MCFARLAND UNIFIED SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2010 – JUNE 30, 2015

TABLE OF CONTENTS

McFarland Unified School District Technology Plan
July 1, 2010 – June 30, 2015

District Overview

McFarland, California is a small farming community located in California's central valley approximately 30 miles north of Bakersfield. The estimated population in 2006 was 12,093. The city's 2.1 square miles lies in a rural area surrounded by dairies, almond orchards, vineyards and various other crops.

As of the census of 2000, there were 9,618 people, 1,990 households, and 1,789 families residing in the city. The racial makeup of the city was 28.49% White, 3.19% Black or African American, 1.63% Native American, 0.69% Asian, 0.08% Pacific Islander, 61.23% from other races, and 4.69% from two or more races. 85.66% of the population were Hispanic or Latino of any race. There were 1,990 households out of which 61.7% had children under the age of 18 living with them, 64.4% were married couples living together, 17.3% had a female householder with no husband present, and 10.1% were non-families. 7.7% of all households were made up of individuals and 4.7% had someone living alone who was 65 years of age or older. The average household size was 4.30 and the average family size was 4.45. The median income for a household in the city was $12,821, and the median income for a family was $14,190. Males had a median income of $19,881 versus $9,109 for females. The per capita income for the city was $9,524. About 34.1% of families and 35.2% of the population were below the poverty line, including 41.1% of those under age 18 and 12.1% of those age 65 or over.

The McFarland Unified School District administers public instruction for grades PK-12, and adult in the city and unincorporated areas surrounding the city. As of July 2009, the total District budget is approximately $30 million.

The District operates 6 K-12 schools including 2 elementary schools, a middle school, a comprehensive high school, a continuation high school, and an Independent Study high school. The District also operates 2 Preschools and an adult school. With the current level of students in the district, the district is actively working to build an additional elementary school to reduce crowding at the existing elementary schools and expand the buildings at the high school. Construction of a 10 classroom addition at the high school is expected to be completed at the end of the 2009/2010 school year for occupancy in the 2010/2011 school year. Funding for these projects has been identified from various sources including local bonds, developer fees and state matching funds.

According to 2008 CBEDS data, the District's K-12 student population is 3269. The District employs 154 classroom teachers (over 160 total certificated) and 121 classified staff members. The largest student ethnic group is Hispanic (96.3%) of which approximately half are considered English learners.

District	Dst. Code	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
MCFARLAND UNIFIED	1573908	3 (0.1%)	5 (0.2%)	2 (0.1%)	9 (0.3%)	3,148 (96.3%)	18 (0.6%)	67 (2.0%)	17 (0.5%)	3,269

The DataQuest 2008 Base API Report for demographic characteristics shows the percentage of District students receiving free and reduced lunch is 98%. Special education students comprise 12% of total enrollment, and GATE (Gifted and Talented Education) students are 6% of enrollment.

In 2008-2009, the K-12 teachers had served an average of 12 years in the District (14.5 years total in education) 2.5% were in their first year of teaching; 4% in their second year of teaching; and 98% were fully credentialed. 2008 CBEDS indicates 18% of the McFarland Unified staff hold a master's or higher degree.

District Mission

The Mission of the McFarland Unified School District is to accelerate student performance through great teaching and great learning.

District Goals

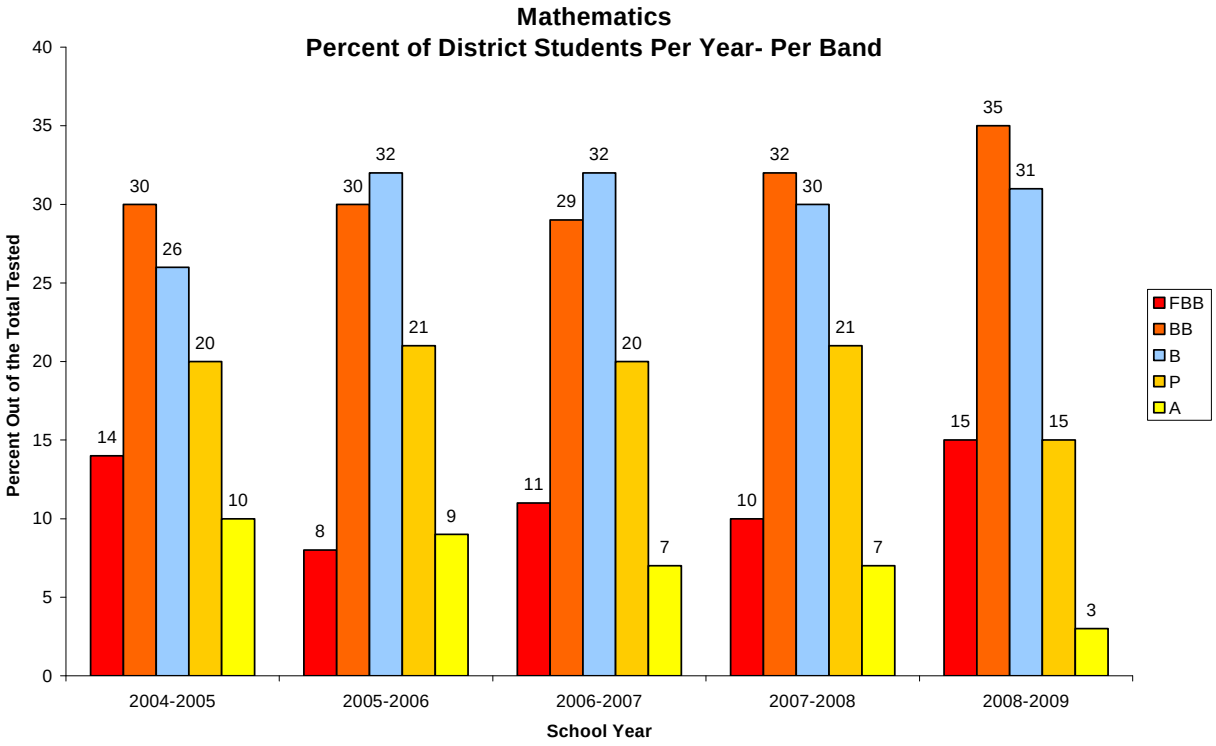
In order to provide a quality education to the students of McFarland, the school district adopted the following goals: Accelerate gains in student achievement; recruit, hire and retain highly qualified teachers; provide quality staff development opportunities with an emphasis on great teaching and great learning; strengthen partnerships with parents and community; provide safe, secure and well maintained schools; and maintain a balanced and fiscally responsible budget with emphasis on student achievement.

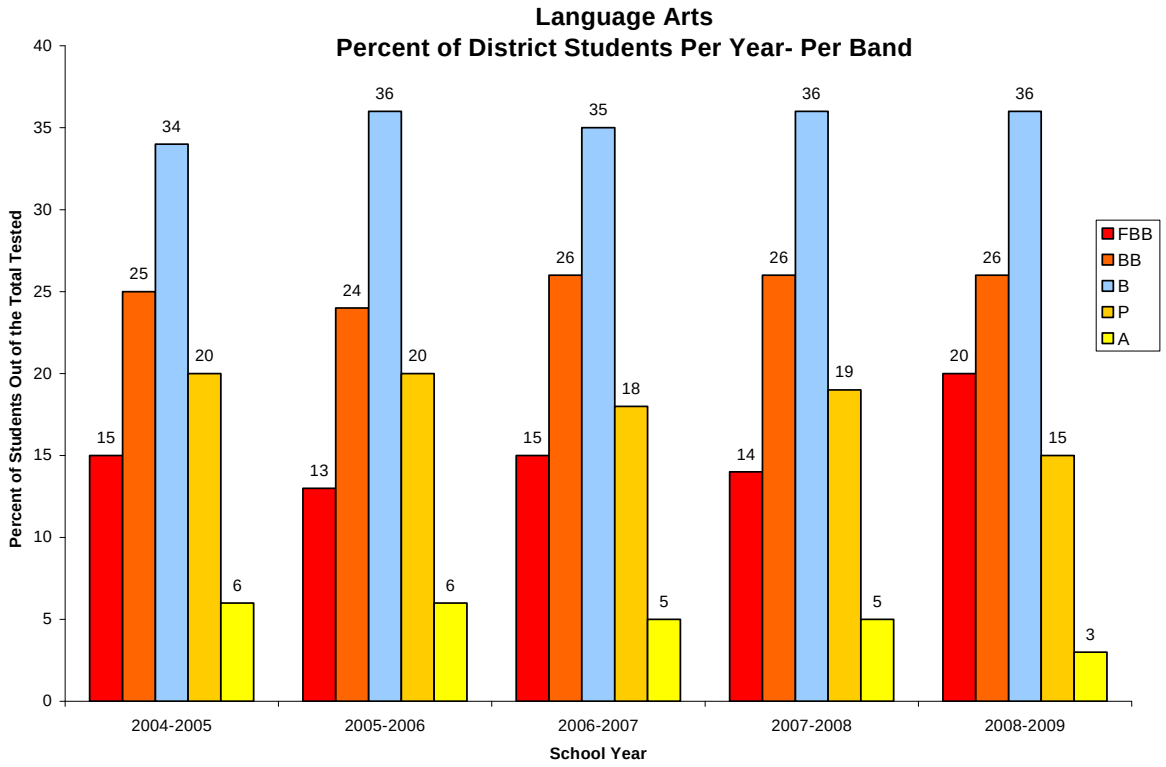
Student Achievement

McFarland Unified has made progress over the last five years. MUSD increased overall API from 636 in 2007 to 651 in 2008, an increase of 15 points. Every subgroup's API increased, ranging from 9 points for English learners to 19 points for Hispanics.

