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THREE YEAR TECHNOLOGY PLAN 2016-2019

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DISTRICT MISSION STATEMENT

The purpose of education is to prepare students to be productive members of society and instill compassion towards fellow citizens. Technology is a tool that expands our instructional repertoire. However, much more than just a means to an end; technology-based skills are a requisite for success in today’s society. It is the vision of Richfield Springs Central School District that students be engaged in a stimulating academic environment and a challenging curriculum that is student-centered and focused on Inquiry-based learning. This learning process will frequently incorporate technology-based solutions.

Students, parents, and educators will use communication and information technologies to enhance and expand the traditional role of education in the Richfield Springs School District. We look towards technology as a tool to not only improve life within our local community but as a way to be better informed and become contributing members of the larger national and world community.

EDUCATIONAL TECHNOLOGY MISSION STATEMENT

To meet the requirements set forth by state and federal agencies, in addition to the instructional technology mission statement, the Richfield Springs Central School District will provide dynamic technologies, which empower all students to learn and augment student academic achievement. This would include preparing our students to be life-long learners who are responsible citizens prepared to enter the technological society of today and prepare them for tomorrow. The implementation of this mission statement is based on the following philosophies and beliefs:

- Empower students and employees by embedding the use of technology into the daily teaching and learning process
- Address all differentiated instructional needs of all students through the utilization of technology
- Reinforce the use of technology to motivate and inspire students to learn
- Prepare students with the skills to become digitally literate with technology systems
- Preparing our students to be life-long learners who are responsible citizens prepared to enter the global society
- Provide dynamic technologies that compliments the needs of both the learner and curriculum
- Assure that all students, faculty and staff will be provided with and have equal access to minimum standards of hardware and software
To ensure the success of the Instructional Technology Plan, the District uses the District Mission Statement along with: the New York State Learning Standards, the No Child Left Behind Act (NCLB), International Society for Technology in Education (ISTE) National Education Technology Standards for Students (NETS-S), Partnership for 21st Century Skills, SAMR pedagogical model and the Child Internet Protection Act (CIPA) as guiding principals.

**PURPOSE OF THE EDUCATIONAL TECHNOLOGY PLAN**

The intent of the instructional technology plan is to meet the instructional needs of students and develop strong computer research skills, collaboration and communication practices. The instructional technology plan also reflects the district’s mission statement and goals within the following outline:

- Reinforces technology integration into the pedagogical practices across all grade levels
- Recognizes professional development needs to equip faculty and therefore augment student learning
- Reflects technical skills that ensures student success in both pre and post graduation
- Identifies potential emerging technologies as they apply to current pedagogical practices
- Develop an ongoing replacement plan to renew aged and expired equipment within budgetary and logistical considerations
- Establish a lifecycle replacement and renewal plan for hardware, software and related infrastructure components

**REQUIREMENTS FOR EFFECTIVE IMPLEMENTATION OF DISTRICT TECHNOLOGY**

As updates and advancements in technology continue to become accelerated in development and deployment, the repercussions they have upon existing devices and classroom utilizations are equal in parallel. The district needs to be responsive to these changes in both proactive and preventative measures.

The district is then committed to:

- **Shared Vision:** Technology Leadership Team members will serve as proactive leaders in the development of a shared vision for the implementation of educational technology among all education stakeholders.
- **Empowered Leaders:** Technology Leadership Team members are vested stakeholders that will be empowered to become change agents in defining what authentic learning looks like across the district.
- **Strategic Planning and Implementation:** Technology Leadership Team members will cooperatively and collaboratively develop annual goals and a systemic plan for educational technology implementation. This plan
will be closely aligned to the shared vision for school effectiveness and student learning (ISTE) through the infusion of Information and Communication Technologies (ICT) and digital learning resources.

• Planning for Consistent and Adequate Funding: Technology Leadership Team members will explore options of existing and potential funding sources to sustain technology purchases, training and infrastructure.

• Technical Literacy Skills: Technology Leadership Team members will ensure that stakeholders are provided with opportunities to become proficient in the selection of and effective use of appropriate technology resources.

