievement gap.
2. Improve attendance and reduce lost average daily attendance (ADA).
3. Ensure access to all programs and services for every student.

4. Improve maintenance and facilities and appearance of the grounds.
5. Support new program initiatives in all subject areas, including the Implementation of Common Core State Standards and ROP
6. Maintain sound fiscal procedures and practices.
7. Continue to upgrade technology infrastructure using Measure C and other funds.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Based on the student data included in our District Overview, this plan, aligned with our LEA Plan, will focus on using technology as a diverse set of tools to support student learning in all subjects. Curriculum and professional development in the district is focused on increasing teacher capacity to utilize digital tools within the curriculum that provides students with a more direct use of these tools for learning. Every teacher and administrator will attain proficiency in the National Educational Technology Standards for Teachers/Administrators (NETS•T & NETS•A)

The district Technology Advisory Committee has identified many technology-enhanced instructional best practices that are core to our Technology Plan objectives. These best practices include the use of multimedia, blended learning, flipped, social networking and rich media via ed1stop and YouTube Edu. Monitoring and assessing students district-wide is done with online assessment, student information and learning management systems. All teachers are equipped with a laptop and either a projector or document camera. There has been an increase in use of mobile devices by teachers and students along with the piloting of blended learning and bring your own device. This will increase student proficiency in digital content and support 21st century learning in the CCSS.

Goal 3d.1: Every student, TK-12, will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics utilizing adopted texts, associated technology components and technology integration best practices (Aligned with L.E.A. Plan, Goal 1).

Objective 3d.1.1: Every student, grades TK-12 will reach Proficient or Advanced in reading and mathematics as measured by the Smarter Balanced, by 2019/2020.

Benchmarks:

- Year 1: Every student, grades TK-12 will achieve 10% or more annual academic growth in ELA, math, science, social science, and technical subjects as measured by SBAC; will reach Proficient or Advanced in reading and mathematics as measured by the SBAC in 2015.
- Year 2: Every student, grades TK-12 will achieve 20% or more annual academic growth in ELA, math, science, social science, and technical subjects as measured by SBAC; will reach Proficient or Advanced in reading and mathematics as measured by the SBAC in 2016.

- Year 3: Every student, grades TK-12 will achieve 30% or more annual academic growth in ELA, math, science, social science, and technical subjects as measured by SBAC; will reach Proficient or Advanced in reading and mathematics as measured by the SBAC in 2017.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Train all teachers and administrators on technology used for instruction, learning and assessment. Newly hired teachers will be trained as they are hired. (See section 4, Professional Development, for additional detail.). A district assessment will be employed to determine ALL staff members' current technological proficiency. Assessment will determine pre-determined professional development modules | Year 1 After initial assessment, teachers will achieve a site aggregated of 10% more than initial aggregate. A 90% aggregate score is the goal. Year 2 After initial assessment, teachers will achieve a site aggregated of 20% more than initial aggregate. A 90% aggregate score is the goal. Year 3 A 90% aggregate score is the goal for all sites | Technology Integration Leaders (TILs)/Student Achievement and School Support (SASS) administrators, Site administrators and Technology & Information Services (TIS) | There will be a district wide technology benchmark assessment in both the fall and spring. Students will need to demonstrate progress towards competency in CCSS for technology for their grade-level. | Smarter Balanced Student instructional technology assessment-TBD; Teacher and administrator instructional technology assessment-TBD |
| Site administrators and TILs will conduct walk-throughs to observe the technology in use that supports lesson design, delivery, and assessment of student progress at least once a grading period. Teachers who need additional training will be identified and training will be provided as needed. | Immediate | Site administrators/SASS/TILs | Teacher Evaluations and Instructional rounds | Instructional technology integration rubric (need to attach) |

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| <p>All teachers will be trained, through a trainer of trainer model, in the use of OARS to obtain timely, relevant information for targeting instruction. The goal is to have teachers proficient in data retrieval and analysis. Each site will identify one teacher to be trained (TIL) who is responsible to train school colleagues. All new teachers will receive this training as part of the Personnel department's new teacher training. A pool of teacher trainers will be established to support on-going implementation of OARS.</p> | <p>Immediate</p> | <p>Site administrators/SASS/TILs</p> | <p>A Checklist of trained teachers, a TIL sign-off, and site/district monitoring of OARS usage.</p> | <p>Instructional technology integration rubric.</p> |
| <p>Provide time at staff meetings, as well as wiki space or other online storage space, for teachers to share engaging and motivating technology resources and instructional strategies, such as learning management systems, blogs, wikis, digital storytelling, social networking and web quests, along with instructional online and stand-alone programs, with focus on sub-groups.</p> | <p>Immediate</p> | <p>Site administrators/SASS/TILs/Teaching Staff</p> | <p>Site Administrator/TILs</p> | <p>Monitoring of usage. Sign-ins, agendas of meetings, activity on professional development social network (Edmodo and others) where technology integrations best practices are shared.</p> |

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| Offer monthly district wide, site based, trainings to teachers in the utilization of best practices in instructional technology integration. | Year one: Summer Learning Academy, wikis and teacher developed professional development social networks. Year Two: Expand Year One training opportunities. | Site administrators/SASS TILs/Lead teachers/Visits to other districts and outside experts | A checklist of trained teachers and a TIL sign-off | Instructional technology integration rubric |
| Create and administer a survey to measure students' use of technology and proficiency with technology. | Immediate | Site administrators/SASS/ TILs and TIS | Smarter Balanced | Use an online survey tool like www.simpleassessment.com or Survey Monkey |
| Teachers complete the state teacher technology survey. | Immediate | Use an online survey tool like www.simpleassessment.com or Survey Monkey | A checklist of completion by teachers. | www.TAC developed survey Profile.com |
| One teacher at each site will be designated as the Technology Integration Leader (TIL). The TIL will work with the Principal at each site to plan and implement goals in this plan and future professional development as needed. | Immediate | Site admin/ Teachers/SASS/ TIS | A site administrator will assess the TIL according to the TILs job description. | Benchmark of performance vs. job description |
| Train all administrators on the technology components of the use of technology used for instruction, learning, and assessment. Administrators will also be trained in identifying best practice use of instructional technology for teacher evaluation purposes. | Immediate | SASS/Site Admin | Identify new areas of training based on recommendations made on teacher evaluations. | Teacher evaluations, CCSS grade level technology standards |

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| <p>A site technology committee, which includes the Principal, TILs and reflects each grade level/subject area. One task will include the creation of biannual assessment to determine staff and student proficiency with the use of technology. An assessment for administrators and teachers will be given before any professional development is to commence on technology usage to determine needs. An assessment will be given after PD to determine remaining needs. Students will be assessed according to district-determined benchmarks for technology usage. A pre-test will be given to determine skill level, and quarterly assessments will be given to assess progress.</p> | <p>Immediate</p> | <p>SASS/Site Admin/Teachers/TILs/TIS</p> | <p>Results of biannual analyses will be reviewed in staff meetings and PLCs to support future professional development.</p> | <p>Instruments will include the TAC developed survey profile for teachers and the TAC developed survey profile for students</p> |
| <p>Technology Advisory Committee will collect Smarter Balanced, CAHSEE, and the EAP portion of the CST data and review annually. Results of biannual analyses will be reviewed in staff meetings and PLCs to support future professional development.</p> | <p>Annually; beginning in the 2014-2015 year</p> | <p>SASS/TIS/TAC committee</p> | <p>SASS and the Superintendent will review conclusions to see if they meet district goals and objectives.</p> | <p>Data pulled from OARS</p> |

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| The site technology committee will be charged with the task(s) of planning, purchasing, implementation, inventorying instructional technology equipment and software, and development of on going site based instructional technology professional development. | Immediate | TIS/SASS/Tech committee/site admin/teachers/TILs | 50% growth as shown on the TAC developed survey profile of administrators, teachers, and students in the first year. 70% growth as shown on the TAC developed survey profile of administrators, teachers, and students in the second year. 100% growth as shown on the TAC developed survey profile of administrators, teachers, and students in the third year. Increase in ratio of devices per student with the goal of 1:1 in grades 4-12 and 4:1 in grades TK-2 | Site based annual technology plan and annual improvement on the Smarter Balanced and growth for students, teachers and administrators on TAC developed survey profiles. Allocation of CCSS Federal and State funds towards technology used directly by students |
| Site-based Technology Integration Leaders and Student Achievement and School Support administrators will create and maintain a web based educational technology digital clearinghouse. This resource will ensure growth in technology proficiency for both students and teachers. | Immediate | SASS/TILs | Greater integration of technology into classrooms as measured by teacher evaluations, instructional rounds, and student growth on the Smarter Balanced assessment. | Smarter Balanced assessment, Teacher Evaluations. |

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Our twenty-first century students are required to be more technologically savvy than ever before. They need to know how to access information from a variety of sources, and be critical in assessing the value of the resources they use. Information literacy skills are integral components of lifelong learning, and must be integrated in all components of the academic curriculum. System-wide collaboration between classroom teachers, site, district and county level personnel, and families is required to ensure students achieve proficiency in information literacy. Every student will attain proficiency in the National Educational Technology Standards for Students (NETS•S) within the following categories: Creativity and Innovation, Communication and Collaboration. Research and Information Fluency, Critical Thinking, Problem Solving, and Decision Making, Digital Citizenship and Technology Operations and Concepts.

The following overarching goals guide the objectives for sections 3e, 3f, and 3g:

- Students will meet or exceed the National Education Technology Standards (NETS, ISTE).
- Every student will show growth on the SBAC in ELA and math.
- Appropriate technology will be used to analyze performance data for curriculum improvement and to report student progress and achievement.
- Teachers and administrators will use technology to improve communication with parents/guardians, colleagues and the school community.
- Ethical and responsible use of technology systems and electronic resources will be practiced throughout the district.

In 2014-2015, the focus will be on teacher training in technology integration which will emphasize student understanding of digital citizenship and literacy. Ongoing collaboration between site and district staff will focus on key technology skills to ensure optimum student learning within the common core curriculum and enhancing student information literacy. By 2016, we expect at least 60% of students to be proficient in the NETS for TK-12.

Goal 3e.1: Every student will show progress towards proficiency of the technology standards within Common Core standards for their grade level.

Objective 3e.1.1: By June 2016, 100% of all students will demonstrate proficiency in CCSS technology standards for their grade level, as measured by grade level rubrics that incorporate the National Educational Technology Standards (NETS) Performance Indicators and growth in the SBAC.

Benchmarks:

- Year 1: 70% of students are expected to achieve Proficient or higher.
- Year 2: 90% of students are expected to achieve Proficient or higher.
- Year 3: 100% of students are expected to achieve Proficient or higher.

| Implementation Plan | | | | |
|---|-----------------|------------------------------|--|------------------------------|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Adopt the Common Core for students for each grade level, K-12 | Immediate | SASS/Site admin/Teachers | Teacher Evaluations and instructional rounds. If there are many occurrences of teachers not aligning their curriculum to the Common Core technology standards, professional development plans will be increased. | Smarter Balanced |

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| <p>Train teachers on use of instructional technology as it relates to the Common Core State Standards. Utilization of the Training of Trainers model (TOT) in which one person is identified from each site who will provide support for teachers implementing new technology in their classrooms. Groups of trainers will collaborate to identify key instructional technology strategies, gathering best practices and post to the district's digital clearinghouse. TOTs will explore and develop ways to embed technology and information literacy skills into the Common Core curriculum (math, science, social studies, English) and create assignments where students can demonstrate mastery of curriculum utilizing technology. Develop methods to teach students to practice legal and ethical behavior aligned to digital citizenship related to technology. Project showcase will consist of student's instructional technology projects posted on a secure website for invited community to evaluate. Top projects will be publicly showcased on website.</p> | <p>2014-2016</p> | <p>SASS/Site admin/Teachers/TOT(s)</p> | <p>School/classroom website posting of exemplar digital student products and growth in the SBAC.</p> | <p>Smarter Balanced and a district wide instructional technology project recognition and showcase.</p> |
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| Explore and develop ways to embed technology and information literacy skills into the core curriculum (math, science, social studies, English) according to the Common Core standards and create assignments where students can demonstrate mastery of the curriculum and technology skills. | Immediate | SASS/TILs/Site Admin/Teachers | Teacher Evaluations and spot evaluations. If there are less than 50% of teachers not aligning their curriculum to the common core, professional development plans will be increased. | Smarter Balanced |
| Refine, develop and administer the online Student Technology Use Survey for the grade bands (K-2, 3-5, 6-8, and 9-12) to establish a baseline score for student achievement. | 2014 - 2017 | SASS/Site admin/Teachers | Participation in the Student Technology Use Survey will be scheduled annually to ensure full participation. Results are reviewed by site admin, SASS, and TIS annually. | Student Technology Use Survey |
| Responsible Use Policies (RUPs) will be explicitly explained to students, parents and teachers annually. These policies will be reviewed annually for updating. | 2014 - 2017 | SASS/TIS/Site admin/Teachers/ Personnel | All sites will maintain parent signed policies and TIS will indicate complete authorization in the student information system. Personnel will keep employee RUPs on file. | TIS department's annual student and teacher RUP audit. |
| Assess student progress on an annual basis through refining, developing and administering the online Student Technology Use Survey for the grade bands (K-2, 3-5, 6-8, and 9-12). | 2014 - 2017 | SASS/TIS/Site admin/Teachers | Data acquired from the Student Technology Use Survey will be analyzed annually and benchmarked against student progress on the SBAC. | Student Technology Use Survey. |