In 2007-2008, MUSD is in Year 3 of Program Improvement (PI). District wide 26% of students scored at or above proficient on the AYP Annual Measurable Objectives in English language arts; 33.1% scored at or above proficient in mathematics. English learners, socio-economically disadvantaged, and students with disabilities scored below the target for English language arts and math; the graduation rate target was not met.

Below is a chart showing the 5 year trend of student's scores on the CST.


Mathematics
Percent of District Students Per Year- Per Band
Percent Out of the Total Tested
School Year
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
FBB
BB
B
P
A
14 30 26 20 10
8 30 32 21 9
11 29 32 20 7
10 32 30 21 7
15 35 31 15 3


Language Arts
Percent of District Students Per Year- Per Band
Percent of Students Out of the Total Tested
School Year
2004-2005
2005-2006
2006-2007
2007-2008
2008-2009
FBB
BB
B
P
A
15 25 34 20 6
13 24 36 20 6
15 26 35 18 5
14 26 36 19 5
20 26 36 15 3

1. PLAN DURATION

The benchmarks and timelines in this technology plan will guide our district's use of technology from July 1st, 2010 to June 30th 2015. It serves both the Enhancing Education Through Technology (EETT) education technology plan and the E-Rate technology plan for the District. The McFarland Unified School District has prepared this 5-Year Instructional Technology Plan to articulate a common vision for technology in McFarland schools and identify the strategies that will help schools use technology to promote student achievement of rigorous curriculum standards and the development of critical thinking skills that are essential for academic and workplace success. McFarland Unified School District recognizes that technology is an integral part of our educational curriculum: not a separate goal, but rather a tool used to enhance education within our district. Technology in the district will be implemented, utilized, and upgraded so that students become technologically literate life-long learners. It is expected that our graduates will be capable of competing in a higher learning institution and the emerging business and technologically minded society of the 21st century. The commitment of the McFarland Unified School District is to ensure each student a learning environment that focuses on academic excellence, encouraging staff/parental involvement, and emphasizing respect for positive self-image. Each student will be provided opportunities to develop social and emotional growth while acquiring values and appreciation of individual differences.

The Instructional Technology Plan is guided by the state curriculum standards and supports the educational mission and instructional goals of the McFarland Unified School District. The Plan stresses the importance of adequate and sustained staff development for the integration of technology into the curriculum. It also is consistent with the professional development and student achievement goals, the E-Rate application's guidelines and other state standards, such as all adopted teacher credentialing guidelines for technology proficiency.

The McFarland Unified School District will make every effort to accomplish the goals included in this plan, subject to the District's annual budget and determinations made by the Board and Superintendent on appropriate funding distribution. On an annual basis, MUSD staff will review progress and make adjustments accordingly based on budgetary restrictions, policy decisions, and any other unforeseen factors. Should these budgeting forecasts change at any time because of budget restrictions, revised policy, changes in the Board's or Superintendent's priorities, changed circumstances or other similar factors, the goals identified in this plan and/or their implementation will be reviewed, deleted and/or supplemented, as appropriate.

2. STAKEHOLDERS

The McFarland Unified School District 2010-2015 Educational Technology Plan aligns with all applicable aspects of the Superintendent's guiding principles, strategic goals, and system-wide initiatives. The Education Technology Plan further defines the technology strategies to use in conjunction with the District's current educational programs. This plan will assist District staff in identifying strategies to help schools provide every student with the most appropriate learning technology resources and contemporary opportunities in alignment with the overall District goals for academic achievement and other key District initiatives. It will support school board, District, and site based leadership in making timely, informed, and student-

centered decisions. The outcomes of the plan will underscore the major benefits of technology use for students, parents, teachers, and administrators within MUSD.

During the planning process surveys that reached all staff, administration, students, parents and community in general were conducted, participation at various parent and community meetings like open houses, ELAC and DELAC and direct input from administration and staff was solicited through attendance during staff meetings. The planning team was comprised of those individuals that attended meetings sent out by an open invitation. An example of participants is given below:

Gabriel McCurtis	Superintendent
Kim McManaman	Assistant Superintendent of Curriculum and Instruction
Candi Clark	Chief Business Official
David Lopez	Director of Information Systems
Robert Matheny	Director of Maintenance and Operations
Smith Efada	Director of Child Welfare and Attendance
Roberta Burgh	Principal, McFarland Middle School
Ty Bryson	Principal, Kern Avenue Elementary
Maria Gonzalez-Salgado	Principal, Browning Road Elementary
Javier Ruiz	Teacher on Special Assignment
Kimberly Newhouse	Computer Technician
Teresa Arvizu	Teacher on Special Assignment- ELA
Araceli Arroyo-Jara	Teacher on Special Assignment-Math
David Perez	Teacher, Kern Avenue
Dario Diaz	Teacher, Middle School
William Hungerford	Teacher, McFarland High
Maria Perez	Teacher, Browning Road
Joel Lopez	Teacher, Middle School
Julie Murillo	Teacher, McFarland High and Learning Center
Humberto Topete	Parent- Kern and MS Student
Maria Lopez	Parent- BR,MS, HS Students
Rosa Nunez	Parent- BR, MS, HS
Erika Barraza	Parent- KA, MS Student
Rogelia Medina	Parent- HS

Director of Information Systems, Assistant Superintendent of Curriculum and Instruction, Chief Business Official, Teachers on Special Assignment, Computer Technician, Certificated and Classified Staff; student and community participation was obtained by participating in ongoing programs like Migrant, Family Resource Center, Head Start, and Parent and Community committee meetings like Open houses, ELAC and DELAC.

A technology committee was commissioned to review all of the data acquired during the planning phase and develop the 2010-2015 McFarland Unified School District's technology Plan.

The Board extends a special note of appreciation to all those who contributed to this Plan.

3. CURRICULUM COMPONENT

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

The goal of the McFarland Unified School District is to provide equal access to high quality instruction and instructional materials for all District students. 100% of the District's schools are connected to the Internet via KCSOS, and all classrooms have Internet access, with individual sites averaging between 5 and 10Mb/s speeds. All students and teachers have access to technology in their classrooms, labs, and library media centers. All classrooms are connected to the Internet. All schools have at least one fixed or mobile computer lab, and all libraries have a bank of computers. Numbers of computers for student use in classrooms vary, depending on each school's resources and priorities (currently at 2.66 students to computer ratio as explained below). All MUSD teachers have access to a District computer dedicated to their use. Classroom computers are available for student use before and after school by teacher permission. MUSD has made a commitment that all students within the District have access to high quality, safe and supervised educational, enrichment and recreational programs that engage and inspire learning and achievement beyond the regular school day. MUSD school libraries are staffed by Teacher Librarians and classified staff. The libraries have flexible schedules, based on site decision, e.g., students may come during the day with a pass from the teacher and are typically available to students a half hour before and an hour after school and during lunch; libraries average between 5 and 20+ student computers.

The district has systematically increased the access to technology tools for teachers and students. Currently, the district has a goal of placing a teacher computer and three student computers in K-2 grade classrooms, four student computers in 3-4 grade classrooms, five student computers in 5-12 grade classrooms. There is at least one computer lab at each site with 30 computers available to accommodate an entire class. This sets the current student to computer ratio at approximately 2.66 for the district which is lower than the county (3.87) and state (4.11) which we are planning to maintain.

We have also installed smartboards / prometheans in 47 classrooms (approx. 33% of classrooms), an additional 75 classrooms have mounted projectors installed (approx. 50% of classrooms), 53 digital document cameras have been installed in classrooms (approx. 33% of classrooms), and lastly a video conferencing unit has been purchased by the district to pursue opportunities with distance learning and virtual field trips. The classroom technology is available to teachers and students throughout the school day. The computer labs and classroom computers are available before and after school as determined by site administration and staff. For instance, the Learning center which houses San Joaquin High School, McFarland Independent and McFarland Adult School allows computer access in the evening to its computer lab by students as well as all community members.

All classrooms have access to at least one printer. As determined by site, schools have varying numbers of peripherals and recording devices such as televisions, DVD and VHS players, scanners, LCD projectors, digital still cameras, and digital video cameras. The wide array of peripheral devices installed in classrooms throughout the District includes printers

(color, black and white, standalone, networked, inkjet, and laser), projection devices (projectors, document cameras, digital white boards), video capture devices (digital cameras, digital video cameras, scanners), calculators (numeric, scientific, graphing), and digital probes, sensors, meters, and microscopes, which are used in many schools within the District.

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

McFarland Unified School District uses technology resources extensively to support teaching and learning at all grade levels. The degree of technology and curriculum integration at the classroom level varies widely across MUSD. The use of word processing for writing; the Internet for research; spreadsheets for collection, manipulation, and analysis of data; graphic organizers for planning and project development; and multimedia tools for creating presentations, songs, and movies is found in varying degrees across the district.

The Microsoft Office productivity suite is one application included as a part of the District-wide software load for all purchases of MUSD computers. This software package provides, at a minimum, word processing, spreadsheet, and presentation applications for instructional use.