• Ongoing Professional Development: Technology Leadership Team members will promote and practice of continual technology-related professional development opportunities with the expectation of dedicated time to practice and share ideas.

• Technical Support: Technology Leadership Team members will communicate the needs for consistent and reliable assistance for maintaining, renewing, and using existing and emerging technologies and digital learning resources.

• Curriculum Frameworks: Technology Leadership Team members will reinforce curricular content standards and related digital curriculum resources will be aligned to support 21st century skills.

• Student-Centered Learning: Technology Leadership Team members will support curricular planning, teaching, and assessment will be centered around the needs and abilities of students.

• Assessment and Evaluation: Technology Leadership Team members will reinforce that curricular content will be continuously assessed with the integration of both learning and for learning, and evaluation of the use of digital resources.

• Engaged Communities: Technology Leadership Team members will foster partnerships and collaboration with professional communities to support the use of and digital learning resources.

• District and External Policies: Technology Leadership Team members will reinforce district policies, financial plans, accountability measures, and incentive structures will reflect the support and use of other digital resources for learning and in district school operations.

• External Policies, Initiatives and Regulations: Technology Leadership Team members will reinforce policies, initiatives and regulations at the national, regional, and local levels to support schools and teacher preparation programs with the effective implementation of technology for achieving curriculum and learning technology standards.
The Technology Leadership Team serves as K-12 cohesive group at Richfield Springs Central School District. The team meets on a monthly basis, throughout the academic year. The Technology Leadership Team contains member representation from each grade and department, in addition to district administration. The objective of the district Technology Leadership Team is to address the educational technology needs of the district as a whole. District objectives and goals would include: the vision and future direction of technology in terms of purchasing, utilization and pedagogical design.

Goals are developed on an annual basis through a needs analysis. Input for goal development is gathered in both formal and informal processes. Goals are distinguished and differentiated from news and are then assessed against the district mission and technology plan.

The current state of technology at Richfield Springs Central School District is reflective of past budgetary allocations and prioritization. The overall technology budget has not seen an increase nor decrease in several years. This is due to the Mixter funds (from a former RSCS teacher) being able to both fund and sustain the 1:1 laptop program. As a result, the district has obtained a multitude of classroom technologies which include Macbook laptops, iPad tablets and projection systems. All student and staff laptop computers are all running the same consistent Macintosh operating system. This fosters a technical operation system consistency to ensure consistent learning experiences. In addition, the network infrastructure has been an area of focus which has lead to a consistent pattern of periodic upgrades and expansion in both the wired and wireless network, in order to augment the 1:1 laptop initiative.

The district is currently being supported by three staff members; Bill Drummond - Network Coordinator, Jim LaVere - Assistant Network Coordinator and Heather Shaffer - Technology Integration Specialist. All three team members work collaboratively on all supported district technologies. Granted each of the three roles are distinct from the other, yet all three serve as a backup for the other.
FUTURE DIRECTION FOR DISTRICT TECHNOLOGY

HARDWARE
Conceptually the understanding of computer hardware consisted of a tower, display, keyboard and mouse. While these characteristics still remain, their convergence into a single form factor has been manifested in laptops and streamlined desktops such as the iMac. The need for these units is dependent upon the intended outcomes of the user. Desktops will be utilized in specific spaces that call for their use such as offices and lab spaces. However, portable and mobile units will continue to be the primary tool for student use in classrooms and specific settings. This would include both laptop scenarios that involve the device being assigned to one individual in addition to a shared cart. At this time the technology team intends to support the macintosh OS for both staff and students alike. The abilities of both the hardware, operating system and related software still compliment the learning needs of our students and staff.

SOFTWARE
Software subscriptions, specialized titles and onboard platform specific applications need to be identified and communicated as available toolsets. Standard software sets also need to be identified as such and adopted as universal production tools. Application collections such as Microsoft Office, Apple’s iWork and iLife suites have been a standard set of production applications for a variety of outcomes. Web browsers such as Safari, Firefox and Chrome have all been identified as supported options. However, with the rapid-fire development and deployment of browser updates, it is difficult to maintain a consistent level of software versioning and compatibility particularly with online tools. In addition, software licensing costs are increasing as the needs for computer technology increases.