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| Students will be given a variety of opportunities for rigorous and relevant learning experiences through Career Integrated Academics (CIA), with a focus on use of technology related to various careers. These CIA options may include career pathways, academies, Career Technical Education courses and sequences, mentorships, and internships to support students being college and career ready post graduation. | Current and on-going | SASS/CIA associated programs (teachers within programs) | Each year these CIA programs must submit a revised plan to the State. This progress will be monitored by the CIA program and SASS. Each CIA program will be evaluated as a special population and its data will be analyzed via the Smarter Balanced. | CIA program report and SBAC data. |
| 15. Middle school students will participate in the Hands on Technology (HOT) class to support technology literacy and career exploration. | | | | |
| District-wide professional development of technology integration includes assessing student technology proficiency and differentiation of technology instruction. | 2014 - 2017 | SASS/Site admin | Greater integration of technology into classrooms as measured by teacher evaluations, instructional rounds, and student growth Smarter Balanced. | Smarter Balanced and teacher evaluations |

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

As a district, MDUSD will use contemporary information to communicate and educate students and teachers about digital literacy and citizenship. Digital literacy is the appropriate, skillful use of digital media. All parents and students must sign the Responsible Use Policy (RUP) before using district computers. Digital citizenship refers to the lawful use of copyrighted works, awareness of legal issues around downloading and peer-to-peer file sharing, avoiding plagiarism. Three separate RUPs are available, K-2, 3-5, and Middle/High School, with increasing levels of accountability and responsibility. The district's RUP are available in English and Spanish.

In 2014-2015, focus will be on digital literacy and citizenship staff training for teachers in order for them to incorporate these concepts into educational technology instruction. Ongoing

collaboration between site and district staff will focus on current laws regarding digital citizenship.

- Create section or provide resources for parents and the community regarding Digital Citizenship.
- Create a Bring Your Own Device (BYOD) policy, and develop a training program to support and inform staff regarding new and revised technology policies.

Goal 3f.1: Increase student, teacher and administrator awareness of safe, secure, legal and ethical use of the internet and other forms of electronic communication through a Digital Citizenship program of instruction for students so that students understand their rights and responsibilities, recognize the benefits and risks, and realize the personal and ethical implications of their actions. Helping a child become a good digital citizen cuts across all curricular disciplines and includes knowledge, awareness, and skills in three key areas: safety and security, digital literacy, and ethics and community.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| School sites determine location of signed student Responsible Use Policy (RUP); identify RUP dissemination process, and enforcement of RUP provisions. | Fall of 2014, yearly thereafter | School Achievement and School Support (SASS), Student Services, Site Administrators, TIS | Site Administrators and TIS | Completion of RUPs as tracked in ABI |
| Train District administrators on children online safety, the Children's Internet Protections Act (CIPA), and digital citizenship using programs and materials provided by Common Sense Media, My Digital Live, Netsmartz and CTAP IV. | Fall of 2014, yearly thereafter | Student Services, Personnel, SASS/TIS | Ed Services | Sign-in sheets |

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| Site administrators will ensure that staff participates in digital literacy and digital citizenship training using programs and materials provided by Common Sense Media, My Digital Live, Netsmartz and CTAP IV, and will monitor the implementation of digital literacy and digital citizenship within lessons and student projects at the sites. | Fall of 2014, yearly thereafter | Student Services, Personnel, SASS/TIS | TIS and Personal survey | Sign-in sheets |
| Educate students on digital citizenship and with grade appropriate strategies and language (K-2, 3-5, Middle/High Schools). | Fall of 2014, yearly thereafter | Teachers, SASS/Student Services | Student progress within the My Digital Life, and Common Sense Media | My Digital Life Common Sense Media |
| Educate students on topics such as copyright law, pirating music/video/software, peer-to-peer file sharing, plagiarism, identity theft, and privacy. | Fall of 2014, yearly thereafter | Classroom Teachers/ Library Media Teachers | Student survey at 5th, 8th and 10th grade | MDUSD digital literacy and citizenship survey |
| Incorporate principles of digital literacy and digital citizenship (as described in the new ISTE standards and Nine Elements of Digital Citizenship) into student work. | Ongoing | Classroom Teachers/Library Media Teachers | MDUSD digital literacy and citizenship survey given 3rd, 5th, 8th and 10th grades | A common assessment to determine student comprehension regarding ethical use. |
| Educate parents on the Children's Internet Protection Act (CIPA) and digital citizenship. | Fall of 2014, yearly thereafter | Student Services, SASS/TIS | Parent survey taken annually | Sign-in sheets |

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

As a district, MDUSD will use contemporary information to communicate and educate students and teachers about cyber safety and cyber bullying. Cyber safety refers to the general safety and privacy while online. Cyber bullying refers to any type of bullying using the Internet, interactive devices, digital technologies or mobile phones. All parents and students must sign the Responsible Use Policy (RUP), which has general rules about the use of electronic devices in the district. Three separate RUPs are available, K-2, 3-5, and Middle/High School, with increasing levels of accountability and responsibility.

While we recognize that students have access to a myriad of electronic communication devices such as computers and cell phones off school grounds, it has become necessary to ensure that they understand how to properly use these devices and that they understand their actions off school grounds can still be subject to disciplinary action if they harass, humiliate, torment, or otherwise cause distress to another student using technology. It also has become necessary to help students understand how to safely navigate the Internet in order to remain safe online. In addition, rules for electronic signaling devices (cell phones, PDA's, etc.) currently exist within the Parent Information Packet explaining what is and isn't allowed. The RUP provides guidelines that regulate inappropriate/appropriate device usage during the school day, and that facilitate understanding and best practices in regards to technology use around the district.

Technology & Information Services (TIS) supports safe browsing through the use of the iBoss web filter.

Goal 3g.1: Increase student, teacher and administrator awareness of safe, secure, legal and ethical use of the Internet and other forms of electronic communication through a Cyber safety and Cyber bullying program of instruction for students so that students understand how to be protect their identity, remain safe from online predators and gain knowledge of the proper uses of technology within a safe environment.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Train District administrators and school site staff on Cyber Ethics, AB 86 (cyber bullying law regarding suspension) and digital citizenship using programs and materials provided by Common Sense Media, My Digital Live, Netsmartz and CTAP IV. | Fall of 2014, yearly thereafter | District Administration Student Achievement and School Support (SASS), Student Services, Personnel, site administrators, and Technology and Information Services (TIS) and Student Services. | District and site administrators track the development and implementation of all activities and accomplishments at regular district articulation and feeder pattern meetings. Modifications to district activities will be made as needed in order to ensure that we meet or exceed measurable objectives. | Administrator participation in professional development. |

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| Site administrators will ensure that staff participates in digital citizenship training using programs and materials provided by Common Sense Media, My Digital Live, Netsmartz and CTAP IV., and will monitor the implementation of cyber safety and cyber bullying within lessons and student projects at the sites. | Fall of 2014, yearly thereafter | Site Administrators | Same as above | Professional development attendance sheets. |
| Educate students on Cyber Ethics and AB 86 (cyber bullying law regarding suspension) with grade appropriate strategies and language (K-2, 3-5, Middle/High Schools). | Fall of 2014, yearly thereafter | District Administration (SASS & Student Services), Library Media Teachers and English teachers | Same as above | Common Sense Media, My Digital Live, Netsmartz and CTAP IV. |
| Educate parents on AB 307, AB 86 (cyber bullying law regarding suspension), cyber bullying, cyber safety, and digital citizenship | Fall of 2014, yearly thereafter | District and site administration, parent organizations, Student Services and law enforcement. | Same as above | RUP handouts with parent signatures and tracked within ABI and Common Sense Media, My Digital Live, Netsmartz and CTAP IV. |

3h. Description of the district policy and practices that ensure equitable technology access for all students.

The Mt. Diablo Unified School District policy calls for equitable access for every student to all resources. Every student has access to computers and/or specialized equipment such as tablets in their classrooms, libraries and/or in computer labs. The technology goals and objectives for student sub-groups such as Special Education and English Learners are the same as for all other students. Students with active Individualized Education Plans (IEPs) have access to appropriate technology (including assistive technology) as determined by the IEP Team and the students' IEP goals. English Learners also have appropriate access to the technology hardware and software needed to support their English language acquisition as well as their achievement of the academic standards. In addition, 30% of our schools have after school programs, which provide student access to technology-based learning resources. MDUSD is a large district, diverse in its socioeconomic levels where schools receive a variety of financial support. These funding sources range from Federal Title 1 funding for our lowest socioeconomic schools to parent fundraising for the schools of high socioeconomic status. The district continues to explore additional funding sources to support all schools to ensure equity of access for every student.

In the spring of 2013 the MDUSD school board approved Measure C bond funds to be spent so that the schools lacking technology to administer the SBAC in 2015 will receive the appropriate

minimum level of technology. The remaining funds will be distributed to each site per its ADA to improve student access to technology and resources. This two-step process provides equity for all sites within the MDUSD.

While access to technology is made available for every student, MDUSD requires that each student have a signed Responsible Use Policy agreement before accessing online resources. MDUSD employs a filter for web sites to limit access to inappropriate sites. With newer technologies being implemented all the time, efforts continue to manage appropriate student access as well as to educate all students on appropriate use of online tools.

Several schools at different grade levels are developing access to curriculum and tools through Ed1Stop, Google Apps for Education, Edmodo and Moodle, among other programs. Students using these tools can access their web-based accounts from home, public and school libraries, and anywhere with an Internet connection. Students who are absent from class, for example, can access their assignments and class activities from other locations. Using Measure C funds all schools will be equipped with a minimum standard of equipment necessary to facilitate the Smarter Balanced assessments, and students would also have access to online tools and curriculum.

- 3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Currently the district uses Aeries for its student information system and is standardizing the report card process through the use of the Aeries Browser Interface (ABI). OARS is used for assessments. The district has trained teachers at each site in these two programs. OARS allow sites to create focus/intervention groups across classrooms and grade levels. During 2012-2013 school year, the OARS program was set up to be used for elementary report cards. To manage special education data, the district uses Special Education Information System (SEIS) which communicates with the Aeries and the Student Success Team forms (SSTOnline).

SSTOnline is a full featured web-based system for formulating, updating, tracking, storing and reporting on student data and Student Success Team (SST) forms. It will sync some data with Aeries and SEIS. Use of this system will support a legal and consistent SST process throughout MDUSD. The SST process is a function of the general education program and part of the documentation of the Response to Intervention (RTI) process.

Goal 3i.1: Utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Objective 3i.1.1: 100% of teachers will utilize the existing student information systems to standardize and implement online grade reporting.