Videoconferencing is available at MUSD facilities. The District would like to see this form of technology used for meetings and distance education for both students and teacher professional development. Other technology topics of interest within the District include RSS technologies (for example, podcasting) and leveraging instruction through digital gaming and social networking. The District website includes resources for students, parents/guardians, employees and the community. The website can be used to discover MUSD and contains information regarding the Board of Education, District initiatives, information, FAQ's, facilities, instruction and general and employment information, lists of offices and schools and many other resources. Each school currently maintains its own website, many of which provide staff contact information and subject-specific resource links. The District web site is organized under the Director of Information Systems, reporting directly to the Chief Business Official. Each site provides its own related web content. Schools are provided with standard templates and processes for ease in providing localized updates for parents in the community. Currently, only a small percentage of teachers maintain simple webpages connected to school websites. Infinite Campus, our student information system (SIS), has a parent portal that gives parents online access to the teacher's grade book. This allows parents 24/7 access to their child's assignments, grades, attendance, and behavior. All teachers have web-accessible email accounts and all schools use Infinite Campus to communicate with parents.

The McFarland Unified School District at the time of creating this technology plan has computers assigned per grade level to maintain a student/ computer ratio necessary to enable the access to technology by students; the following chart shows the grade level distribution access in every classroom and 100% of the computer systems in the school district have access to internet. The increased level in the upper grades is due to the increased class size and the increased need for access to technology to attain the computer literacy levels required for the grade level.

	Computer Systems per classroom	Percentage of computers with access to Internet
Kindergarten	4 Systems	100%
1st Grade	4 Systems	100%
2nd Grade	4 Systems	100%
3rd Grade	4 with a goal of 5	100%
4th Grade	6 Systems	100%
5th Grade	6 Systems	100%
6th Grade	6 Systems	100%
7th Grade	6 Systems	100%
8th Grade	6 Systems	100%
9th Grade	5 with a goal of 6	100%
10th Grade	5 with a goal of 6	100%
11th Grade	5 with a goal of 6	100%
12th Grade	5 with a goal of 6	100%
Independent Study	Computer lab. Available	100%
Adult Education	Computer lab. Available	100%

District students also have access to computer labs in each one of the school sites; following is a distribution chart of the computer labs by location and student capacity. All of the technology resources in the school district are devoted to the enhancement of student performance, and are attached to the approved curriculum and teaching strategies.

Browning Road Elementary School	1 computer lab with capacity for 36 students
Kern Avenue Elementary School	1 computer lab with capacity for 40 students
McFarland Middle School	1 computer lab with capacity for 30 students
McFarland High School	4 computer labs 2 with capacity for 30 students 1 with capacity for 25 students 1 Portable wireless lab with capacity for 25 students
McFarland Learning Center	2 computer labs; both, with capacity for 25 students at a time.

The afore presented chart shows computer system availability at each one of the schools in the form of computer labs and does not include counts for in-classroom computer systems.

The school district administration recognizes that it is the curriculum design that drives the needs; therefore, the importance of curriculum integration with technology should not be an isolated event or item, but a planned, consistent, and systematically developed program based on curricular needs. The chart below shows all available resources at each one of the schools divided by area of interest; the areas of interest are defined by the core curriculum and organized in chronological order based on the locally created curricular pacing guides. Following the chart there is an explanation on how each one of the software programs available is expected to aid learning in the classroom and the achievement of district goals.

	ELA	*ELD*	*Math*	*Natural Science*	*Social Studies*
Browning Road Elementary School	• *Lexia* • *Reading Counts* • *Star Reading* • *Open Court* • *Edusoft*	• *Easy* • *Lexia* • *Avenues* • *Read naturally*	• *Star Math* • *Edusoft* • *Hoghton Mifflin Electronic Resources* • *Math Blaster* • *Timez Attack*		• *Google Earth* • *Microsoft Virtual Earth* • *Adopted Curriculum online resources*
Kern Avenue Elementary School	• *Lexia* • *Reading Counts* • *Star Reading* • *Open Court* • *Edusoft*	• *Easy* • *Lexia* • *Avenues* • *Read Naturally*	• *Star Math* • *Edusoft* • *Houghton Mifflin Electronic Resources* • *Math Blaster* • *Timez Attack*		• *Google Earth* • *Microsoft Virtual Earth* *Adopted Curriculum online resources*
McFarland Middle School	• *Lexia* • *Star Reading* • *Accelerated Reader* • *Edusoft*	• *Easy* • *Lexia* • *Visions* • *Inside Tutorial*	• *Star Math* • *Edusoft* • *Prentice Hall Electronic Resources* •		• *Google Earth* • *Microsoft Virtual Earth* *Adopted Curriculum online resources*
McFarland High School	• *Lexia* • *Star Reading* • *Edusoft* • *Accelerated Reader* • *Turn it in* • *Adobe Design Suite CS3*	• *Easy* • *Lexia* • *Visions* • *Cyber High*	• *Star Math* • *Edusoft* • *Prentice Hall Electronic Resources*		• *Google Earth* • *Microsoft Virtual Earth* *Adopted Curriculum online resources*
McFarland Learning Center	• *Lexia* • *Star Reading* • *Edusoft*	• *Easy* • *Lexia* • *Visions* • *Cyber High*	• *Star Math* • *Edusoft* • *Prentice Hall Electronic Resources*		• *Google Earth* • *Microsoft Virtual Earth* *Adopted Curriculum online*

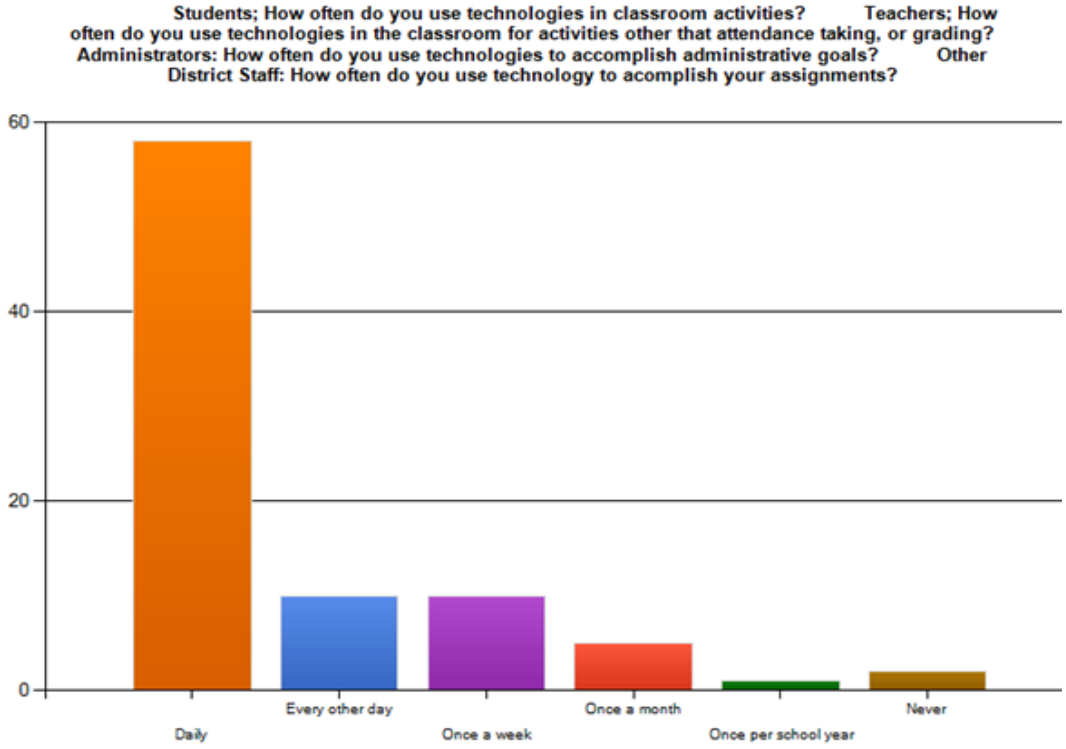
					resources

Star math and star reading are assessment programs being used to evaluate student performance and needs in math and reading throughout the district. Lexia helps in acquisition of reading skills and proficiency at all levels of ability pre-K through 12. Accelerated Reading is an online based reading comprehension program that allows us to collect data that directly relates to reading comprehension levels and student reading comprehension skills at the middle school. The Edusoft® Assessment Management System is a standards-based assessment solution that makes it easy for districts to collect, analyze and act on student performance data to improve classroom instruction and student performance. Edusoft helps us administer district benchmarks and classroom tests quickly and easily; and to deliver rapid results; by improving the reliability of assessment programs; and connecting assessment to instructional decisions. Reading Counts is an effective way to boost reading achievement for all students by providing proven, research-based strategies. A reading inventory and lexile levels are provided and updated as students progress through the program. The district implemented the Hampton-Brown Avenues English Language Development Program to provide developmentally-appropriate, systematic support for oral language development of children who have a first language other than English district wide. The district uses Open Court Reading in its elementary schools as a literature rich, reading and language arts program that instills passion in children for lifelong learning and a love of reading. Timez attack is a video game that teaches multiplication at the elementary level. We have seen amazing results with our special education department as well as our regular education students with the use of timez attack. Math Blaster is another video game style learning program used to teach math to elementary students. These two programs engage students by making math a fun gaming experience. Google earth and Microsoft Earth are both used to put geography in context. Parts of the globe can be viewed and discussed in the classroom with increased visual enhancement. The areas are not just abstract areas on a map they become interesting places in context by navigating on the globe and experiencing the environment. In addition to these programs, the adopted curriculum has online resources available to schools and teachers. The online resources include lesson plans, assessments, presentations, and blackboard lessons that could be added to their smartboard for use in class.