The district has adopted the Google apps for Education or “GAFE” to be utilized by students and staff. Google apps for Education provides universal access to web served on all district devices. All Google apps inherently encourage collaboration within their cloud-based services. As Google continues to improve and develop new Google apps for Education products, all standard feature sets and functionality will be included.

USER AUTHENTICATION AND SYSTEM SOFTWARE
The district currently utilizes Open Directory for user authentication on all district computers. However the technology team is exploring other options in which to leverage more enterprise level tools. Technology trends point to Apple reducing support for open directory with an emphasis upon Profile Manager as the replacement system. The technology team has already begun utilizing FileWave in conjunction with Apple’s Open Directory authentication system. With that said, the technology department recommends that Richfield Springs Central School District beings moving forward with Profile Manager within the coming year and phase out Open Directory.
LEARNING SPACES
All classrooms, including labs and shared learning spaces need to be updated. All classrooms are currently outfitted with projectors to display learning materials. Some advancements have been made with interactive protectors which no longer require a physical board. Some current units require the use of a proprietary wand or pen to enable the touch interaction feature. However there are new wireless projection systems that are just coming onto the market which accommodate users on a wireless network to connect to the projector regardless of operating system. Learning spaces need to be outfitted with updated technology and configurations which allow adaptability to classroom differentiated activities.

MOBILITY
The ubiquitous presence of mobile devices is undeniably the most commonly utilized device among students and staff. The district needs to embrace their presence and seek additional ways to harness the abilities of these devices and incorporate them into both policy and practice. This will require an overhaul of current policy language and inclusion of both personal and institutionally owned devices. By providing opportunities for students and staff to utilize devices both privately and institutionally owned will address issues in equity and access. Faculty are encouraged to implement iPads into their instruction as a means to augment current teaching and learning, in addition to providing additional learning opportunities for students to utilize current and future technologies. The district needs to encourage student utilization by modeling best practices in order to produce effective instruction with relevant tools. Classrooms need to be outfitted with displays capable to communicating content from mobile devices in support of the educational goals associated with the district and technology mission statements.

PRINTING
In regards to printing across the district, the district has adopted a centralized printing model, in partnership with a local digital printing supplier. All printer models have been standardized to one printer model in the classroom spaces. This results in simplifying ordering supplies and all consumable parts will be interchangeable. This change will result in a reduction of available printers within the district, and place a single printer within each grade level in the elementary and department at the grade 7-12 levels and lab spaces. In isolated cases, the need for office printing will need to occur in classrooms such as printing confidential student and staff information. All bulk printing will need to occur at the building copiers. Color printing will be restricted to office spaces and specialized lab location. Printing from mobile devices also needs to be incorporated into the existing infrastructure. By acquiring xPrintServer devices and integrating them into network switches, mobile device printing will be available for all users.

PROFESSIONAL DEVELOPMENT
Faculty needs to be seen as knowledgeable practitioners and positive models of technology utilization. With many new changes in policy and regulations the district needs to account for these needs in relation to the content, curriculum and the students they serve. Faculty need to be provided with training options in multiple formats, and
have time allocated during the academic calendar for training. Many opportunities currently exist with the Model Schools Program provided by Mohawk Regional Information Center (MORIC), the Teacher Center trainings provided by Herkimer Board of Cooperative Educational Services (BOCES) and other specialized content area groups and specialists. Idea sharing and collaborations need to be encouraged across the curriculum and the district. By utilizing mobile and portable devices, and leveraging Google Apps for Education (GAFE) and (distance learning tools) the district broadens student learning experiences and offer diverse learning opportunities that prepare them for a greater success. All faculty members need to feel confident and comfortable with these tools in order to augment the existing curriculum to reflect these updates.

COMMUNITY ACCESS
The district wireless network infrastructure is up-to-date and all building spaces are provided with wireless internet service. Access to the wireless network is available for all district students and staff. Recently, the district was has made wireless access available to community members within the building, by guest access. Community members are free to utilize the wireless internet with the understanding that all web content is filtered and user individual access can be suspended for any infractions spelled out within the Acceptable Use Policy (AUP). In order for community members to access the district’s guest wireless, they need to login with their name and email, and click ht checkbox indicating that they agree to the required terms and agreements for wireless access.