Benchmarks:

- Year 1: 2014 - 2015, 70% (aggregate of both programs' usage) of teachers will utilize both OARS and ABI in an effort to target student needs and support student academic achievement with their curriculum, and report student academic achievement through grade book records and grade reporting.
- Year 2: 2015 - 2016, 90% (aggregate of both programs' usage) of teachers will utilize both OARS and ABI in an effort to target student needs and support student academic achievement with their curriculum, and report student academic achievement through grade book records and grade reporting.
- Year 3: 2016 - 2017, 100% (aggregate of both programs' usage) of teachers will utilize both OARS and ABI in an effort to target student needs and support student academic achievement with their curriculum, and report student academic achievement through grade book records and grade reporting.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| By 2016 ensure that all elementary and secondary teachers are familiar with and utilize the data system and testing modules within the OARS data system. | June 2016 | TIS/Site admins/District admin | Teacher evaluations | Evidence provided by sites and district-wide grade levels of collaborative and common assessments |
| Each school site will have strategies and goals, for technology integration, set within their Single Plan for Student Achievement. This plan will govern the usage of data to achieve PLC goals and student achievement. | Annual | Teachers/Site admin/SASS | Annual review by site (specific) staff | Benchmark older site plan to new one. Create new goals based on benchmark |
| Monitor and evaluate teacher usage of available data systems. The goal is to identify and provide professional development plan for teachers who appear to need assistance. | 2016 | Site admin/district admin/ TILs | Teacher evaluations and teacher surveys (used for teachers to self-assess progress) | Log-in data, accurate attendance and grade records |
| Implement elementary standards-based report card in OARS. | 2014 | TIS/ Site Admin | Trimester report cards completed online. | Report cards |

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| Train new secondary teachers to use the Aeries ABI grade book to report attendance and academic progress. | Annually | Personnel/ TIS | Reports may be pulled to monitor teacher usage; teacher evaluations. | Log-in data, grade book data |
| By 2014 all secondary teachers will use the Aeries ABI grade book to report attendance and academic progress. | Annually | Site admin/district admin | Teacher evaluations | Attendance records, report card records, grade book records |

Objective 3i.1.2: 100% of schools will use Common Core standards based common assessments to support student learning.

Benchmarks:

- Year 1: By 2014 - 2015, 70% of teachers will utilize Common Core standards based common assessments to support student learning.
- Year 2: By 2015 - 2016, 90% of teachers will utilize Common Core standards based common assessments to support student learning.
- Year 3: By 2016 - 2017, 100% of teachers will utilize Common Core standards based common assessments to support student learning.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| By 2013 Common Core standards based common assessments in all core subjects will be accessible and maintained in OARS. These common assessments will include elements of the technology standards as outlined by the Common Core standards. | Beginning 2013; on-going as a process | SASS/Site admin/Teachers | Teacher evaluations will be vetted to identify common issues causing challenges. Surveys will also be sent to teachers to assess issues they may be having with OARS | Teacher evaluations |

Objective 3i.1.3: Use the existing special education information system (SEIS) to track all Individual Education Plan (IEP) information, and use SSTOnline to document the general education intervention process.

Benchmarks:

- Year 1: By Spring of 2014, 80% of special education teachers will access and utilize all information associated with Individual Education Plan (IEP) information, and use SSTOnline to document the intervention process.

- Year 2: By Fall of 2015, 90% of special education teachers will access and utilize all information associated with Individual Education Plan (IEP) information and use SSTOnline to document the intervention process.
- Year 3: By Spring of 2015, 100% of special education teachers will access and utilize all information associated with Individual Education Plan (IEP) information and use SSTOnline to document the intervention process.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| By 2014 all Special Education providers and site administrators will be trained in the use of Special Education Information System (SEIS) for IEP (Individual Education Plan) data. | Fall of 2014, yearly thereafter | SASS/Site administration/Special education teachers/Resource and general ed. teacher | IEP plans will include data derived from SEIS. The demands placed upon completion of such reports will reflect proficient use of SEIS | Teacher Evaluations. Evaluations of IEP |
| By fall of 2014 all Special Education providers and site administrators will be trained in the use of SEIS for IEPs | Fall of 2014 | SASS/Site administration/Special education teachers/Resource and general ed. teacher | IEPs will include data derived from SEIS. The demands placed upon completion of such reports will reflect proficient use of SEIS. | Teachers/Administrative evaluations. Evaluations of IEP |
| By fall of 2014, teachers Special education teachers/Resource and site administrators will be trained in the use of SSTOnline program | Fall of 2014 | SASS/Site administration/Special education teachers/Resource and general ed. teacher | The SST process will go online with this system and the data will be synced with Aeries and SEIS | Teachers/Administrative evaluations. Reports are available that can show utilization. |

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

The district utilizes the Student Information System called Aeries and an adjunct system called OARS. The internally designated HomeLink is a web-based component of Aeries that allows secondary parents to communicate with teachers regarding classroom assignments, attendance, progress reports and grades. This component has been fully implemented at the secondary levels district-wide. Teacher contact information is noted in the accounts, and teachers can be e-mailed through HomeLink. Using HomeLink parent accounts, parents can monitor attendance and student progress through secondary teachers' grade books, as well as ensure that contact information remains current. Students can access their assignment and grade records information through designated student accounts. Secondary student accounts can be set up at school, so even without a parent account, a student can keep track of his/her progress.

The district website provides information and resources to parents including a district calendar with upcoming events, department information and link to the district's Facebook. The Facebook page highlights positive events at schools throughout the district. All schools maintain a website providing school-wide information such as schedule of events, lunch menus, and other school information. Staff can be contacted through the website or HomeLink. Parents without computer/internet access can request paper copies of the information. Some teachers maintain their own class websites with classroom information, newsletters, homework assignments, and student resources.

The district uses School Messenger to assist with home-school communication. School Messenger provides immediate communication via a phone call and an email to parents about school and district events or emergencies. MDUSD has also has access to the text-messaging feature of this program and will be looking into utilizing this service in the future.

All teachers have voice-mail extensions through the district, and can access their voice-mail using classroom telephones.

Teachers and administrators use email as a communication tool within the district and with parents. Some schools and parent clubs deliver school newsletters and announcements electronically via Constant Contact, an email-marketing tool. Parents without computer/internet access can request paper copies of the school newsletter and announcements.

The local cable company provides reduced-cost Internet-ready computers and Internet access for families who receive free and reduced-price lunch. Families must request a form from Food Services and then submit it to Comcast for a reduction in cable services.

Goal 3j.1: All teachers and administrators will make use of technology tools to enhance and improve communication between home and school by using services such as voice mail, email, and web-based services.

Objective 3j.1.1: By June, 2016, 100% of teachers and administrators will communicate with and respond to parents/guardians using voicemail, email, and web-based services (Aeries). Log-in data will be used for tracking.

Benchmarks:

- Year 1: By June 2014, 80% of MDUSD teachers and administrators will communicate with and respond to parents/guardians using voicemail, email, and web-based services (Aeries). Log-in data will be used for tracking.
- Year 2: By June 2015, 90% of MDUSD teachers and administrators will communicate with and respond to parents/guardians using voicemail, email, and web-based services (Aeries). Log-in data will be used for tracking.
- Year 3: By June 2016, 100% of MDUSD teachers and administrators will communicate with and respond to parents/guardians using voicemail, email, and web-based services (Aeries). Log-in data will be used for tracking.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Train administrators and office staff on use of School Messenger. | 2014 | TIS | Annual staff evaluations | Usage log |
| Inform staff of the directive that all teachers are utilizing voicemail, email, and web-based services to facilitate 2- way home and school communication. | 2014 | District admin/Site admin | Professional development sign-ins. Staff evaluations | Log-in records |
| Implement HomeLink component of Aeries in all elementary and secondary schools. | On-going | TIS/SASS/Site admin/Teachers/Student Services | Staff evaluations, pull record regarding teacher usage. Target professional development to assist with HomeLink training | Staff evaluations. |
| Train all site staff on the use and the monitoring of use of the HomeLink component of Aeries. | On-going | TIS/SASS/site admin/teachers | Report showing usage. Teacher evaluations should reflect teacher practices and these practices should be vetted for common issues that are causing implementation problem | Teacher evaluations. Parent Survey User log |
| Implement OARS for grade reporting in all elementary schools. | 2014 | TIS/Site Admins | Teacher evaluations should reflect usage and in the aggregate be vetted for common issues that are causing implementation problem | Accurate grade reporting each trimester report cards. |
| Assist all schools to operationalize their websites to provide standardized information including school procedures, parent handbooks, and staff contact information. | 2015 | TIS/Site admins/SASS | SASS and site admin should monitor websites to ensure relevance of information. | Accurate, current website. |

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| Staff will regularly review innovative ways to help the district remain knowledgeable of current technology and ways to communicate (i.e. social networking, text messaging and blogs) to ensure information is accessible to stakeholder groups. | Annually | Site Admin/SASS/TILs/Teachers | TILs and SASS will email 'blast' new features to teachers and track site hits. Teacher evaluations will be vetted for common issues that are causing implementation problem | Surveys, web tools for tracking usage, |
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3k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The curriculum section will be monitored as stated with each objective throughout section 3. The indicators of success stated in sections 3c.-3i. will include student Smarter Balanced data, CAHSEE passage data, (9th - 12th grade) Algebra 1 passage data, student to computer ratios, student, TAC Technology Surveys and measured usage of School Messenger, HomeLink, Aeries login data, and district website hits; along with technology agenda items on district articulation and feeder pattern meetings, common assessments, and departmental meetings. For greater detail, please see the goal tables for each section.

Student Achievement and School Support (SASS) and Technology & Information Services (TIS) are the primary personnel responsible for the implementation of this plan. These departments together with the Technology Advisory Committee (TAC) and site administrators will track the development and implementation of curriculum activities during quarterly and monthly meetings. They will report progress to the Educational Services, Superintendent’s Cabinet and School Board annually. Modifications to plan activities will be made as needed in order to ensure that the district meets or exceeds measurable objectives.

4. Professional Development

4. PROFESSIONAL DEVELOPMENT COMPONENT

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

Teachers

Mt. Diablo Unified District has approximately 1,700 credentialed teachers who demonstrate a broad range of technology skill sets. Each site has an assigned Technology Integration Leader who is a credentialed teacher who supports the integration of technology into instruction. To support the integration of technology within the Common Core State Standards implementation, the district has hired a Technology Program Specialist. The district plans to hire two district

technology teacher coaches to support teachers' integration of technology. Technology topics are being developed for professional development opportunities for teachers. Past trainings have included topics such as flipped classroom, blended learning (Edmodo), online learning (Cyber High), iPad/Tablet use, online SST, Aeries, OARS, etc. Additional professional development is being explored as technology evolves and needs arise.

During the 2013-2014 school year instructional technology workshops for teachers and administrators collected evaluations, online surveys and participant sign-ins. These workshops include flipped Learning, blended Learning, instructional strategies and technology, Google Apps in Education, Ed1Stop in the classroom, keyboarding for your students, formative digital assessments, and screen casting. These will be used to inform the future development of these trainings.

A Common Core Implementation Advisory Committee (CCIAC) collected surveys from all school levels, parents and community on the state of educational technology throughout the district (Appendix A). This data will be used to assess current access to technology and prioritize technology equipment and software needs throughout the district.

Administrators

Mt. Diablo Unified District has approximately 150 Administrators who demonstrate a broad range of technology skill sets. To support the integration of technology within the Common Core State Standards implementation, the district has hired a Technology Program Specialist. The Technology Program Specialist has provided support for administrators' use of technology such as flipped classroom, blended learning (Edmodo), iPad/Tablet use, Aeries, SST, OARS, etc. Additional professional development will be explored as technology evolves and needs arise.

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (sections 3d through 3j) of the plan.

Goal 4b.1: Prepare every student to be 21st Century learners through the effective and consistent use of technology that is integrated into all curriculum areas, enhancing and enriching teaching and improving student learning and academic achievement as measured by student growth in SBAC scores, increased passage of CAHSEE and Algebra 1, increased high school graduation rates and acceptance to college and job placement.

Objective 4b.1.1: By June 2017, 100% of teachers and administrators will show an increase in their technology proficiencies and basic computer skills, as measured in the soon to be developed Computer Knowledge and Skills category of the TAC developed technology survey.

Benchmarks:

- Year 1: By June 2015, 70% of teachers and administrators will show an increase in their media literacy, as measured by TAC developed technology survey.