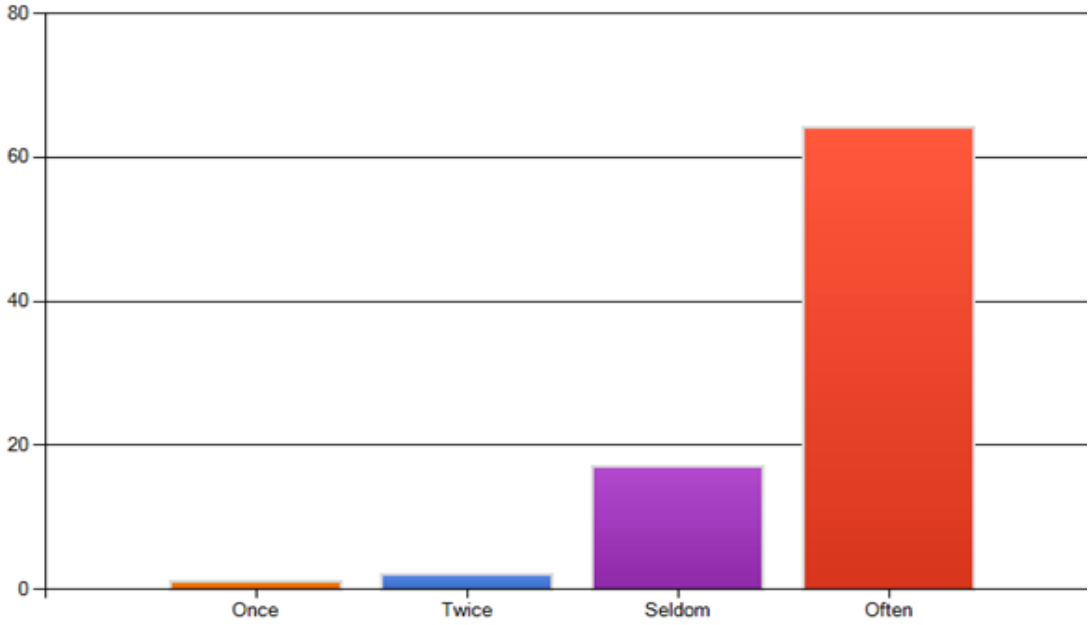
The hardware and software is used daily to access instructional materials and engage students in the subjects being taught. The students utilize the technology on a daily basis to do research, take quizzes in the various programs, and learn computer literacy skills. The classrooms have access to video resources to enhance the educational experience. Email accounts are given to all certificated and administration staff and most classified staff to enable collaboration. Email accounts are also given to all middle and high school students to enable students to meet technology literacy requirements.

The various programs used in the district like Edusoft, Lexia, etc. all have a record keeping component that allows teachers and administration to track the progress of students and determine deficiencies in their knowledge. It then allows the staff to differentiate instruction to fill in those deficiencies and instruct students to help them progress to become 21st century citizens. The administration can also look at the acquired data and determine if there is a need for assistance based on the progress of students. By examining their progress they can determine which students need assistance to improve and assign the assistance necessary to make all students successful in their academic career. The following chart reflects a survey that was given to teachers, students, and community members to assess the current status of technology

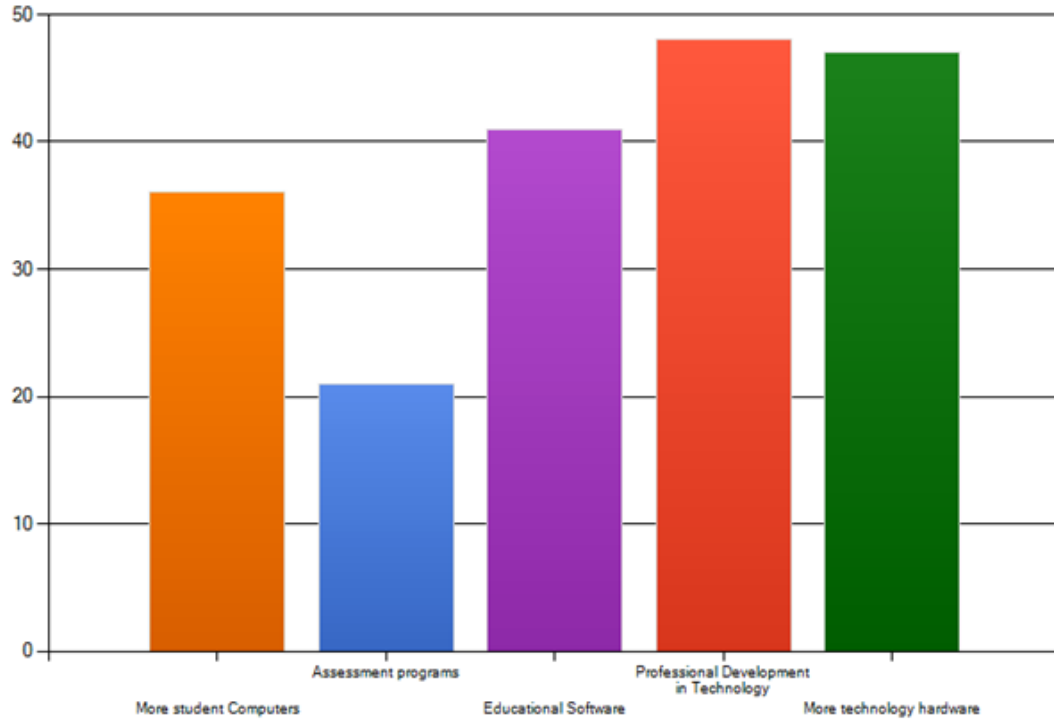
proficiency in the district at the end of the 2008-2009 school year and help establish a benchmark. The charts below reflect the results of the data analysis applied to the use of technologies in classroom activities, staff development, school to home aide, integration of technology into the curriculum, classroom resources, and availability as well as a self description of the individuals taking this survey(see appendix A)



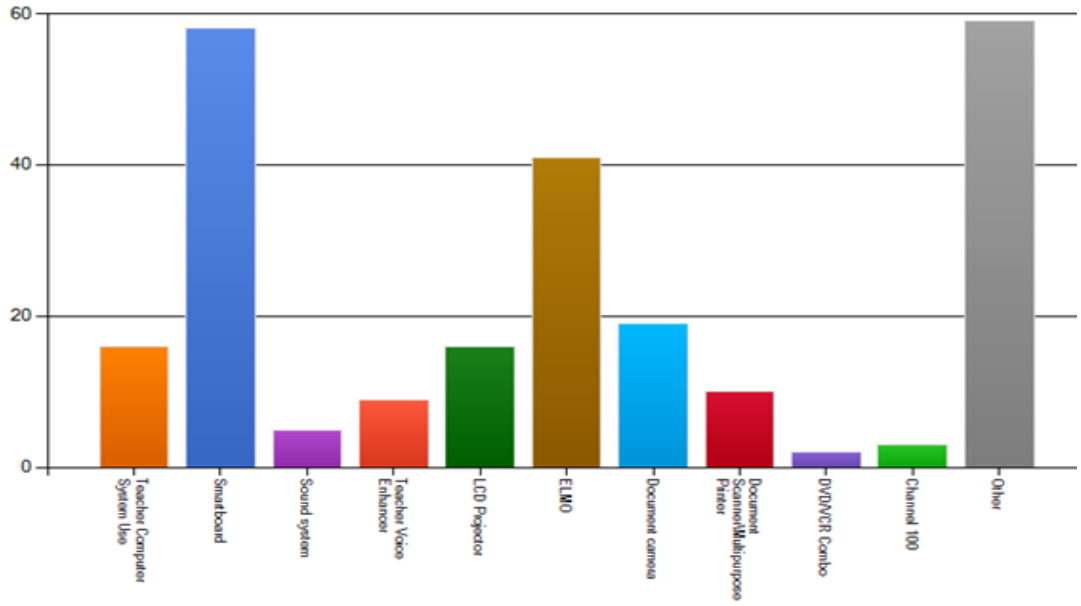
If you are a student; have you used online practice and homework materials that were recommended in your textbooks or by your teacher during class?If you are a teacher; have you used online resources, or lesson plans that are directly related to the approved curriculum materials and recommended in your textbooks by the publishers?If you are an administrator; do you use available technologies and online resources as a part of in your decision making process?If you are any other kind of District Staff; is technology required to accomplish your work?