GOOGLE APPS FOR EDUCATION – GAFE

As of September 2013, Richfield Springs Central School District signed up for Google Apps for Education (GAFE). Google Apps for Education (GAFE) (http://www.google.com/enterprise/apps/education/) is a free web-based platform in which students, faculty and staff can communicate and collaborate both during and outside of school hours. In addition to Gmail, the Google app suite is equivalent to office, but is stored online through Google Drive. Documents, presentations, and spreadsheets that are created in Drive can be shared to other users with either limited or unlimited editing access. There are no costs associated with Google Apps for Education, which allows available funding to be utilized elsewhere. All district email was migrated from Novell’s Groupwise to Gmail. The district is currently utilizing Gaggle as an email archiving service to be compliant with FOIL.

All district users do not have a restricted cap with storage space in Drive. However, the district or “Domain” was initially limited to 100 GB. If files are created or generated within the Google Drive space, the associated file size does not count against the 100 GB. If files are created outside and uploaded into Drive, their file sizes will count against the 100 GB. (i.e. Word, PDF, Jpeg, MP3, etc). However changes in GAFE has removed the file space limitation, granting unlimited space allocations for education.

Moving forward, the Technology Leadership Team views the district using the Google Apps for Education platform as a standard suite of applications and file storage throughout their academic career at Richfield Springs Central School District. Since Google Apps for Education is a web based suite of applications, it makes no difference what
device or platform is used to access it. The move to Google Apps for Education is a shift not only in file access and workflow, but a shift in the mindset of how the district creates, communicates and collaborates with one another in regards to content.

TECHNOLOGY REPLACEMENT LIFECYCLE PLAN

All district technology is to be replaced in a logistical and consistent manner. In regards to annual budgetary allotments and logistical constraints for equipment installation and deployment. As a standard, all district technology will refresh all student and staff laptops and desktops on a three year cycle. Student 1:1 laptops refresh groups will impact grades 7-9 and 10-12. At the end of the third year of service, devices will be distributed to elementary classes, grades 4-6. Staff laptops and desktops will also be refreshed every three years. Through the wave or staggered installation method, equipment can be received, configured and installed with minimal disruption to the educational process. However in the cases of printers and other peripheral equipment, these items can be folded into a yearly plan due to lower cost and need for consistency. All printers, projectors and peripheral equipment need to be replaced every three years. All projection and interactive units need to be replaced every three-five years.

DISTRICT IMPLEMENTATION GOALS

Goal 1: Assess Current Technology Integration and Pedagogical Practices

The Richfield Springs Central School district is unique in it's technology utilization. The ubiquitous presence of technology is synonymous with it's utilization. What is missing however is the assessment of technology’s impact upon the learner, in addition to gauging how technology has impacted both the learner and teacher with the aim towards transformative learning.

Action Steps:

- Conduct an in-depth analysis of current technology utilization in contrast to learning outcomes, using Bright Bytes (a data collection tool which analyzes technology integration within education).
- Distill findings of Bright Bytes assessment and share with stakeholders.
- Introduce SAMR model to staff and Technology Leadership Team. (See SAMR section)
- Co-develop a strategy to apply SAMR model with Technology Leadership Team and determine implementation plan.

Goal 2: Enhance Faculty Technology Skills

After providing staff with a SAMR implementation plan, support will be needed to these technologies into pedagogical applications. Training needs will need to be identified, developed, and delivered to reinforce the SAMR
model pedagogical shift. All trainings be focused upon 21st Century Skills (see 21st Century Skills section) and Bright Bytes analysis findings. Providing training opportunities will foster the need for curricular development in which to apply these new tools in meaningful ways. The district needs to partner with Mohawk Regional Information Center (MORIC) and communicate our needs and upcoming Model Schools Program trainings and workshops.

Action Steps:
- Conduct a technical integration and pedagogical analysis using Bright Bytes.
- Analyze findings and a plan to address any gaps to augment current practices with a lens towards transformative learning.
- Identify training topics and develop trainings for paraprofessional development.
- Schedule trainings and staff development days for upcoming school year(s).