- Year 2: By June 2016, 90% of teachers and administrators will show an increase in their media literacy, as measured by TAC developed technology survey.
- Year 3: By June 2017, 100% of teachers and administrators will show an increase in their media literacy, as measured by TAC developed technology survey.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Assess the baseline media literacy, for teachers and administrators, as measured TAC technology survey. | Immediate - 2014 | SASS/TILs/Site admin/Teachers | The data TAC technology survey will be assessed and aggregate percentages proficiencies will be determined. | TAC technology survey |
| Train school site staff on use of the Technology and Information Literacy teacher skills. Use training of trainer model; utilizing TILs at each site to assist with training and support. Train administrators, and site department chairs to provide support as well. | 2014 | SASS/Site admin/Department Chairs/TILs | Technological proficiency will be measured by specific online training assessments. Each training module will contain tasks or assessments that the trainees must become proficient in to advance to the next module. | Training module assessments |
| Create individual training modules based on the Common Core teaching standards. Each module will target a specific technological skill. The modules will have an end assessment attached to ensure teachers/administrators have attained the necessary technological skillsets. Teachers and administrators will be able to "test out of the module" by achieving an 80% or higher on the assessment. | 2014 | SASS/TILS/Site admin | Records will be kept at site level and at district level of teacher attendance and module assessment. | Module assessments, checklists documenting attendance |

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| Administer TAC developed survey and administrator assessment on an annual basis to track progress. | Annual | SASS/site administration | Data from the TAC developed survey Profile will be compared the training module data. A meta-analysis will be conducted to ensure that the TAC developed survey Profile and module data reveal the same results. | TAC developed survey Profile data and training module data. |
| Schedule trainings in a variety of locations and formats to address staff needs. Allow modules to be "portable" - so sites may conduct these trainings for their professional development. Utilize the county office in addition to local experts and Adult Education staff. SASS will develop a list of available off-site trainings and topics; including dates and available modules for site based training. | 2014 & annual. | SASS/site admin | SASS will keep a tally of the module usage. SASS will also develop a survey for attendees to gauge the effectiveness of the modules. | Tally and surveys |
| Train appropriate groups on the district provided software: Specifically teachers will be trained on AERIES Browser Interface and OARS, special education teachers will be trained on special education information system (SEIS) and OARS, and administration will be trained of AERIES, OARS, SSTonline, and SEIS . This training will facilitate assessment of student performance levels and provide data outlets for all key stakeholders. | 2014 and annually | SASS/site administrators | The expectation is that all site teachers and administrators will conduct data based assessments within their own curriculum. Sites will also conduct meetings within their own PLCs and have data based conversations. Teacher evaluations should reflect these results along with data analyses. | Smarter Balanced Increased use of common formative assessments in all grade levels and subjects. |

Objective 4b.1.2: In order to address objectives 3d-3j, by Fall 2017, 100% of teachers will increase their proficiency in integrating technology, including all technology components in each textbook adoption, into the curriculum, as measured in the Standard 9: Using TAC technology survey.

Benchmarks:

Year 1: By June 2014, 80% of teachers will increase their proficiency in integrating technology, including all technology components in each textbook adoption, into the curriculum, as measured in the Standard 9: Using TAC technology survey.

Year 2: By June 2015, 90% of teachers will increase their proficiency in integrating technology, including all technology components in each textbook adoption, into the curriculum, as measured in the Standard 9: Using TAC technology survey.

Year 3: By June 2016, 100% of teachers will increase their proficiency in integrating technology, including all technology components in each textbook adoption, into the curriculum, as measured in the Standard 9: Using TAC technology survey.

| Implementation Plan | | | | |
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| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Train teachers in the use of technology tools such as LCD projectors, document cameras, other site based hardware, Ed1 Stop, learning management systems, flipped strategies, multimedia and the district's digital clearinghouse to enhance instruction and student engagement | 2014 and annually | SASS/Site administrators | Implementation of subject/grade level instructional technology rubrics based on the CCSS technology standards | SBAC e-Portfolios |
| Design common grade level/subject projects and rubrics aligned to CCSS technology standards to demonstrate mastery of the National Educational Technology Standards performance indicators, accessible to teachers on the wiki. | 2014 and annually | SASS/Site administrators | Subject/grade level instructional technology rubrics based on the CCSS technology standards | SBAC e-Portfolios |
| Using a training of trainer model, identify a point person at each site to assist with training and support for implementing projects described above. Train peer coaches to provide support as well. | 2014 and annually | SASS/Site administrators/ TILs | Sign-in sheets | SBAC e-Portfolios |

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| Provide time at staff meetings, as well as wiki space or other online storage space, for teachers to share engaging and motivating technology resources and instructional strategies. | 2014 and annually | SASS/Site administrators | Sign-in sheets Meeting agendas | SBAC e-Portfolios |
| Train TILs on using the wiki for accessing and storing projects and lessons. | 2014 and annually | SASS/Site administrators | Sign-in sheets Meeting agendas | SBAC e-Portfolios |
| Schedule trainings in a variety of locations and formats to address staff needs. | 2014 and annually | SASS/Site administrators | Sign-in sheets Meeting agendas | SBAC e-Portfolios |
| Provide all staff with training in AB306 and CIPA that include areas of Cyber Ethics and Cyber Safety, using lessons and materials from but not limited to Common Sense Media, My Digital Live, Netsmartz and CTAP IV | 2014 and annually | SASS/Site administrators/ Student Services | Sign-in sheets Meeting agendas | SBAC e-Portfolios |
| Administer TAC technology survey to track annual progress of teacher and administrator media literacy proficiency | 2014 and annually | SASS/site administrators | SASS annual report of Teacher's Tech profile | Teacher Tech Assessment |

Objective 4b.1.3: In order to address objectives 3d-3j, by June 2016, 100% of all teachers will use technology tools to deliver classroom instruction at least two days a week as measured on the TAC technology survey Technology Plan Report.

Benchmarks:

- Year 1: By 2015, 70% of teachers will demonstrate integration of technology into their classrooms as measured by teacher evaluations.
- Year 2: By 2016, 80% of teachers will demonstrate integration of technology into their classrooms as measured by teacher evaluations.
- Year 3: By 2017, 100% of teachers will demonstrate integration of technology into their classrooms as measured by teacher evaluations.

| Implementation Plan | | | | |
|---|-------------------|--|---|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Administer TAC developed survey Profile teacher assessment on an annual basis to track progress | 2014 and annually | SASS/Site administrators | SASS annual report of Teacher's Tech profile | Teacher Tech Assessment |
| Schedule trainings in a variety of locations and formats to address staff needs. | 2014 and annually | SASS/Site administrators | SASS annual report of Teacher's Tech profile | Teacher Tech Assessment |
| Train teachers in the use of technology tools such as LCD projectors, document camera, TVator, ed1stop, learning management systems, flipped strategies, multimedia and interactive whiteboards to enhance instruction and student engagement | 2014 and annually | SASS/Site administrators | Subject/grade level instructional technology rubrics based on the CCSS technology standards | SBAC e-Portfolios |
| Train all teachers on the technology components of all textbook adoptions | 2014 and annually | SASS/Site administrators | Sign-in sheets Meeting agendas | SBAC e-Portfolios |
| Provide teachers opportunities to observe other teachers using technology tools in the classroom | 2014 and annually | SASS/Site administrators | Site Visit sign-in sheets Schedule of site visits | SBAC e-Portfolios |
| Provide teachers time to collaborate in planning instructional technology lessons using technology tools | 2014 and annually | Site administrators Lead teachers Department heads | PLC agendas and sign-in sheets | SBAC e-Portfolios Digital curriculum clearinghouse content |

Objective 4b.1.4: In order to address objectives 3d-3j, by June 2017, 100% of all teachers will assign students work using technology tools for research, projects, information review and presentations weekly as measured on the TAC technology survey.

Benchmarks:

- Year 1: By June 2015, 70% of all teachers will assign students work using technology tools for research, projects, information review and presentations weekly as measured on the TAC technology survey.
- Year 2: By June 2016, 90% of all teachers will assign students work using technology tools for research, projects, information review and presentations weekly as measured on TAC technology survey.

- Year 3: By June 2017, 100% of all teachers will assign students work using technology tools for research, projects, information review and presentations weekly as measured on TAC technology survey.

| Implementation Plan | | | | |
|---|---------------------|-------------------------------|--|---|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Administer Ed- Tech Profile teacher assessment on an annual basis to track progress toward proficiency. | 2014, annually | SASS/TILs/Site admin/teachers | The data from the TAC developed survey profile will be assessed and aggregate percentages of proficiency will be determined. | TAC developed survey Profile, Smarter Balanced |
| Design common grade level projects and rubrics to demonstrate mastery of the Common Core standards. | 2014, annually | SASS/TILs/Site admin/teachers | Each site's site plan should specify specific goals for the development of technology rich common projects and assessments. | Smarter Balanced Student e-Portfolio |
| Provide teachers opportunities to observe other teachers using technology tools in the classroom | Fall 2014, annually | Site administrators/Teachers | Each school site will set goals of number of classrooms to be visited and review their findings from these visits quarterly within their PLCs. It is encouraged that each site develops an evaluation form to track and respond to classroom observations. | Development of common projects and assessments as per the school's site plan. |

| | | | | |
|--|------------------------|------------------------------|---|--|
| Provide teachers time to collaborate in planning lessons and student assignments that incorporate technology tools | September 2014, annual | Site administrators/Teachers | Each school site will set goals of number of classrooms to be visited and quarterly review their findings from these collaborative sessions within their PLCs. It is encouraged that each site develops an evaluation form to track and respond to classroom observations and keep a site-based repository for their common assessments and projects. It is encouraged that teachers submit exemplar projects and assessments to SASS for cross-district collaboration. | Development of common projects and assessments as per the school's site plan and Smarter Balanced. |
|--|------------------------|------------------------------|---|--|

Goal 4b.2: Provide professional development for teachers and administrators in digital learning.

Objective 4b.2.1: Provide training during MDUSD's Summer Learning Academy to teachers and administrators in the use of: Learning management systems Edmodo and Moodle, Flipped Learning Technology & instructional strategies Digital Storytelling iPads & CCSS Cyber citizenship, and keyboarding for young students.

Benchmarks:

- Year 1: Develop teacher and administrators' knowledge and skills to increase student use of classroom instructional technology.
- Year 2: Increase teacher and administrators' knowledge and skills to increase student use of classroom instructional technology and supporting innovation of instructional technology in the classroom.
- Year 3: Develop innovation of instructional technology in the classroom.

| Implementation Plan | | | | |
|---|--------------------|---|---|--|
| Activity | Timeline | Person(s) Responsible | Monitoring & Evaluation | Evaluation Instrument |
| Provide training to teachers and administrators in the use of: Academy Learning management systems Edmodo and Moodle, Flipped Learning Technology & instructional strategies Digital Storytelling iPads & CCSS Cyber citizenship, and keyboarding for young students during MDUSD's Summer Learning | Summer 2014 & 2015 | SASS | End of workshop evaluations, review evaluation by SASS department | Teacher & administrator surveys |
| Continue Summer Learning Academy courses into the school year to develop and sustain learning for teachers and administrators. | 2014-2016 | SASS | End of course surveys. | Teacher and Administrator surveys |
| Provide support to teachers to implement new instructional technology. | 2014-2016 | SASS/District and Site instructional technology coaches | Monthly review and annual evaluation. | SASS instructional technology monthly review & annual teacher evaluation |

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The success of the Professional Development Section will be reflected in the measuring and monitoring of the goals and benchmarks as stated with each objective throughout section 4. The indicators of success stated in sections 4b are student and teacher surveys, example lessons collected by administrators and/or uploaded to online shared resources, OARS, School Messenger, Aeries login data, district website hits along with Technology agenda items on district articulation and feeder pattern meetings, and common assessments and departmental meetings. For greater detail, please see the goal tables for each section. The Professional Development Section

Student Achievement and School Support (SASS) and Technology & Information Services (TIS) are the primary personnel responsible for the implementation of this plan. These departments together with the Technology Advisory Committee, Technology Integration Team and site administrators will track the development and implementation of professional development activities during quarterly and monthly meetings. They will report progress to Student Services,

the Superintendent's Cabinet and the School Board annually. Modifications to plan activities will be made as needed in order to ensure that the district meets or exceeds measurable objectives.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware: Overview

Support resources in place are described below in how they will be used to support the Curriculum and Professional Development Components of the plan.

MDUSD has a process where items over \$500 are items are inventoried from warehouse to site.

The Measure C bond has provided approximately \$10,000,000 for classroom technology enhancements. Phase I of this project involved surveying schools for their access to technology, and site visits to determine technology preparedness for SBAC. The Technology Advisory Committee (TAC) developed recommendations to the MDUSD Board of Education regarding the allotment of monies, based on equitable access to technology. The MDUSD Board of Education provided direction and approved a plan for implementation of Phase I. Phase I involved the installation of over 50 computer labs across MDUSD, for schools that lacked access to administer the SBAC.

Computer Purchasing Standards

District technology standards are in place. These standards allow the district to provide support in a more efficient and cost effective manner. These hardware and software standards are posted on the MDUSD website: <http://www.mdusd.org/Departments/TIS/Pages/Purchasing.aspx>

Hardware and Software Upgrade and Replacement Plan

Currently, there is no central budget for replacing school site technology. Schools are responsible for most hardware repairs and/or replacement on their out-of-warranty technology equipment. Technology & Information Services (TIS) can provide recommendations about when technology should be replaced and help with the procurement process. MDUSD has a broad-based CCSS Implementation Advisory Committee, developing a plan to submit to the MDUSD Board of Education, on allocations of the one-time state funding for implementation the Common Core. Also, the Technology Advisory Committee (TAC) will also be developing a sustainable plan for hardware and software upgrades and replacement with LCFF to be submitted to the MDUSD Board of Education.