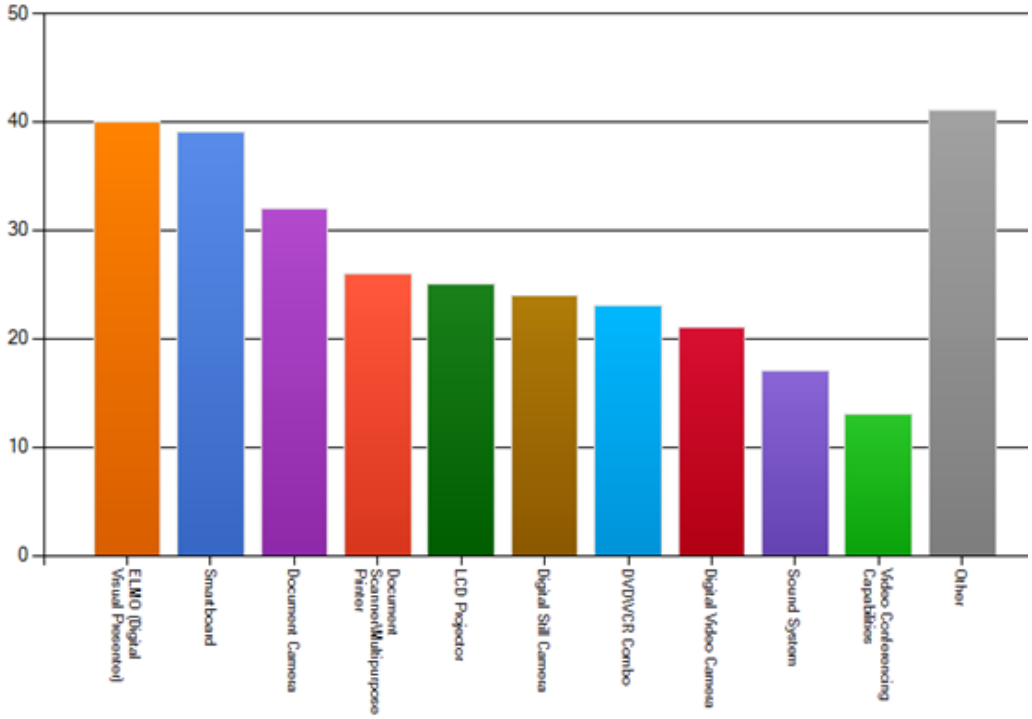
What do you believe would increase your use and/or integration of technology in your classroom or work assignment? Choose all that apply.

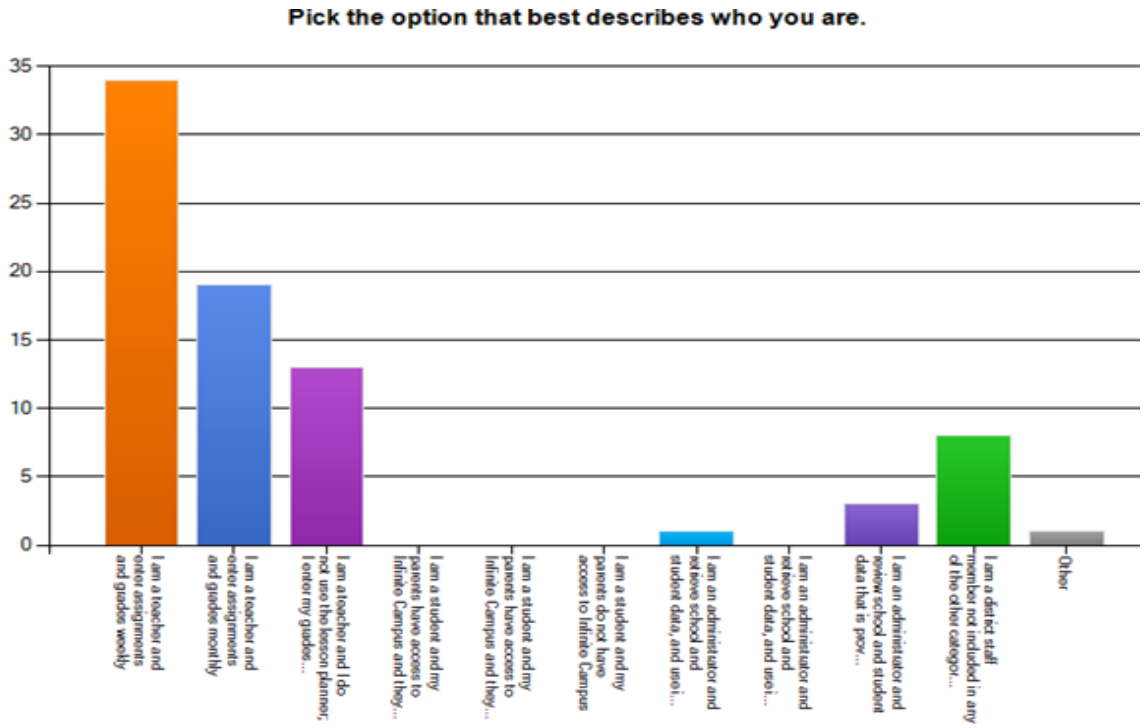


If you were to be trained in the use of classroom/work available technology resources; what would your priorities be? Check all that apply.



What resources would you like to have available in your classroom, or available to enhance your work experience? Check all that apply





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

This Education Technology Plan is aligned to specific District curricular goals as described in multiple District documents, including: the Local Educational Agency (LEA) Plan of February 2009; the Title III plan for improvement, etc.

The District's current LEA Plan is for the period 7/1/08 through 6/30/13 and was approved by the governing board on 2/10/2009. The District's LEA Plan's two goals are:
Local Educational Agency (LEA) Plan Performance Goals (February 2009) (LEA1) Performance Goal 1:
GOAL 1: MUSD will implement a new mathematics curriculum based on State Standards and ensure that school sites meet their AYP targets for all subgroups, as measured by California Standards Tests and California High School Exit Exam. (LEA2)
GOAL 2**:** MUSD will implement a new reading and language arts curriculum based on State standards to ensure that school sites meet their AYP targets for all subgroups, as measured by California Standards Tests and California High School Exit Exam.
GOAL 3: The district seeks to reduce the percentage of students at the McFarland Unified School District including all subgroups who score below proficient in the STAR/CAPA assessment in English/Language Arts and Mathematics by a minimum of 10% from the preceding school year.

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 and academic content standards.

The section that follows describes what McFarland Unified School District expects its students to be able to do academically in the core subjects and describes how, through meaningful integration of technology, student academic achievement can be improved. Both teacher use of technology to deliver instruction and student use of technology for learning and presenting their knowledge will be emphasized. Particular emphasis will be on development of student skills in researching, evaluating, using, and presenting information; critical thinking and problem solving; and creativity and originality. It is expected that use of technology will become a regular part of daily school activities for all students and teachers.

The action items listed below are current as of July 2009; MUSD will continuously research, investigate, pilot, and encourage the use of new educational technologies, innovations and resources as they become available and are shown to improve teaching and learning.

Goal 3d.1: MUSD teachers and other staff will use technology tools and resources to support the attainment of the District's goal of reducing the number of students scoring Basic or below by 10% in English/Language Arts and Math through effective technology integration.
Objective 3d.1: By 2015 70% of MUSD teachers will use technology tools such as Streaming media, interactive whiteboards, and new curriculum resources to deliver instruction at least two days a week, as measured by the EdTech Profile, Technology Assessment Profile, Personal Use Section, Question 23.
Year 1 Benchmark: 50% of teachers in grades K-12 will use Interactive whiteboards and/or streaming media, and Electronic Learning Resources in the classroom to enhance content delivery at least two days a week.
Year 2 Benchmark: 55% use of teachers in grades K-12 will use Interactive whiteboards and/or streaming media, and Electronic Learning Resources in the classroom to enhance content delivery at least two days a week.
Year 3 Benchmark: 60% use of teachers in grades K-12 will use Interactive whiteboards and/or streaming media, and Electronic Learning Resources in the classroom to enhance content delivery at least two days a week.
Year 4 Benchmark: 65% use of teachers in grades K-12 will use Interactive whiteboards and/or streaming media, and Electronic Learning Resources in the classroom to enhance content delivery at least two days a week.
Year 5 Benchmark: 70% use of teachers in grades K-12 will use Interactive whiteboards and/or streaming media, and Electronic Learning Resources in the classroom to enhance content delivery at least two days a week.
Objective 3d.2: By June 2015, students of at least 50% of MUSD teachers will receive standards-based classroom assignments requiring them to use computers and peripherals on average weekly as measured by the EdTechProfile, Technology Assessment Profile, Student Use Section, Question 2. The focus of the assignments is to improve reading skills through the use of Lexia and other online curriculum supplied by the adopted curriculum publishers. The same principal will be applied for the areas of mathematics, science and social studies. The assessment

process in most cases is already provided by publishers in the form of test generators, power point presentations, pdf documents, and other online accessible software.
Year 1 Benchmark: 30% of teachers will use textbook online and software resources to extend or remediate the curriculum.
Year 2 Benchmark: 35% of teachers will use textbook online and software resources to extend or remediate the curriculum.
Year 3 Benchmark: 40% of teachers will use textbook online and software resources to extend or remediate the curriculum.
Year 4 Benchmark: 45% of teachers will use textbook online and software resources to extend or remediate the curriculum.
Year 5 Benchmark: 50% of teachers will use textbook online and software resources to extend or remediate the curriculum.

Goal 3d.2: MUSD students will increase their use of technology to enhance and enrich their learning goal of reducing the number of students scoring Basic or below by 10% in English, Language Arts and Math through effective technology integration
Objective 3d.2: By June 2012, 50% of teachers will assign work to students involving technology on average weekly to support academic achievement as measured by the weighted average aggregation of the EdTechProfile, Technology Assessment Profile, Student Use Section, Question 3 for all categories (word processing, reinforcement and practice, research, creating reports, demonstrations, correspondence, solving problems and graphically presenting information.). Additionally, benchmarks currently being given through Edusoft will be used to analyze data and provide guidance to reach the goal of reducing the number of students scoring Basic or Below by 10% in English, Language Arts and Math as described in the goal.
Year 1 Benchmark: Students scoring Basic or below in English Language Arts and Math will reduce by 10%.
Year 2 Benchmark: Students scoring Basic or below in English Language Arts and Math will reduce by 10% from Year 1
Year 3 Benchmark: Students scoring Basic or below in English Language Arts and Math will reduce by 10% from year 2.
Year 4 Benchmark: Students scoring Basic or below in English Language Arts and Math will reduce by 10% from year 3.
Year 5 Benchmark: Students scoring Basic or below in English Language Arts and Math will reduce by 10% from year 4.