Goal 3: Update Existing Technology Policies

As technology continues to become more integral in the delivery, assessment and communication of the educational process, the policies which outline and govern the use of technology needs to be examined and updated as needed. Technology is a dynamic and amorphous necessity. The needs, which currently exist, will not be the same in the future. Our policies need to clearly outline expectations of use, but also be flexible enough to adapt and incorporate new technologies.

Action Steps:
- Review current policies as they apply directly to the learning process.
- Revise and draft policy revisions for board of education approval.
- Once board of education approved, communicate these changes to all stakeholders and what they mean moving forward.

SAMR Pedagogical Model

"Technology gives us power, but it does not and cannot tell us how to use that power. Thanks to technology, we can instantly communicate across the world, but it still doesn’t help us know what to say.” – Jonathan Sacks

The SAMR pedagogical model was developed by Dr. Ruben R. Puentedura. The SAMR model is composed of four stages or "levels" which define the stage of augmented learning with technology. The goal behind this model is to refine current pedagogical practices to higher order levels of transformative learning. (Figure 1. SAMR Model: Puentedura).
Beginning with the two levels of enhancement; Substitution is the foundational level and can be compared to filling a form out electronically versus completing a handout. Augmentation could be compared to using an electric or software brush in a painting program versus a physical brush and paint. Moving onto the second two level of transformation; Modification would mean that the workflow for a specific process is redesigned to meet an objective. An example of modification might be using a non-linear digital video editor with animation and streaming features versus manually cutting film and running on a projector. The final stage of the SAMR model is Redefinition which not only changes the workflow, but is directly tied to outcomes in both the project and what the learner takes away from the experience. Ultimately the goal of SAMR is to take current pedagogical practices to a level of redefinition in the sense that teaching and learning are not static, but enriched and meaningful through technology. (Figure 2. SAMR Model/Ven Diagram: Puantedura).

In contrast to Bloom’s taxonomy, the SAMR model both compliments and provides a scaffold for the transformative learning process. (Figure 3. SAMR/Blooms Taxonomy Model: Puantedura). As the pedagogical practice is being redefined in conjunction with technology, so does the learning outcomes for the learner. Both the process of learning and learning outcomes shift from recall to more personalized and meaningful levels as the learning becomes more intimately involved with the process.

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**Figure 1. SAMR Model: Puantedura**

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**Date of Modification: 11/5/15**
Figure 2. SAMR Model/Ven Diagram: Puenteura

Figure 3. SAMR/Blooms Taxonomy Model: Puenteura
STUDENT CENTERED LEARNING

Student-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills. (Dr. Richard Felder,)

The following diagram is designed to focus district instructional technology around the student.
**Leadership** - Modeling both the expectation and practice needs to start at the top. District administration needs to be united and consistent in their utilization and promotion of technology. Technology utilization would include but not be limited to: communication, collaboration, presentation and a productivity tool. Leadership in this case is action relative to position, regardless of building assignment.

**Technology-Rich Curriculum** - Technology utilization within the curriculum needs to be transparent. Technology should not replace classroom instruction, but augment what currently occurs and foster ways in which to deepen student learning and engagement. Curriculum should not be written around a specific tool, but should incorporate the abilities that each tool offers to meet a set of learning goals. As technology continues to advance, the curriculum is not limited to or hindered by a specific technology.

**Quality Access to Technology** - Students should not be taken to a location to have access technology. Technology is not a destination, but rather a means in which users are able to perform specific tasks, create content and collaborate on projects. Technology should be readily available within classrooms in addition to specific labs, mobile carts and assigned devices. All technology access and activities need to be driven and facilitated by the classroom teacher. Through a embedded technology-rich curriculum, students will be provided with activities utilizing technology to enhance learning and reinforce 21st centrality skills.

**Technology Proficient Teacher** - Having a technically proficient faculty is essential to the success of an educational institution. Faculty needs to be confident with the tools readily available and need opportunities to grow professionally. Students are naturally drawn to technology; the district needs to provide support in regards to professional development opportunities both within and outside of the district. By providing consistent and diverse training opportunities, faculty will readily incorporate technology into the everyday classroom practices and curriculum.