Existing Internet Access: Internet Access

MDUSD Internet access is obtained through the Contra Costa County Office of Education, which is the Internet Service Provider (ISP) for MDUSD. All schools now have a fiber connection to their site, and the District's wide-area network (WAN) is provided by AT&T's Opt-E-Man service. After upgrading all of the schools to fiber, the elementary schools now have a 10MB connection, middle schools have 20MB and High Schools have 50MB. Through the Measure C Bond, most classrooms received seven network drops.

Telecommunications and Surveillance Systems

By Spring of 2014, all MDUSD schools will have had their aging telephone/voicemail systems replaced through the 2002 or 2010 Measure C bond. All MDUSD schools have security cameras included as part of their surveillance system.

Email Communication

MDUSD provides email addresses for all of its employees. Use of email to communicate is an expectation of all district staff. All administrative communication from the District Office is distributed via e-mail. MDUSD recently switched from @mdusd.k12.ca.us email addresses to @mdusd.org, during the migration to Microsoft Exchange 2010.

Network Security

The integrity and security of district electronic data is of utmost importance. To this end, TIS regularly evaluates methods to increase server, LAN, and WAN security. As part of the network security process, the following security practices have been implemented:

- Antivirus software has been installed and regularly updated on the district email server and on all other servers and workstations.
- Internet content filtering has been applied to provide safe Internet access for students and staff.
- An Internet firewall has been installed to prevent outside penetration of the network.
- A separate spam firewall has been installed and is updated regularly.
- Impulse, a network access control (NAC) solution, was recently purchased to address wireless device users on the network
- Network scanning tools are used regularly to prevent and investigate threats to district networks

Acceptable Use Policies

MDUSD has a Responsible (Acceptable) Use Policy for Students by grade level and a Responsible (Acceptable) Use Policy for Employees. Every student and their parents must agree to and sign these documents prior to accessing the MDUSD network.

Existing Electronic Learning Resources: Software Standards

MDUSD has adopted the Microsoft Office Suite of software as the standard for all instructional computers. However, there have been few standards established for other software applications across the district. As a result, individual school sites have acquired a wide variety of such resources individually. As indicated in the section on Curriculum, a primary function of the Technology Advisory Committee will be to help establish uniform standards for district-wide electronic learning resources and software applications at all levels.

Online Assessment System

One of the online systems available to all MDUSD schools is OARS. OARS facilitates the collection, reporting, and analysis of periodic assessments results readily available. Teachers are able to modify instruction based on assessment results, and school and district administrators can plan appropriate professional development and support, based on data provided.

Online Resource Portal

MDUSD is providing Ed1stop subscriptions to all schools. Ed1stop, a service provided through the Contra Costa County Office of Education (CCCOE), acts as a gateway to both subscription-based services and free educational Web sites, including Discovery Education Streaming and BrainPop, as well as teacher tools, digital media, curriculum support, research/reference tools, and professional development opportunities.

Library Software

All school libraries use automated circulation and catalog software (Destiny) to support classroom instruction. Destiny has recently been used to support textbook ordering.

Student Information System

The MDUSD student information system, Aeries, is the data repository for student demographics, discipline, grades, transcripts, attendance, and testing. MDUSD uses a special education system called Special Education Information System (SEIS) that serves our special education students for IEP's (individualized education plan). Most state and federally mandated data is stored and reported through Aeries. The Student Information Systems group provides analytical services to district office departments and schools and processes all school grade reports and transcripts, as well as dozens of other reports for schools. In addition, support is provided to district departments in the preparation of required state and federal reports, grant proposals, and performance analysis. Student information is provided to the fiscal department for attendance accounting, enrollment projections, and open enrollment processing.

Online Grade Book and Parent/Student Portal (HomeLink)

Aeries supports teachers and provides school/home communication through its the web-based grade book system called HomeLink. All teachers take attendance through ABI and are able to look up a variety of demographic and testing information about their students. Teachers at the secondary level use the grade book feature and parents and students have access to view classroom assignment and other information regarding their student. Recently, the features of

Aeries have been expanded to some of our schools, and include the ability to submit online course requests and register new students.

Websites

A majority of MDUSD schools have their websites hosted on Schoolloop. There are monthly Schoolloop webmaster training classes at the district office that cover how to start building a website. The district office uses Microsoft SharePoint 2007 for their website.

Existing Technical Support: Technical Support

The Technology Information Services Department (TIS) has a Help Desk to provide support for technology users in the district. The Help Desk provides assistance to users via telephone and remote assistance, and coordinates the resolution of technology problems encountered by end-users. The Help Desk staff acts as a first level of support for all district sites for inquiries, repairs, installations, and other technology issues.

MDUSD also supports schools through online help resources, district trainings and MDUSD-funded technicians that are assigned to schools. Besides these centrally funded positions, a number of technicians are also employed by schools, and paid for through site funds. After staff reductions in 2009, which reduced approximately six full time positions, some schools started funding technicians on their own. There are currently a dozen site-funded techs and another dozen that are centrally funded.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed: Schools will be receiving an influx of classroom technology through the Measure C Bond. Although, most of the devices being purchased come with a warranty, schools often use them well beyond their warranty coverage. In addition to a budget for replacement parts, there is currently no replacement plan for the equipment that is being acquired through the Measure C Bond. Schools have traditionally paid for classroom technology out of site budgets.

New servers are needed at many schools to replace aging equipment. Also, in order to support additional users and devices on their network, many schools will need to upgrade and/or replace their servers. Although most of the schools have servers at their site, there are a few that do not, and are not on a domain.

MDUSD will need student devices, approaching a 1:1 ratio.

Electronic Learning Resources Needed: Online learning is a new priority in MDUSD. There have been a few schools and committees that have been actively looking at various learning management systems and ways of delivering content to students and supporting collaboration. MDUSD will need an online system to facilitate learning for the 21st century.

Networking and Telecommunications Infrastructure Needed: Through the Measure C bond, schools have been receiving a number of significant infrastructure upgrades. These upgrades include new switches, commercial grade wireless and network cabling.

With the increase in devices on our network, and the possibility of student bring your own device (BYOD); there will be a need to further improve on the items above. Schools will need to get more wireless access points to address increased demand and better availability.

In addition to hardware needs, TIS will analyze the bandwidth needs of each of our schools and determine whether current network speeds are meeting the needs of the users throughout the year.

Telecommunications & Surveillance Systems

Security camera servers and software will need to be upgraded to support more security cameras and the storage demands of higher definition cameras.

Physical Plant Modifications Needed: Hundreds of rooms are currently being used for housing networking related equipment. However, many of them are not designed as such, and many sites will need to invest in racks and/or network cabinets, uninterruptable power supplies (UPS), and air conditioning to protect their investments and maintain good availability of network services.

Technical Support Needed: Technical Support

We will need to increase the number of MDUSD-funded Network Techs from 12 to 24 in order to ensure that the hardware, local area networks (LANs), WANs, and peripherals such as printers function adequately and that problems are addressed within an acceptable response time. In 2009, a number of positions in TIS were eliminated and support hours for schools were reduced. Since that time, there has been a substantial increase in the amount of technology use and hardware that requires support from TIS. With the substantial increase in technology through Measure C bond, and no ability to pay for ongoing positions through the bond, there will be a real challenge to find funding streams in order to support the recommended positions.

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark: To obtain and install hardware, software and associated resources by the timeline set below.

| Recommended Actions/Activities | Timeline | Person(s) Responsible | Source |
|---|----------|--|-------------------|
| Analyze the bandwidth needs of each of the schools and determine if bandwidth increases are needed. | annually | Director of Technology & Information Systems | 5089 General Fund |

| | | | |
|--|---------------------------------|---|--------------------------------|
| If remaining Microsoft software funds, TAC will determine how to allocate and spend based on Microsoft Settlement rules, for example, Ed1 stop county portal for appropriate schools | 2014 | TAC | 5090 |
| Purchase new servers for school sites | 2014 and ongoing | Principals | School budget |
| Annually update Share Point, School Messenger, Schoolloop and Aeries software. | 2014 and ongoing | Director of Technology & Information Systems/Director of Technology Support | 5090 |
| Update the Acceptable Use Policy for all grade levels | 2014 and review/revise annually | Technology Policy Committee | n/a |
| Increase number of Network Techs from 12 to 24 | 2014-2015 | Director of Technology & Information Systems/Chief Financial Officer | Routine Restricted Maintenance |
| Provide a method of online registration for new students | 2014-2015 | TIS/Student Services and SASS | n/a |
| Provide online collaboration space for Technology Integration Leaders (TILS) | 2014-2015 | Program Specialist Educational Technology /Director of Technology Support | n/a |
| Review how Viper Antivirus is working and whether a version upgrade is needed, or a switch to another vendor/system. | 2015 | TIS | 5090 |
| Plan for data center expansion and/or migration at the Dent Center. | 2016 | Director of Technology & Information Systems/Director of Technology Support | 5090 |
| Review how Exchange 2010 is working and whether a version upgrade if needed, or a switch to another vendor/system if needed. | 2016-2017 | Director of Technology & Information Systems/Director of Technology Support | 5090 |

The acquisition on any of the above items is contingent on an adequate budget. All budget sources listed are subject to change and will need to be determined and/or confirmed at a later date.

| Year 1 Benchmark: To obtain and install hardware, software and instructional technology for all classrooms by the timeline set below. | | |
|---|---------------------------------|---|
| Recommended Actions/Activities | Timeline | Person(s) Responsible |
| Analyze the bandwidth needs of each of the schools and determine if bandwidth increases are needed. | annually | Director of Technology & Information Systems |
| If remaining Microsoft software funds are available, TAC will determine how to allocate and spend based on Microsoft Settlement rules, for example, Ed1stop county portal for appropriate schools | 2014 | TAC |
| Purchase new servers for school sites | 2014 and ongoing | Principals |
| Annually update Share Point, School Messenger, Schoolloop and Aeries software. | 2014 and ongoing | Director of Technology & Information Systems/Director of Technology Support |
| Update the Acceptable Use Policy for all grade levels | 2014 and review/revise annually | Technology Policy Committee |
| Increase number of Network Techs from 12 to 24 | 2014 - 2015 | Director of Technology & Information Systems/Chief Financial Officer |
| Provide a method of online registration for new students | 2014 - 2015 | TIS/Student Services and SASS |
| Provide online collaboration space for Technology Integration Leaders (TILS) | 2014 - 2015 | Program Specialist Educational Technology /Director of Technology Support |
| Review how Kaspersky Antivirus is working and whether a version upgrade is needed, or a switch to another vendor/system. | 2015 | TIS |
| Plan for datacenter expansion and/or migration at the Dent Center. | 2016 | Director of Technology & Information Systems/Director of Technology Support |
| Review how Exchange 2010 is working and determine whether a version upgrade is needed, or a switch to another vendor/system is needed. | 2016-2017 | Director of Technology & Information Systems/Director of Technology Support |
| District instructional technology coaches to assist sites with integration of technology used by student in the classroom as it relates to the CCSS. | 2014-2016 | Program Specialist Educational Technology /SASS |
| Increase number of hardwired desktop/laptops labs for schools identified by TAC to meet the SBAC requirements set by the TAC 2012/2013. | 2014-2016 | Measure C/SASS/TIS |
| Increase instructional technology for students in all schools as outlined by TAC 2012-2013 recommendations. | 2014-2016 | Measure C/SASS/TIS |
| Create an online clearinghouse of vetted instructional digital content that supports the implementation of CCSS. | 2014-2016 | TILs/SASS/TIS |

Year 2 Benchmark: To develop instructional technology skills for all teachers that increase the use of instructional technology for all students as it relates to CCSS. Review and evaluate Year 1 actions for modifications.

| Recommended Actions/Activities | Timeline | Person(s) Responsible |
|--|-----------------|---|
| Develop site instructional technology coaches to assist their peers in integration of student used instructional technology as it relates to the CCSS. | 2015-2016 | Program Specialist Educational Technology /SASS |
| Review all district software systems (OARS, Aeries, Share Point, School Messenger, Schoolloop, SST, SEIS, IFAS, ESB and Outlook as to their effectiveness in meeting the goals of the districts LEA. | 2014-2016 | School Board, all district departments and site administrators. |
| Review and evaluate progress of data center expansion. | 2015-2016 | School Board and Superintendent |
| Review and evaluate increase of Network Techs from 12-24. | 2015-2016 | School Board and Superintendent |
| Review and update all MDUSD RUPs | 2014-2016 | TAC/SASS/HR/Student Services/TIS |
| Allocate Measure C funds to increase student instructional technology as it relates to CCSS, for all schools as per School Board recommendation. | 2015-2016 | SASS/TIS/Measure C |

Year 3 Benchmark: Evaluate all actions in benchmarks 1 & 2 for future planning.

| Recommended Actions/Activities | Timeline | Person(s) Responsible |
|---|-----------------|------------------------------|
| Refresh the membership of the TAC to do an evaluation and make recommendations to the superintendent based on the results | 2014-2015 | TAC/SASS/TIS |

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

The Hardware and Infrastructure Section will be monitored as stated with each objective throughout section 5. For greater detail, please see the goal tables for each section.