Objective 3d.2.b: In each year, the percentage of teachers using technology tools to create instructional materials or lessons at least two days a week will increase over the previous year as measured by the EdTechProfile, Technology Assessment Profile, Personal Use Section, Question 22.
Year 1 Benchmark: Increase five points over 2009 survey results.
Year 2 Benchmark: Increase 5 points over year 1 benchmark
Year 3 Benchmark: Increase 5 points over year 2 benchmark
Year 4 Benchmark: Increase 5 points over year 3 benchmark
Year 5 Benchmark: Increase 5 points over year 4 benchmark

Implementation Plan		
	Activities	**Schedule/Timeline**
1	At all levels, MUSD will coordinate technology use to support and align with the LEA Plan, the Strategic Plan, Title III Plan, and other District and state-required plans 5 sites: Will incorporate technology resources as applicable into Site Single Plan for Student Achievement. District: Will provide coaches, facilitators, and technology implementation support. Technology committee formed to collaborate on policy, resources, practices, and district needs as well as liaison and to monitor Education Technology Plan.	Ongoing, 2009-15 & sustained. Single Plans revised annually Technology Committee meets quarterly
2	MUSD will provide ongoing, sustained support and training for new state-adopted textbooks/ supplements, including technology components contained therein, such as DVDs and websites. Sites: Teachers and students will engage in a coherent, systematic implementation of the new, technology-rich, core text programs. District: Will provide PD coaches, facilitators, and technology implementation support. Teacher on special assignment will provide PD, design resources and collaborate, as requested, during adoption process. IT Department will ensure sufficient networking bandwidth and computer access.	New adoption implementation schedule: 2008-09: Mathematics K-12 2009-10: Reading Language Arts/ELD K-12
3	MUSD and/or individual schools will provide web-based subscriptions to CBE/CLRN-approved programs based on site plans/budgets such as Accelerated Reader, read naturally, or others as applicable, aligned to the District's Instructional Guides, many of which will include model lesson plans and immersion units. Sites: Teachers and students will use online curriculum-oriented software/programs for individualized and/or group instruction/learning to support student attainment of content standards. District: Will provide PD coaches, facilitators, and technology implementation support. Technology Department and Assistant Superintendent of Curriculum and Instruction will collaborate on policy, centralized roll-out aligned with site and district	Elementary School Focus 2009-11 Middle School Focus 2012-13 High School/Learning Center Focus 2014-15

	needs/resources; and will negotiate discounts and vendor PD, as applicable; IT Department will ensure sufficient networking bandwidth and computer access.	
4	24/7 online learning services will be procured/ developed, online learning program content will be increasingly available to meet specific learning needs of individual middle and high school students in areas such as credit recovery; CAHSEE preparation, meeting A-G requirements, Advanced Placement courses, GATE, and English learner needs in order to increase the District's graduation rate and support/ complement traditional classroom efforts to improve academic achievement. Sites: Teachers and students will use online curriculum -oriented software/programs for individualized and/or group instruction/learning to support student attainment of content standards. District: Will provide PD coaches, facilitators, and technology implementation support. Technology department and Superintendent of Curriculum and Instruction will collaborate on policy, centralized roll-out aligned with District and site needs/resources; and will negotiate discounts and vendor PD, as applicable; IT department will ensure sufficient networking bandwidth and computer access.	Grade 8-12 for identified students beginning 12/1/09 and increases/results measured annually thereafter.
5	MUSD teachers will access and use online standards-based model lesson plans involving technology integration (e.g., Adopted text provided resources, District resources, CTAP 8, etc.) in alignment with State Standards to support student attainment of state content standards Sites: Teachers and students will use appropriate lesson plans for individualized and/or group instruction/learning to support student attainment of content standards. District: Will provide PD coaches, facilitators, and technology implementation support. Technology Committee will collaborate on policy, centralized roll-out aligned with District and site needs/resources; identifying best practices; IT Department will ensure sufficient networking bandwidth and computer access.	Elementary School Focus 2009-11 Middle School Focus 2012-13 High School/Learning Center Focus 2014-15
	MUSD teachers and students will increasingly use streaming media services/resources such as California Streaming, and Discovery Education streaming among others for instruction, demonstrations, presentations, and projects as these resources more closely align to textbooks and standards and can be utilized with end user devices. Sites: Teachers and students will use streaming media services for individualized and/or group instruction/learning to support student attainment of content standards. District: Will provide PD coaches, facilitators, and technology implementation support. Technology Committee will collaborate on policy, centralized roll-out aligned with District and site needs/resources; and will negotiate discounts and vendor PD, as applicable; IT Department will ensure sufficient networking bandwidth and computer access	LEA Plan identified sub groups a primary focus all years, 2009-15, including EL, students with disabilities and students identified at risk of dropping out
	Teachers and students will increasingly utilize video conferencing to connect classrooms with outside experiential learning opportunities such as NASA Explorer; and PORTS "The Parks Online (CALREN-K12HSN project for middle and high school	Schools who are interested and have the infrastructure and resources to support and participate and then all

	students") and others. Sites: Teachers and students will use video conferencing for individualized and/or group instruction/learning to support student attainment of content standards. District: Will provide PD coaches, facilitators, and technology implementation support. Technology Committee will collaborate on policy, centralized roll-out aligned with District and site needs/resources; and will negotiate discounts and vendor PD, as applicable; IT Department will ensure sufficient networking bandwidth and computer access	disseminate best practices annually
	Additional interactive technologies including electronic whiteboards, student response devices and other instructional and assessment classroom technology devices piloted at various sites in the District are increasingly utilized, particularly in LEA Plan focus area language arts and mathematics classrooms, to increase student engagement, assess student knowledge and provide immediate feedback. Sites: Will coordinate/post and student response device rotation site schedule and support availability as appropriate; provide opportunities for best practice dissemination among staff. District: Will provide opportunities for best practice dissemination across sites.	All grades, as appropriate; assessed annually, with increases in inventories monitored and results noted
	Through the Kern County Library and McFarland Parks and Recreation, parents and students will be able to access online resources made available by the district including the Infinite Campus Parent Portal, email, and online subscriptions available to students. Sites: Will ensure students, parents, and teachers are aware of resource. District: Will identify and collaborate with local community resources to arrange access for parents and students without internet at home.	24/7 all year, ongoing, 2010-15
	The District will make resources for planning and/or presentation resulting from the above action plan strategies available on the District website	2010-2015

Monitoring and Evaluation			
	Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
	•Improve academically and graduate from high school. •Increase technology competencies and use technology resources to improve learning • Take EdTechProfile Student Survey, as part of monitoring/assessment for these goals, as applicable;	Annually	Students
	• Take/update the EdTechProfile Technology Assessment Profile between September and November (used to determine type and frequency of teacher and student use of technology, including online	Annually	Teachers

	lesson plans), • Assess student technology-based work processes and products; teach/reteach as needed; modify lessons for next year (e.g., choose to use a different technology to address a certain standard). • Examine/analyze CST results and plan instruction, including the use of technology, as needed. •Determine student need for intervention and make relevant technology based assignments	On an ongoing basis.	
	• Ensure all teachers and administrators fill out/update Technology Assessment Profile and look at resulting reports and make professional development/other decisions based on results. • Include 3d goals, objectives and benchmarks in Site Single Planning and standard monitoring of results. • Monitor classroom instruction, including implementation of adopted text series technology components, project-based learning, and use of curriculum software (e.g., classroom walkthroughs, formal or informal observations, review of lesson plans). • Ensure lab and equipment sharing schedules are equitable, aligned with program needs.	Annually On an Ongoing basis	Site administrators
	• Provide PD for Technology Assessment Profile tool; • Assess site results for future PD planning. • Track which schools use which electronic learning resources and best practices for same. • Include 3d goals, objectives and benchmarks in standard meetings and discussions with sites • Include 3d goals, objectives and benchmarks in standard monitoring of classroom/site results and continuous improvement planning. • Identify promising professional practices where technology integration is transforming teaching and learning and communicate, disseminate results and resources.	Annually On an ongoing basis.	Local district office staff, as appropriate
.			

	• Review statistics on use of District-provided databases—make decisions on whether to keep providing databases. • Assess local district 3d Technology Assessment Profile results and provide District wide trending • Assessment of adequate network bandwidth, technology support for adoption-related technology components • Monitor streaming media availability and use; evaluate each service and decide to acquire/renew/update hardware or network or procedures (direct streaming or storing/recording on server, etc.) on an ongoing basis. • PD for local district office staff as applicable • Monitoring of online learning for students program • Statistics on students having, using mcfarland.k12.ca.us accounts • Monitoring of videoconferencing for student learning	Annually On an ongoing basis	Director of Information Systems

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

In order to succeed in school, life, and work in the 21st century, students need to master a wide range of technology skills, including those relating to creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts (International Society for Technology in Education [ISTE] National Educational Technology Standards for Students (NETS*S, 2007). According to a study conducted for the Partnership for 21st Century Skills, applied skills that employers most value include professionalism/work ethic, oral and written communications, teamwork/ collaboration, and critical thinking/problem-solving—which they often find lacking in entry-level employees. In a 2007 national poll of voters, 88% of those surveyed said they believe that schools can and should incorporate 21st century skills such as critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills into their curriculum.