**Evaluation** - As new technologies become available, the district needs to be cognizant of the opportunities and challenges they present in education. Both the building and district Technology Leadership Teams need to identify new technologies and develop an evaluation system in which the district could look at incorporating. Currently utilized tools need to be evaluated in terms of their effectiveness. In addition, if current toolsets are not deemed effective for either classroom or budgetary concerns, alternative solutions need to be identified and tested.

**Funding** - As faculty and curriculum become more dependent upon technology, the district needs to maintain a stable level of support and reinforce a lifecycle replacement plan. Securing technology for current and projected needs are projected to increase as classroom utilizations continue to augment current practices.
21ST CENTURY **SKILLS**

**Learning and Innovation Skills**
Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

**Information, Media and Technology Skills**
Our culture today lives in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

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Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

• Flexibility and Adaptability
• Initiative and Self-Direction
• Social and Cross-Cultural Skills
• Productivity and Accountability
• Leadership and Responsibility

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

• Global Awareness
• Financial, Economic, Business and Entrepreneurial Literacy
• Civic Literacy
• Health Literacy
• Environmental Literacy
FACULTY PROFESSIONAL DEVELOPMENT PLAN

Diverse and effective professional development opportunities for faculty and staff need to be continually offered. Offerings are currently available by both internal and external stakeholders. Members of the Technology Leadership Team have developed specific trainings to meet the needs of the Richfield Springs Central School District community. Members of the Model Schools team from Mohawk Regional Information Center (MORIC) have also provided both in-person and virtual training sessions. All trainings have occurred during the school day, after school, superintendents days and over summer break.

Richfield Springs Central School District realizes that the ability to effectively use technology is essential for success in the world today. To meet this reality, Richfield Springs Central School District will provide safe and equitable access to digital tools as an integral part of the learning and work environment.

Accordingly, staff will use technology to:

- Access and evaluate a variety of information resources.
- Explore content in engaging ways.
- Inspire creativity, productivity and innovation.
- Communicate and collaborate.
- Extend learning beyond the classroom and workplace.
- Contribute to society as responsible digital citizens.

STUDENT EXPECTATIONS AND OUTCOMES

Students at all grade levels will be provided with dynamic learning opportunities. Students will be exposed to a variety of technologies that will equip them with skills that are cumulative. Their newly acquired skillets will not only meet their immediate needs, but will enable them to grow throughout their academic experience at the Richfield Springs Central School District.

Richfield Springs Central School District realizes that the ability to effectively use technology is essential for success in the world today. To meet this reality, Richfield Springs Central School District will provide safe and equitable access to digital tools as an integral part of the learning and work environment.

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- Explore content in engaging ways.
- Inspire creativity, productivity and innovation.
• Communicate and collaborate.
• Extend learning beyond the classroom and workplace.
• Contribute to society as responsible digital citizens.

TECHNOLOGY PLAN EVALUATION PROCESS

An important component in the development of the Richfield Springs Central School District Technology Plan is an annual assessment of the yearly goals. The District Technology Leadership Team proposes that at the end of each year a survey be developed and electronically distributed to district stakeholders. The developed survey would include questions focused upon the planned technology goals for the given year. Questions will also focus upon how well each goal was implemented, how faculty use of technology in teaching and learning and ways in which to improve. This information would then serve as a feedback mechanism for the District Technology Leadership Team to assess and make necessary adjustments for the following year. The District Technology Leadership Team can then best advise the building level teams in regards to goals, directions and obtain feedback. With surveys being completed each year, the District Technology Leadership Team can better track goal implementation make better judgments for the future.

TECHNOLOGY POLICIES

All district policies including technology, are located on the Richfield Springs Central School District servers.

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REFERENCES

Child Internet Protection Act

Framework for 21st Century Learning

International Society for Technology in Education
https://www.iste.org/

National Education Technology Standards for Students
http://www.iste.org/standards/standards-for-students

New York State Learning Standards

No Child Left Behind Act
http://www2.ed.gov/nclb/landing.jhtml

SAMR Model

Student-Centered Teaching and Learning - Dr. Richard Felder
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Student-Centered.html

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