The Student Achievement and School Support (SASS) department and Technology & Information Services (TIS) are the primary personnel responsible for the implementation of this plan. These departments together, along with the Technology Advisory Committee and site administrators will track the development and implementation of hardware and infrastructure during semi-annual and monthly meetings. They will report progress to the Educational Services, Superintendent's Cabinet and School Board annually. Modifications to plan activities will be made as needed in order to ensure that the district meets or exceeds measurable objectives.

6. Funding and Budget

6a. List of established and potential funding sources.

Established Funding Sources:

The funding currently available to support the Mt. Diablo Unified School District (MDUSD) Technology Plan includes, Enhancing Education Through Technology (EETT) (3173), TK-12 Microsoft Voucher (5090), general fund budget (5089, 5275), maintenance reserve budget, E-Rate, Measure A and C, School Site Council funds, Title I (3070), II Highly Qualified Staff (3171), V, Economic Impact Aid (EIA) (3825), Limited English Proficient (LEP) funds, Beginning Teacher Support and Assessment (BTSA) and Peer Assistance and Review (PAR) (0916), AB 466, Lottery, School Library Improvement Grant (SLIBG) (0918), Block Grant V: Student Access (0917), Gifted and Talented Education (GATE) (0909), Assistive Technology funds, local and foundation grants, as well as income from outside sources. The provisions in the current budget provide current and ongoing support for technology expenditures. MDUSD has recently applied for an Enhancing Education Through Technology Competitive (EETT-C) grant for nineteen elementary schools to support reading comprehension in 4th and 5th grade. The district will continue to identify and apply for other technology grants and develop business partnerships to support technology growth, enhancement and support over time.

The budget codes are in parenthesis () after each funding source and are referenced in the charts above under the “Budget /Funding Source” column. Alternative sources of funding, such as those available through partnerships, with Diablo Valley College, Chevron and Tesoro have been developed and will continue to be pursued. These partnerships provide enhanced resources, mentorship and assistance to strengthen the technology in the classroom. MDUSD will continue to search for new partnerships to support our effort.

The district is looking at federal, state, and local programs that can provide funding to support technology in the district. These funding sources include; federal (21st Century Community Learning Centers, Title I, II, III, IV and EIA, Quality Education Investment Act (QEIA), and Supplemental Education Services (SES), state (After School Education and Safety, California Partnership Academy, Carl Perkins and SLIBG, and local (Chevron and local foundations)

Potential Funding Sources: Measure C, MS Voucher, Donors Choose, CDE CCSS implementation funds and the Federal ConnectED program.

As of Spring 2014, MDUSD is in the process of forming their Local Control Accountability Plan (LCAP). Although a variety of stakeholders have met to provide input on the process, the plan was not finalized before the completion of this plan. MDUSD recognizes that their Technology Plan is a living document, and will be revisited and aligned to the LCAP annually. There will be potential funding for technology upgrades through the Local Control Funding Formula (LCFF).

Sustainability Plan

The TAC and Common Core Implementation Advisory Committee (CCIAC) has identified a need for a centralized budget to address ongoing technology replacement throughout MDUSD.

This budget would be aligned to the technology replacement lifecycle, and would take into consideration the usefulness and upgradeability of older technology. For example, the replacement of laptops/desktops that are out of warranty and the cost of repair is prohibitively expensive. An initial estimate for implementation and an ongoing yearly replacement policy, would be approximately 2.5 million

Additional Technician Support & Professional Development

The TAC and the CCIAC has identified that without increasing the amount of technology support, the road ahead will be difficult. With the reduction of six network technicians in the budget reductions of 2009, and the substantial increase in technology access throughout MDUSD, there is a strong need to provide increased levels of technician support. TIS is recommending the reinstatement of six network technicians, and an additional network technician to address the thousands of switches, wireless access points and computers that were installed through the 2010 Measure C Bond. The estimated cost for these seven new positions is approximately \$600,000 annually.

With the K-12 technology-embedded standards in the Common Core State Standards an increase for instructional technology professional development has been identified by both TAC and CCIAC throughout MDUSD. This would included, but is not limited to, site instructional technology coaches, workshops and online professional development services.

6b. Estimate annual implementation costs for the term of the plan.

| Item Description | Year 1 | Year 2 | Year 3 | Funding Source Including E-Rate |
|--|---------------|---------------|---------------|---|
| 1000-1999 Certificated Salaries | | | | |
| TAC developed survey Program Specialist | \$79,000 | \$82,000 | \$85,000 | SIG |
| TAC developed survey Teacher Coaches | \$88,000 | \$90,000 | \$92,000 | Title II |
| 2000-2999 Classified Salaries | | | | |
| Director or Technology and Information Services and Director of Technology Support | \$230,000 | \$230,000 | \$230,000 | 5033 |
| Increased technology support | \$600,000 | \$600,000* | \$600,000* | One time CCSS state funding (3705) and TBD. |
| Tele-Communications technician | \$75,00 | \$75,00 | \$75,00 | 5033 |
| Site and District Tech support | 2.0 million | \$2.0 million | (2.0 million) | 5033, site funds And CDE CCSS implementation (year 3 funding unknown) |
| Other | | | | |

| | | | | |
|---|-------------|---------------|---------------|--|
| ed1stop | \$65,000 | \$65,000 | \$65,000 | Microsoft Settlement Money |
| Instruction Technology Workshop (Summer/school year) | \$500,000 | \$500,000 | (\$500,000) | CDE CCSS implementation (year 3 funding unknown) |
| Refresh cycle of computer replacing program | 2.5 million | \$2.5 million | (2.5 million) | CDE CCSS implementation (year 3 funding unknown) |
| TILS for each of the school sites will train teachers on instructional technology | \$620,000 | \$620,000 | \$620,000 | CDE CCSS implementation, Federal ConnectED |
| Train elementary teachers in how to use OARS | \$5,000 | \$5,000 | \$5,000 | |
| Train administrators and office staff in School Messenger | \$1,000 | \$1,000 | \$1,000 | |
| Train administrators on using Aeries | \$5,000 | \$5,000 | \$5,000 | |
| Provide Schoolloop Training for Teachers | \$10,000 | \$10,000 | \$10,000 | |
| Train district administrators and site staff on digital citizenship | \$40,000 | \$40,000 | \$40,000 | |
| Train Teachers on latest version of Aeries Grade book | \$25,000 | \$20,000 | \$15,000 | |
| Aeries (Student Information System) | \$55,000 | \$57,000 | \$60,000 | |
| Electronic School Board | \$5,000 | \$5,000 | \$5,000 | 5275 |
| OARS License | \$0 | \$0 | \$0 | |
| Technical Support: Positions | \$0 | \$0 | \$0 | |
| School Messenger | \$50,000 | \$50,000 | \$50,000 | 5089 |
| Microsoft SharePoint | \$25,000 | \$25,000 | \$25,000 | 5033 |
| Totals: | \$1,043,000 | \$1,045,000 | \$1,048,000 | |

6c. Describe the district's replacement policy for obsolete equipment.

This plan recognizes that equipment will need to be replaced and MDUSD will try to update and replace equipment as resources and funding allow. Currently, the district is replacing technology equipment by providing funds on an as needed basis. The district's policy regarding obsolete equipment is to use all equipment until it no longer functions or can be repaired cost-effectively. Then equipment is used for parts to repair other machines. As machines become obsolete based on the needs of certain sites and populations, they are distributed to other sites that may be able to use them. For example, machines too slow to accommodate advanced high school applications, are placed in elementary classrooms where there may be less need for processing-speed.

6d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

The process for regularly monitoring the budget includes semi-annual review by the Technology Advisory Committee. Technology has been integrated into the district general budget process. Directors of Student Achievement and School Support (SASS) and Technology and Information Services (TIS) will be responsible for monitoring the budget process. The timeline for data collection, analysis, and program modification is described in detail in section seven.

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

Monitoring and evaluation have been specified for each curricular goal and timelines throughout the plan. A Technology Advisory Committee (TAC), made up of elementary, middle school, high school and district office representatives as well as students, parents and community members was formed in 2011. The TAC will monitor and evaluate the overall plan's effect on teaching and student learning. Along with surveys, checklists, and student works, the Technology Advisory Committee will review achievement tests, grades, and attendance for the purpose of determining the plan's impact on student learning. Members will interview administrators, teachers, and support staff, attend weekly staff meetings, and provide avenues for feedback to evaluate the plan's progress in affecting classroom management. The Technology Advisory Committee will meet monthly to review plan implementation and reports will be presented to the Superintendent and the Board of Education annually.

The level of technology used district-wide can be measured by using data from district issued surveys. Equipment inventories can be used to analyze equity and access issues for students and teachers. The impact of technology on student learning can be monitored on data collection software packages. Test scores, dropout rates, student works, and other student data can be indicators of student success. The Technology Advisory Committee can track the teachers' usage of and reliance on hardware and software in classrooms, labs, and libraries as an indicator of the plan's progress.

Evaluations of surveys from Special Day classes, resource teachers, resource aides, ELL teachers, and academic counselors can be used to determine the impact of technology on student learning for special populations.

Responsibility for the evaluation of the overall effectiveness of this plan on teaching and learning will be assigned to many stakeholders:

- Individual teachers will provide data by correlating the use of technology with student outcomes using Aeries and OARS based on projects, grade and other evaluation tools.
- Grade Level and Curriculum teacher groups at each school will analyze data for strengths and weaknesses in content and grade-specific areas, as part of the District's professional learning community initiative.

- Site administrators will examine data at the site, grade level, subject, teacher and student levels, and use Aeries information, teacher observations and other data to determine where technology use has been effective and where it has not. Principals will focus on where academic and behavioral intervention is needed and which intervention(s) have been successful in the past on increasing student achievement and achieving positive student behavior.
- The District Technology Advisory Committee (TAC) will gather data from the three previous, bulleted items and other stakeholders to identify areas in which technology may have positively affected results and areas in which technology might support future improvement. The Technology Advisory Committee will publish its findings in annual reports to the Board of Education and make recommendations for the effective use of technology to support curricular goals, and amend the Technology Plan as necessary.
- The Student Achievement and School Support (SASS) Department, Technology Information Services (TIS), School Administrators and the District Technology Advisory Committee (TAC) will communicate the overall progress back to the stakeholders. Communication may occur via meetings of the School Board, staff meetings, media and press releases, parent education workshops, tours of the district and articles posted on district websites and/or distributed in electronic and print newsletters.

7b. Schedule for evaluating the effect of plan implementation.

General evaluation schedules can be found in the objectives for each section. In order to evaluate the overall effectiveness of this plan, the District's Technology Advisory Committee (TAC) will meet quarterly to oversee the implementation of the plan and make changes as necessary. These two groups will serve as the primary evaluator of the technology plan and will dedicate at least two of these meetings each year to review progress in meeting benchmarks for each goal and objective in Sections 3-5. The Technology Advisory Committee semi-annual review will highlight action items for teachers and administrators that remain to be carried out.

At a more detailed level, scheduled meetings at each school site will have at least one agenda item per meeting to discuss the progress of one or more technology plan implementation steps or goals. Discussions that raise significant problems or successes will be shared with the larger community through discussion time at school staff meetings, at Site Council meetings, or at district administrative meetings.

The Technology Advisory Committee will prepare recommendations for modifications to the plan and present them to the Board of Trustees annually. After review and comment on these recommendations the plan will be updated on an annual basis.

When mid-course corrections are necessary, the District's Technology Advisory Committee will provide recommendations on how to allocate resources to affect change in technology initiatives.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The Technology Advisory Committee will prepare a formal status report on the progress toward the plan goals and the completion of activities and will submit the report and budget recommendation to the Superintendent and the School Board on an annual basis.

Reports at board meetings will be posted online and disseminated to the local community. In addition, administrators, teachers, students, parents and community members will be asked for feedback and comments on technology use through annual surveys, and the results of these surveys will be included in articles posted on district websites and/or distributed in electronic and print newsletters.