In 2007, the American Association of School Librarians (AASL) issued its new Standards for the 21st Century Learner stating that the definition of information literacy has become more complex as resources and technologies have changed. Information literacy has

progressed from the simple definition of using reference resources to find information to one in which multiple literacies, including digital, visual, textual, and technological, have now joined information literacy as crucial skills for this century. Information literacy itself is defined as the ability to define, locate, select, organize, present, and assess information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes. An information literate person knows and follows safety, ethical, and legal procedures in the use of technology.

The California Department of Education (CDE) defines technology literacy as "the ability to use appropriate technology responsibly, to communicate, to solve problems, and to access, create, integrate, evaluate and manage information to improve learning of state content standards in all subject areas and to acquire lifelong knowledge and skills in the 21st century."

Finally, federal No Child Left Behind (NCLB) Title II, Part D goals require "assisting fourth through eighth grade students with crossing the digital divide with the integration of grade level appropriate technology proficiencies that ensure all students are technologically literate by the time they finish the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability."

MUSD has embraced the above four national and state descriptions, frameworks and standards in developing a reasonable approach to address its students' acquisition of technology skills and the information literacy skills needed to succeed in the classroom and the workplace. The District's Technology Department will utilize the online Student Survey component of the state's EdTechProfile set of tools as a means of measuring the attainment of these proficiencies among students.

Each of the applicable Student Technology Skills contained in the EdTechProfile Student Survey will be aligned by the District's Technology Committee in 2009-2010 to an appropriate grade level at which proficiency is being tracked.

Based on the standards and needs demonstrated in 3d, the District has determined the areas of focus during the term of this plan as stated in the objectives/benchmarks below, and will assess attainment utilizing the EdTechProfile Student Survey on an annual basis.

Elementary and middle school students will be taught technology and information literacy skills by their classroom teachers during the course of academic instruction in California content standards (such as elements of Writing Strategies—Research and Technology and Writing and Speaking Applications in English/ Language Arts; Historical and Social Sciences Analysis Skills in History/Social Science; Mathematical Reasoning; and Investigation and Experimentation in Science), using classroom or lab computers to practice. High school students will be taught and will demonstrate technology and information literacy skills through chosen electives (such as computer literacy, art, career technology, and computer graphics) and through their English and other core classes (through collaboration between their teachers and librarians

Grades 5, 8 and 11 have been targeted as key years to monitor student proficiency rates and ensure students have critical technology and information skills needed to progress to the next level of education are maintained in the district. The 5^{th} , 8^{th} and 11^{th} grades are critical for the monitoring process because these are the transitional school years in which students transfer from elementary to middle, middle to high school, and high school to either college, university or vocational careers.

Goal 3e: MUSD students will develop critical technology and information literacy skills that enable them to become independent life long learners and further their education.

Objective 3e.1a: By June 2015, 50% of grade 8 students will demonstrate proficiency with technology and information literacy skills starting with a present base of 10% as determined by identified responses in the Student Survey in EdTechProfile related to video camera, online reference software/databases, and spreadsheets.
Year 1 Benchmark: 30% of grade 8 students will demonstrate proficiency
Year 2 Benchmark: 35% of grade 8 students will demonstrate proficiency
Year 3 Benchmark: 40% of grade 8 students will demonstrate proficiency
Year 4 Benchmark: 45% of grade 8 students will demonstrate proficiency
Year 5 Benchmark: 50% of grade 8 students will demonstrate proficiency
Objective 3e.1b: By June 2015, 50% of grade 5 students will demonstrate proficiency with technology and information literacy skills as determined by identified responses in the Student Survey in EdTechProfile related to word processing, drawing, use of digital camera and presentations, CD ROMs.
Year 1 Benchmark: 30% of grade 5 students will demonstrate proficiency
Year 2 Benchmark: 35% of grade 5 students will demonstrate proficiency
Year 3 Benchmark: 40% of grade 5 students will demonstrate proficiency
Year 4 Benchmark: 45% of grade 5 students will demonstrate proficiency
Year 5 Benchmark: 50% of grade 5 students will demonstrate proficiency
Objective 3e.1c: By June 2015, 50% of grade 11 students will demonstrate proficiency with technology and information literacy skills as determined by identified responses in the Student Survey in EdTechProfile related to spreadsheet entry/graphing, database entry/search/report, narrowing WWW searches, graphic calculators and interacting with the outside world.
Year 1 Benchmark: 30% of grade 11 students will demonstrate proficiency
Year 2 Benchmark: 35% of grade 11 students will demonstrate proficiency
Year 3 Benchmark: 40% of grade 11 students will demonstrate proficiency
Year 4 Benchmark: 45% of grade 11 students will demonstrate proficiency
Year 5 Benchmark: 50% of grade 11 students will demonstrate proficiency

Goal 3e.2: MUSD students will acquire technology and information literacy skills through the use of technology in lessons and activities embedded in the curriculum.

Objective 3e.2a: By June 2015, 45% of teachers will rate themselves and their students as proficient in information literacy skills as shown on the EdTechProfile Technology Assessment Profile, Standard 16d.
Year 1 Benchmark: 25% of teachers will rate themselves and their students as proficient
Year 2 Benchmark: 30% of teachers will rate themselves and their students as proficient
Year 3 Benchmark: 35% of teachers will rate themselves and their students as proficient
Year 4 Benchmark: 40% of teachers will rate themselves and their students as proficient
Year 5 Benchmark: 45% of teachers will rate themselves and their students as proficient
Objective 3e.2b: By June 2015, 45% of teachers will rate themselves and their students as proficient in creating and utilizing technology-enhanced learning opportunities for using information to solve problems and draw conclusions, as shown on the EdTechProfile Technology Assessment Profile, Standard 16e, Question 1.
Year 1 Benchmark: 25% of teachers will rate themselves and their students as proficient
Year 2 Benchmark: 30% of teachers will rate themselves and their students as proficient
Year 3 Benchmark: 35% of teachers will rate themselves and their students as proficient
Year 4 Benchmark: 40% of teachers will rate themselves and their students as proficient
Year 5 Benchmark: 45% of teachers will rate themselves and their students as proficient

Implementation Plan		
	Activities	**Schedule/Timeline**
	Skills for each grade span identified by the District within the EdTech Profile Student Survey will be correlated with *Instructional Guides.*	grade 8 by June 2010, Grade 5 and 11 by June 2011
	Elementary school students will be taught technology and information literacy skills by their classroom teachers during the course of academic instruction in California content standards (such as elements of Writing Strategies—Research and Technology and Writing and Speaking Applications in English/ Language Arts; Historical and Social Sciences Analysis Skills in History/Social Science; Mathematical Reasoning; and Investigation and Experimentation in Science), using classroom or lab computers to practice.	Ongoing, 2009-15
	Middle school students will be taught technology and information literacy skills by their classroom teachers	Ongoing, 2009-15

	during the course of academic instruction in California content standards, using fixed or mobile labs to practice.	
	High school students will be taught and will demonstrate technology and information literacy skills through chosen electives (such as computer literacy, art, career technology, and computer graphics) and through their English and other core classes (through collaboration between their teachers and librarians	Ongoing, 2009-15
	Students will be taught to use productivity software (such as Microsoft Office) to complete assignments, including word processors for documents, spreadsheets for accounting and graphing, and presentation software.	Scheduled as per *Instructional Guide* correlation or as needed for assignments.
	Students will be taught about, and will have the opportunity to use, peripherals needed for use with productivity software (as needed for assignments and as appropriate by grade level), such as printers, projectors, interactive white boards, student response devices, digital still and video cameras, etc.	Scheduled as per *Instructional Guide* correlation or as needed for assignments.
	Students will be taught how to locate, access and evaluate information and resources (including online reference databases) on the Internet. Search strategies will be taught as appropriate per grade level.	Scheduled as per *Instructional Guide* correlation or as needed for assignments; teacher librarian collaboration.

Monitoring and Evaluation			
	Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
	• Take Grade 5, 8 and 11 EdTechProfile Student Survey (used to monitor and determine student technology/information literacy proficiency)	Annually	Students

	• Take/update the EdTechProfile Technology Assessment Profile between September and November (used to monitor and determine information literacy instruction and proficiency, creation of learning opportunities to use information to problem solve, draw conclusions. • Provide best practices input for development of rubrics and skills correlations.	Annually	Teachers
	• Ensure all teachers and administrators annually fill out/update Technology Assessment Profile; review resulting reports, make PD decisions accordingly. • Include 3e goals, objectives and benchmarks in Site Single Planning and standard monitoring of results. • Monitor classroom instruction, including teaching of technology and information literacy skills in lessons (e.g., classroom walkthroughs, formal or informal observations, review of lesson plans).	Annually On an ongoing basis	Site Administrators
	• Include 3e goals, objectives and benchmarks in standard meetings and discussions with sites • Provide PD for Technology Assessment Profile tool; assess site results for future PD planning	On an Ongoing basis Annually	District office staff, as appropriate
	• Assess local district 3d Technology Assessment Profile results and provide District-Wide trending. • Provide PD for local district office staff as applicable.	Annually On an ongoing basis	Director of Information Systems

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

The Acceptable Use Policy for District Computer Systems, Student / Family / Community Acceptable use policy, requires the signature of student and parent/guardian prior to use.