Annual Review of Goals Year One: (2014-2015)

Annual Review of Goals Year Two: (2015-2016)

Annual Review of Goals Year Three: (2016-2017)

8. Collaborative Strategies with Adult Literacy Providers

MDUSD is eager to collaborate with adult education and the larger parent community to expand and support adult literacy in MDUSD schools and programs. Staff will work in partnership with community stakeholders to ensure alignment and linkages of resources support the integration and use of technology for our adult learners. As part of the Technology Advisory Committee, parent and community voice will be instrumental in the implementation, modification and monitoring of the 2014 - 2017 Technology Plan. The Assistant Director of Adult Education will serve on the Technology Planning Committee.

MDUSD offers access to computers (laboratories and laptops), projectors, document readers (digital visualizers), and supplemental software programs to the adult literacy programs. These programs tutor MDUSD's most basic adult literacy students. The district regularly provides literacy classes for adults through its Adult Basic Education (ABE) program. In addition, the Family Literacy program provides basic literacy skills-building for adult English learners who have children in TK-12 district schools. These on-going adult education programs leverage technology for the delivery of instruction through direct teaching, supplemental individual self-directed learning activities and ongoing distance learning, expanding opportunities for all students to receive instruction through a blended model.

Project Second Chance (Contra Costa County Libraries) and the Diablo Valley Literacy Council are two of the major adult literacy programs in the MDUSD attendance area. MDUSD has an established, long-standing collaboration with Project Second Chance (affiliated with the Contra Costa County Library) and with the Diablo Valley Literacy Council. Tutors from Project Second Chance work with many of MDUSD's most basic adult literacy students, providing additional one-on-one tutoring of native English-speakers. The Diablo Valley Literacy Council provides additional tutoring support for English learners with the most basic English literacy skills. Facilities and supplies provided by Mt. Diablo Adult Education support this free tutoring service, available to MDUSD's adult literacy students.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

The following overarching goals guide the objectives for sections 3, 4, and 5 and are supported below with research.

- a. Every student will demonstrate growth on the SBAC in ELA and Math.
- b. Every student will pass the CAHSEE and pass Algebra 1 through the implementation of CCSS.
- c. Students proficiency of NETS will be evaluated in 7th and 8th grade along with the implementation of the "Live in the Digital World Program".
- d. Appropriate technology will be used to analyze performance data for curriculum improvement and to report student progress and achievement.
- e. Teachers and administrators will use technology to improve communication with parents/guardians, colleagues and the school community.

- f. Ethical and responsible use of technology systems and electronic resources will be practiced throughout the district.
- g. All teachers will show an increase in their technology proficiencies and basic computer skills, as well as their technology integration into the curriculum as measured by district benchmark assessments that are given every evaluation year.
- h. All teachers will use technology to deliver instruction and enhance student assignments.

The following relevant research was examined and integrated into our plan. The research we selected emphasizes best practices for technology integration in the curriculum and important factors that contribute to successful staff development.

MDUSD's philosophy is that the use of technology should be integrated into the curriculum at all levels in order to improve student achievement. Technology should not be a separate content taught for its own sake. Technology improves student performances when the application directly supports the curriculum objectives being assessed. Alignment of project or lesson content with state content standards and adopted texts is an important first step to infusing technology into the curricula. In addition, MDUSD believes that successful technology integration must be supported by frequent, high-quality professional development offered in a variety of venues.

- [Catching Up--Or Leading the Way? | Video Library | Asia Society](#)
- [RSA Animate - Drive: The surprising truth about what motivates us - YouTube](#)
- [RSA Animate Changing Education Paradigms-Sir Ken Robinson - YouTube](#)
- [The Flipped Classroom, http://flippedlearning.org/site/default.aspx?PageID=1](http://flippedlearning.org/site/default.aspx?PageID=1)
- International Society for Technology in Education, <https://www.iste.org>
- [The Partnership for 21st Century Skills, http://www.p21.org](http://www.p21.org)
- **7 Habits of Highly Effective Tech-Leading Principals** by Jennifer Demski
- **Banning is not the Answer to Mobile and Social Tools in Schools** by David Nagle
- **Why your school should consider a BYOD (Bring Your Own Device) Initiative** TAC DEVELOPED SURVEY Focus on TK-12 magazine
- **One-to-one or BYOD** TAC DEVELOPED SURVEY Focus on TK-12 magazine
- **When it Comes to Technology, Teachers need as much Scaffolding as Students**
- **The 21st Century Classroom** by Pamela Wheaton Shorr
- **Maximizing the Impact: The pivotal role of technology in a 21st century education system** a report sponsored by ISTE, Partnership for 21st Century Skills and SETDA
- **The Daggett System for Effective Instruction – Where Research and Best Practices Meet** by Willard R. Daggett, Ed.D.
- **Common Core State Standards Initiative Classroom Implications for 2014** by Willard R. Daggett, Ed.D, CEO and Susan Gendron, Senior Fellow
- **Preparing Students for Their Technological Future** by Willard R. Daggett, Ed.D.
- **Focused on Learning: Four Critical Questions to Which Every Educator Should Have the Answers** by Ryan, Everett (2011). C&I Tech Journal.
- **Enhancing Student Learning Create profound achievement gains through formative assessments** by Rick Stiggins and Jan Chappuis
- **A Team Approach to Improving Student Learning** by Wilhelm, Terry (2011). Educational Leadership.

- **Work Together but Only if you Want to** by Rick DuFour (2011) *Kappan Magazine*
- **Education on Air** by Google May 2nd 9am-7pm - An education technology conference online and free
- **What Tech in Schools Really Looks Like** by Audrey Watters (2012). *Library Journal*
- **Freeware: SMRecorder**. Create your own "Kahn Academy-sque" lessons
- **Freeware: Anti-Plagiarist**. Free version allows for the scanning of e-copies of student work
- **101 Web 2.0 Tools for Teachers You Should Know About** . Posted by Erik Schreefel. <http://www.goedonline.com>. Mostly freeware/some feeware. One piece of software is essentially a free work-around for 'clickers'.
- **College Comes to High School** By Donna St. George (2012). *Washington Post*.

9b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Mount Diablo Unified School District is always interested in examining ways to deliver curriculum and professional development using new innovative, technology-based tools. The district is committed to increasing course offerings through the use of technology and is examining several distance learning opportunities for students as our bandwidth issues are addressed. Teachers already are taking advantage of online professional development opportunities being streamed through the district and various other providers.

The increase in student technology and instructional technology professional development, in MDUSD, will help prepare students with 21st century skills for college and career.

Students in MDUSD will be given a variety of opportunities for rigorous and relevant learning experiences through Career Integrated Academics (CIA), with a focus on use of technology related to various careers. These CIA options may include career pathways, academies, Career Technical Education courses and sequences, mentorships, and internships all to support students being college and career ready post graduation. Middle school students will participate in the Hands on Technology (HOT) class to support technology literacy and career exploration.

Information Literacy is a key component of a successful educational experience for students. Students will be able to glean information from various online sources, synthesize the information and accurately cite those sources. These skills will be critical for student who will be taking the upcoming SBAC.

Staff will review and draft policy on how online courses can assist students in meeting high school graduation requirements. We will explore computer-based instructional alternative for subjects that do not have sufficient enrollment to offer a traditional course section or for students who need remediation or enrichment.

Furthermore, the Contra Costa County Office of Education is researching development of online courses for students through its Classroom 2.0 program. MDUSD is exploring potential forms of instruction for students who are on Independent Study or who are currently being home-schooled for medical reasons.

Our vision is to provide more online professional development opportunities, including mandatory trainings for district staff. Some online courses are currently being offered to new teachers through our BTSA program. We will continue to examine other possible models of professional development and online tools, including the blended learning model. MDUSD will also look into ways for sharing and collaborating through professional learning communities.

Appendix A-Common Core State Standards MDUSD Survey

Common Core Funding Survey Teacher Comments

2013

Elementary

Professional Development:

- PLC Conferences and training is necessary
- BTSA model for support of veteran teachers for CCSS
- Use expert consultants to train symposium leaders
- Use retired teacher leaders as Mentors
- Coaches should be based at sites to train teachers on instructional technology/21st century skills. Short term teachers on special assignment? Recognizing this is not long term funding – use this opportunity to build site teacher capacity through P.D. & modeling at sites.
- Everyone needs to get same message.
- Follow BTSA model for all teachers.
- All teachers despise the trainer of trainer model at my school (Mt. Diablo Elem)
- Principals have established a bond/respect for/with their teachers. Empowering us as principals as “knowledgeable” of CC teaching symposium it may be received better by our teacher population.
- Let sites have some individual choice in choosing topics for Staff Development Day
- Marzano
- There is a need to ensure all sites have the same access to quality PD.
- Time/Funds to be able to release teachers to work together – ie. Staff development days.
- Teacher coaches (peer observation is very important
- If principals are instructional leaders, we need to have the knowledge and expertise.
- Coaches who actually work with teachers/grade levels/staffs directly.

- Consider a model classroom (or more than 1) to use for teacher visits.
- Need PLC training. I hear this transforms a school in a significant way.

Technology:

- Measure C may help some of this, however tech support throughout the week is critical for all the hardwire, glitches and necessary 1:1 training to get teachers better prepared and proficient with all aspects of digital tools (how they connect, trouble-shooting, etc.)
- Technicians must be highly skilled to follow a specific protocol – so future techs don't have to figure out what was done previously. Online learning – not with a focus on making it “easier”/less rigorous, but with a focus on greater access to learning.
- If we want students to use mobile devices, get them into hands of teachers and get professional development on using them to build rigorous lessons. (tablets w/o professional developments lead to ineffective classroom practices.)
- This area must be addressed in order for us to fully implement Common Core. This is an area of need in MDUSD!!
- Infrastructure has a low priority because Measure C has taken care of this.
- Our student computer lab is being installed and it looks great! Thank you!!
- High need to our site (Woodside)
- Need staff to maintain equipment at sites (never mind you just clarified)

Instructional Materials

- Textbook adoption and supplemental materials should be a menu choice, and not a Single Adoption.
- High need for non-bilingual ELD materials
- Many teachers concerned about math texts/materials aligned to common core.
- Some districts are experimenting with e-readers. The cost up front is more, but downloads are far less than buying traditional texts.
- Supplemental materials – depending on what they are. My fear is that new textbooks/supplemental materials will simply replace old textbooks and workbooks.
- I think with a good adoption we will get all the necessary tools – I don't think enough teachers, right now have the time and/or knowledge of building a program with supplemental materials alone.
- Bilingual materials not a need at our site.

Middle School Comments

Professional Development

- Teacher paid Common Core Site Coordinator
- As we move our staff forward in Common Core and the technology that is needed to support instruction, all too often site staff may not have the personnel with the capacity to train others. Luckily, I do.
- Prefer PD in small groups at sites vs large meetings in central locations.

Technology

- Licenses: Lexia, English 3D, Catch-up Math
- Teacher paid technology coordinator – expansion of TIL position
- Increasing access and efficiency to technology levels the playing field for our Wildcats. This is an issue of equity.
- Site support to enable teachers to use tech daily for instruction is 1st priority – this best preps students for assessments.

Instructional Materials

- Textbook adoption only if the product has been updated to Common Core and approved by teachers (piloted). Also compared to other state adoptions and reviewed.
- ELA textbooks are 14 years old – not only out of date regarding Common Core, but being held together with duct tape, and I believe, out of print for replacement.
- Can new ELA texts be adopted in digital form?
- Our infrastructure is really lacking. New textbooks, devices and digital tools will do no good unless we have the technical infrastructure to handle what we are expecting of teachers.

High School Comments

Technology

- We need tech support!

Instructional Materials

- Common Core programs such as Model United Nations that implement the common core with fidelity across the curriculum. Our own district wide MUN conference with all World History students would be amazing!
- We should move to a digital world.

No comments from Alt. Ed.

CCSS Principal Survey

Elementary's Responses

| Professional Development | High | Moderate | Low | No Opinion | No answer |
|---|-------------|-----------------|------------|-------------------|------------------|
| Staff Development Day | 25 | 2 | | | 1 |
| Conferences (e.g.PLC, CCSS) | 12 | 11 | 5 | | |
| Instructinal Coaches - district wide | 11 | 9 | 8 | | |
| Release period at secondary | | 2 | 3 | 20 | 3 |
| Summer Learning Academy | 14 | 10 | 4 | | |
| Saturday Learning Academy | 6 | 11 | 10 | 1 | |
| Teacher leaders | 9 | 12 | 5 | 2 | |
| Trainer of trainers model for PD | 4 | 8 | 16 | | |
| Expert consultants, content area experts | 15 | 10 | 3 | | |
| Common Core Coordinator | 10 | 6 | 10 | | 2 |
| Instructinal Technology Training | 24 | 3 | | 1 | |
| Symposium model | 15 | 6 | 1 | 1 | 5 |
| | | | | | |
| Technology | High | Moderate | Low | No Opinion | |
| Technicians (short-term) | 19 | 9 | | | |
| Infrastructure (e.g. bandwidth, wireless | 25 | 1 | 2 | | |
| Computers & mobile devices - students | 25 | 3 | | | |
| Computers & mobile devices - teachers | 21 | 6 | 1 | | |
| Other hardware (e.g. projectors, printers | 15 | 11 | 2 | | |
| Software, apps, licenses | 17 | 11 | | | |
| Online learning pilots | 8 | 14 | 2 | 3 | 1 |
| | | | | | |
| Instructional Materials | High | Moderate | Low | No Opinion | |
| Textbook adoption | 10 | 7 | 7 | 4 | |
| Supplemental materials | 18 | 8 | | 2 | |
| Non-fiction books | 21 | 6 | | 1 | |
| Digital materials | 23 | 4 | | 1 | |
| Bilingual materials | 10 | 7 | 9 | 3 | |

Middle School's Responses

| Professional Development | High | Moderate | Low | No Opinion | No Answer |
|--------------------------------------|-------------|-----------------|------------|-------------------|------------------|
| Staff Development Day | 6 | 3 | | | |
| Conferences (e.g.PLC, CCSS) | 1 | 7 | 1 | | |
| Instructinal Coaches - district wide | 4 | 4 | 1 | | |
| Release period at secondary | 3 | 5 | | | 1 |
| Summer Learning Academy | 3 | 5 | 1 | | |
| Saturday Learning Academy | 2 | 5 | 2 | | |
| Teacher leaders | 3 | 6 | | | |
| Trainer of trainers model for PD | 3 | 5 | 1 | | |

| | | | | | |
|--|-------------|-----------------|------------|-------------------|---|
| Expert consultants, content area experts | 5 | 4 | | | |
| Common Core Coordinator | 2 | 6 | | | 1 |
| Instructional Technology Training | 9 | | | | |
| | | | | | |
| Technology | High | Moderate | Low | No Opinion | |
| Technicians (short-term) | 8 | 1 | | | |
| Infrastructure (e.g. bandwidth, wireless) | 9 | | | | |
| Computers & mobile devices - students | 5 | 4 | 1 | | |
| Computers & mobile devices - teachers | 7 | 2 | | | |
| Other hardware (e.g. projectors, printers) | 2 | 5 | 2 | | |
| Software, apps, licenses | 3 | 4 | 1 | | |
| Online learning pilots | 2 | 2 | 2 | 3 | |
| | | | | | |
| Instructional Materials | High | Moderate | Low | No Opinion | |
| Textbook adoption | 5 | 1 | 2 | | |
| Supplemental materials | 6 | 3 | | | |
| Non-fiction books | 5 | 3 | 1 | | |
| Digital materials | 4 | 5 | | | |
| Bilingual materials | 2 | 5 | 2 | | |

Comprehensive High School's Responses

| | | | | | |
|--|-------------|-----------------|------------|-------------------|--|
| Professional Development | High | Moderate | Low | No Opinion | |
| Staff Development Day | 2 | 3 | | | |
| Conferences (e.g. PLC, CCSS) | 2 | 1 | 2 | | |
| Instructinal Coaches - district wide | 1 | 1 | 3 | | |
| Release period at secondary | 2 | 2 | 1 | | |
| Summer Learning Academy | 1 | 2 | 2 | | |
| Saturday Learning Academy | 1 | 2 | 2 | | |
| Teacher leaders | 2 | 3 | | | |
| Trainer of trainers model for PD | | 3 | 2 | | |
| Expert consultants, content area experts | 1 | 3 | 1 | | |
| Common Core Coordinator | 2 | | 3 | | |
| Instructinal Technology Training | 5 | | | | |
| | | | | | |
| Technology | High | Moderate | Low | No Opinion | |
| Technicians (short-term) | 5 | | | | |
| Infrastructure (e.g. bandwidth, wireless) | 5 | | | | |
| Computers & mobile devices - students | 3 | 1 | 1 | | |
| Computers & mobile devices - teachers | 3 | 2 | | | |
| Other hardware (e.g. projectors, printers) | 3 | 1 | 1 | | |
| Software, apps, licenses | 2 | 2 | 1 | | |
| Online learning pilots | 1 | 2 | 2 | | |
| | | | | | |
| Instructional Materials | High | Moderate | Low | No Opinion | |

| | | | | | |
|------------------------|---|---|---|--|--|
| Textbook adoption | 2 | 1 | 2 | | |
| Supplemental materials | 2 | 1 | 2 | | |
| Non-fiction books | 2 | 2 | 1 | | |
| Digital materials | 3 | 2 | | | |
| Bilingual materials | 4 | | 1 | | |

| Alternative Education's Responses | | | | | |
|---|-------------|-----------------|------------|-------------------|------------------|
| Professional Development | High | Moderate | Low | No Opinion | No Answer |
| Staff Development Day | 1 | 1 | | | |
| Conferences (e.g.PLC, CCSS) | 1 | 1 | | | |
| Instructinal Coaches - district wide | | 1 | 1 | | |
| Release period at secondary | 1 | 1 | | | |
| Summer Learning Academy | 1 | | 1 | | |
| Saturday Learning Academy | 1 | | 1 | | |
| Teacher leaders | 1 | | 1 | | |
| Trainer of trainers model for PD | 1 | 1 | | | |
| Expert consultants, content area experts | 1 | | 1 | | |
| Common Core Coordinator | 1 | 1 | | | |
| Instructinal Technology Training | 2 | | | | |
| | | | | | |
| Technology | High | Moderate | Low | No Opinion | |
| Technicians (short-term) | 2 | | | | |
| Infrastructure (e.g. bandwidth, wireless | 2 | | | | |
| Computers & mobile devices - students | 1 | 1 | | | |
| Computers & mobile devices - teachers | 1 | 1 | | | |
| Other hardware (e.g. projectors, printers | | 2 | | | |
| Software, apps, licenses | 1 | 1 | | | |
| Online learning pilots | | 1 | | | |
| | | | | | |
| Instructional Materials | High | Moderate | Low | No Opinion | |
| Textbook adoption | | 1 | 1 | | |
| Supplemental materials | 1 | 1 | | | |
| Non-fiction books | | 1 | 1 | | |
| Digital materials | 1 | 1 | | | |
| Bilingual materials | 1 | 1 | | | |

| | High Total | Moderate Total | Low Total | No Opin Total | No Answer |
|---------------------------------|-------------------|-----------------------|------------------|----------------------|------------------|
| Professional Development | | | | | |
| Staff Development Day | 34 | 9 | 0 | 0 | 1 |
| Conferences (e.g.PLC, CCSS) | 16 | 20 | 8 | 0 | 0 |

| | | | | | |
|---|----|----|----|----|---|
| Instructinal Coaches - district wide | 16 | 15 | 13 | 0 | 0 |
| Release period at secondary | 6 | 10 | 4 | 20 | 4 |
| Summer Learning Academy | 19 | 17 | 8 | 0 | 0 |
| Saturday Learning Academy | 10 | 18 | 15 | 1 | 0 |
| Teacher leaders | 15 | 21 | 6 | 2 | 0 |
| Trainer of trainers model for PD | 8 | 17 | 19 | 0 | 0 |
| Expert consultants, content area experts | 22 | 17 | 5 | 0 | 0 |
| Common Core Coordinator | 15 | 13 | 13 | 0 | 3 |
| Instructinal Technology Training | 40 | 3 | 0 | 1 | 0 |
| Symposium model | 15 | 6 | 1 | 1 | 5 |
| | | | | | |
| Technology | | | | | |
| Technicians (short-term) | 35 | 9 | 0 | 0 | 0 |
| Infrastructure (e.g. bandwidth, wireless | 34 | 7 | 4 | 0 | 0 |
| Computers & mobile devices - students | 36 | 8 | 0 | 0 | 0 |
| Computers & mobile devices - teachers | 26 | 14 | 4 | 0 | 0 |
| Other hardware (e.g. projectors, printers | 21 | 18 | 4 | 0 | 0 |
| Software, apps, licenses | 20 | 16 | 4 | 3 | 0 |
| Online learning pilots | 8 | 14 | 2 | 3 | 1 |
| | | | | | |
| Instructional Materials | | | | | |
| Textbook adoption | 19 | 12 | 9 | 4 | 0 |
| Supplemental materials | 25 | 14 | 3 | 2 | 0 |
| Non-fiction books | 29 | 14 | 0 | 1 | 0 |
| Digital materials | 30 | 10 | 3 | 1 | 0 |
| Bilingual materials | 10 | 7 | 9 | 3 | 0 |

**Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)**

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

| 1. PLAN DURATION CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
|---------------------------------------|--------------------------------------|--|--|
|---------------------------------------|--------------------------------------|--|--|

| | | | |
|---|--|---|---|
| The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year) | Will be confirmed after MDUSD Board of Education Information item review | | |
| 2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process. | Will be confirmed after MDUSD Board of Education Information item review | | |
| 3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | Will be confirmed after MDUSD Board of Education Information item review | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers. | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |

| | | | |
|--|--|--|---|
| b. Description of the district's current use of hardware and software to support teaching and learning. | Will be confirmed after MDUSD Board of Education Information item review | The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum). | The plan cites district policy regarding use of technology, but provides no information about its actual use. |
| c. Summary of the district's curricular goals that are supported by this tech plan. | | The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s). | The plan does not summarize district curricular goals. |
| d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals. | Will be confirmed after MDUSD Board of Education Information item review | The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. |
| e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace. | Will be confirmed after MDUSD Board of Education Information item review | The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills. | The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals. |

| | | | |
|---|---|---|--|
| <p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p> | <p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p> |
| <p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p> | <p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p> |
| <p>h. Description of our goals about the district policy or practices that ensure equitable technology access for all students.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p> | <p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |

| | | | |
|--|---|--|---|
| <p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p> |
| <p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |

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| <p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p> | <p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p> |
| <p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p> | <p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p> |
| <p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p> |
| <p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |

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| <p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p> | <p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p> |
| <p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p> | <p>The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p> |
| <p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p> | <p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p> |

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| d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities. | Will be confirmed after MDUSD Board of Education Information item review | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D) | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| a. List established and potential funding sources. | Will be confirmed after MDUSD Board of Education Information item review | The plan clearly describes resources that are available or could be obtained to implement the plan. | Resources to implement the plan are not clearly identified or are so general as to be useless. |
| b. Estimate annual implementation costs for the term of the plan. | Will be confirmed after MDUSD Board of Education Information item review | Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan. | Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed. |
| c. Describe the district's replacement policy for obsolete equipment. | Will be confirmed after MDUSD Board of Education Information item review | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components. | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented. |

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| d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary. | | The monitoring process, roles, and responsibilities are described in sufficient detail. | The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected. |
| 7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning. | Will be confirmed after MDUSD Board of Education Information item review | The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success. | No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing. |
| b. Schedule for evaluating the effect of plan implementation. | Will be confirmed after MDUSD Board of Education Information item review | Evaluation timeline is specific and realistic. | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan. |
| c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders. | Will be confirmed after MDUSD Board of Education Information item review | The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. |

| 8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
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| If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.) | Will be confirmed after MDUSD Board of Education Information item review | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |
| 9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D). | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
| a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals. | Will be confirmed after MDUSD Board of Education Information item review | The plan describes the relevant research behind the plan's design for strategies and/or methods selected. | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |

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| <p>b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p> | <p>Will be confirmed after MDUSD Board of Education Information item review</p> | <p>The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p> | <p>There is no plan to use technology to extend or supplement the district's curriculum offerings.</p> |
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**Appendix J - Technology Plan Contact Information
(Required)**

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 07 - 61754

School Code (Direct-funded charters only): _____

LEA Name: Mt. Diablo Unified

*Salutation: Ms.

*First Name: Stephanie

*Last Name: Roberts

*Job Title: Director of Development

*Address: 1936 Carlotta Dr.

*City: Concord

*Zip Code: 94519-1358

*Telephone: 925-682-8000 Ext: 6201

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*E-mail: robertss@mdusd.org

Please provide backup contact information.

1st Backup Name: Joshua Wittman

E-mail: wittmanj@mdusd.org

2nd Backup Name: Ann Tirrell

E-mail: tirrella@mdusd.org

* Required information in the ETPRS