On an ongoing basis and in compliance with state and national legislation enacted and anticipated, MUSD is working to safeguard children's online experiences. MUSD uses Internet safety resources provided by Lightspeed Systems to monitor online activity. In addition, instruction is provided to staff and students aligned to ISTE standards developed by local departments and contracted providers. In addition to the acceptable use policy all teachers explain copyright and fair use to students in correlation to classroom projects. Downloading and file sharing are currently not allowed on our campus, but possible dangers will be discussed with students during computer literacy times. We are currently working with moderated Podcasting and Blogging on the District's website. Additionally, the High school has started using "Turn it In" to monitor for possible plagiarism issues.

Goal 3f: MUSD students and all District employees will demonstrate appropriate and ethical use of information technology.			
Implementation Plan			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
The District will review its formal policy on copyright, fair use, and teacher-owned software. Will revise as necessary and disseminate to teachers.	Revise by January 2010 & give to teachers;	Technology Department	daily/ weekly monitoring through walkthroughs; reviewed in spring of each year.
MUSD will require signed AUP and other required documents from all teachers upon hire, and include 3f/g information during new hire orientation. Supervised by District in the new hire process.	Annually	HR Department	Verify the annual signing of AUP's by all staff
Teachers will reinforce copyright, fair use, plagiarism and downloading concerns with students as applies to class projects.	Ongoing	Teachers	Monitoring of student work, administrative walkthroughs

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

MUSD uses Internet safety resources provided by Lightspeed Systems to monitor online activity. In addition, instruction is provided to staff and students using Netsmartz cybersafety website. *http://www.Netsmartz.org/educators* allows teachers to download PowerPoint presentations that can be used in class as well as real-life stories that show how to stay safe online. Teachers will use activity cards to monitor student understanding of topics. In addition, a series of assemblies will be held in which materials that are provided at Netsmartz will be provided, and video demos will

be shown. This website was chosen because of credibility and validity by being created by the National Center for Missing and Exploited Children.

Goal 3g: The District will ensure a safe environment for on-line activities by monitoring filters and computer use as well as training students in Internet Safety and avoiding online predators.			
Implementation Plan			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
The District will continue its standard process for monitoring AUP compliance and disseminating permissions information to all staff and students.	Ongoing	Technology Department	Review student and staff use on a weekly basis and refer to site administrators or HR department for possible disciplinary actions
MUSD will require signed AUP from all students/parents upon enrollment and then every year.	Annually	Tracked at the site level.	Files reviewed annually for signed AUP's
Issues of legal and ethical use of technology and Internet safety will be addressed for all age groups in the Information/Technology literacy skills embedded in the Instructional Guides using resources like Netsmartz and CTAP developed materials as appropriate to instruct students.	Ongoing	Teachers	Verified by site walkthroughs by administrators.

3h. Describe district policy, practices or goals that ensure equitable technology access for all students.

The McFarland Unified School District Board Policy calls for equitable access for all students to all District resources. Access is available to all students in classrooms and teachers have rotating access to a computer lab, a few of which are mobile.

Further, MUSD is compliant with the Americans with Disabilities Act (ADA) to ensure equal and appropriate access to student sub groups. Should students require additional equipment or facilities to enjoy equal access to technology tools, additional assistive technologies will be purchased to meet their needs, as outlined in their IEPs and 504 Plans. Assistive technologies currently used for special education include PDA's.

English learners are mainstreamed in elementary schools and receive an extra 45 minutes of additional classroom instruction. In secondary schools, all English Learners receive additional instruction in specialized ELD classes.

English Learners use software such as Easy, Read Naturally, Avenues, Visions, and Lexia. Programs such as Accelerated Reader and Math provide individualization for all levels of learners, from remediation through enrichment. At elementary and middle schools, classes are scheduled to use the computer labs on a rotating basis.

During the term of this plan, the District will identify any issues regarding equitable technology access, including checking student to computer ratios by school and rotation schedules among classes, to determine if they address all students and determine what, if any, modifications are needed.

The District will explore the use of flexible scheduling so that school libraries can remain open via extended hours In addition, the district will collaborate with public libraries and community centers to provide access to online resources for students who do not have such access from their homes.

Goal 3h: Provide equitable access for all students to all District resources.			
Implementation Plan Monitor current use of technology to determine if there are any inequalities and remedy.			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Review site, program, and departmental use of technology to determine any disparity in use	Ongoing	Site Administrators, Technology Director	Report findings at quarterly technology committee meeting
Collaborate with local agencies to provide after hours availability of technology resources for parents and students.	Ongoing	Technology Director	Report findings at quarterly technology committee meeting

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

MUSD utilizes and encourages the use of technology tools for the purpose of making student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs, including the record keeping and feedback features inherent in many of the instructional programs and online services currently in use throughout the District. Among the systems utilized are: Infinite Campus (Student Information System), Follett (Centralized Library Automation System), and Edusoft (Online assessment and Benchmark analysis).

Since 2005, all of the District's schools have completed site-wide migrations to a school-based record keeping and assessment known as Infinite Campus. Infinite Campus is an Early Childhood to Adult Education student information system and integrates all student information in a shared, centralized and secure Web-based system of student records for all schools and

offices. As of June 2006, all schools have implemented Infinite Campus, including electronic attendance records and final grade reporting.

At the same time, MUSD has implemented a system of periodic assessments tracked through Edusoft based on state content standards which are used as formative assessments involving four core elements: identifying the gap between a student's current learning and what future learning is needed, providing staff with timely feedback to modify the next steps in instruction, involving students and parents in using results and developing learning progressions during professional development meetings so teachers can collaboratively know how to use data to guide instruction.

Benchmark assessments are given three or four times a year in English/Language Arts, Mathematics, Science, and History/Social Science. Answer sheets are collected and processed at each site; student results are accessible online to teachers and administrators from any Internet-connected computer within 48-72 hours after answer sheets are picked up. Reports available include Item Response Report (used to determine areas of strength or need on specific standards); Student Performance Report (formatted for individual parent or student conferences); Performance Band Report (reported by standard; by class, school, or District); Class List Report (aggregated achievement levels, for administrators); and the Item Analysis Report (shows you information about the validity of an assessment).

Goal 3i: MUSD will effectively utilize technology for managing student information and assessment data.
Objective 3i.1: By June 2015, 80% teachers will use Infinite Campus to show weekly assignments for parents to access on the parent portal
Year 1 Benchmark: 40% teachers will use Infinite Campus to show weekly
Year 2 Benchmark: 50% teachers will use Infinite Campus to show weekly
Year 3 Benchmark: 60% teachers will use Infinite Campus to show weekly
Year 4 Benchmark: 70% teachers will use Infinite Campus to show weekly
Year 5 Benchmark: 80% teachers will use Infinite Campus to show weekly

Objective 3i.2: By June 2015, 75% of MUSD coaches and teachers will regularly access formative benchmark assessment classroom data, using Edusoft online access reports, to guide data driven decision-making for improving student achievement.
Year 1 Benchmark: 35% of MUSD coaches and teachers will regularly access formative benchmark assessment classroom data, using Edusoft
Year 2 Benchmark: 45% of MUSD coaches and teachers will regularly access formative benchmark assessment classroom data, using Edusoft
Year 3 Benchmark: 55% of MUSD coaches and teachers will regularly access formative

benchmark assessment classroom data, using Edusoft
Year 4 Benchmark: 65% of MUSD coaches and teachers will regularly access formative benchmark assessment classroom data, using Edusoft
Year 5 Benchmark: 75% of MUSD coaches and teachers will regularly access formative benchmark assessment classroom data, using Edusoft

Implementation Plan		
	Activities	**Schedule/Timeline**
	The District will provide ongoing technical training to ensure all teachers and administrators use Infinite Campus for standardized, integrated student management;	Ongoing
	The District will provide ongoing benchmark assessment development and evaluation per cycles established and in alignment with LEA Planning and Curriculum Framework Development Schedule.	Ongoing
	Professional development on benchmark assessments is provided through the district.	Ongoing
	MUSD teachers, individually and collaboratively, will review benchmark assessment online reports after each administration in order to identify learning gaps and plan instruction.	At least 3-4 times per year per relevant subject, as scheduled
	MUSD teachers use individual benchmark assessment data in conferences with students or parents in order to involve them in strengthening learning practices.	Formal parent conferences are scheduled twice per year. Informal parent conferences are scheduled as needed.
	To ensure that at least 95% of all students will be provided access to the periodic assessments, MUSD administrators use benchmark assessment reports to monitor implementation and guide professional development at the school, and District levels.	At least 3-4 times per year per relevant subject, as scheduled

Monitoring and Evaluation			
	Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
	• Take classroom benchmark assessments as scheduled • Use results from assessments and develop future learning plans	3- 4 times per year	student

	• Use Infinite Campus for attendance and grading • Administer benchmark assessments as scheduled • Review benchmark assessment results individually and in department meetings after each assessment.	Ongoing 3-4 times per year	Teachers
	• Ensure implementation of Infinite Campus • Use Edusoft reports to monitor implementation and guide professional development at the school.	Ongoing	Site Administrators
	Use Edusoft reports to monitor site implementation and design, deliver PD to coaches, facilitators, teachers and administrators to continuously support implementation.	Ongoing	District staff
	• Participate in Edusoft meetings to leverage expertise and resources, develop policy, check and ensure sufficient network bandwidth and test processing equipment	ongoing	Director of Information Systems

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

Currently, the district uses SchoolMessenger notification service that will deliver District-Wide the ability to communicate with students, parents, employees and the community. SchoolMessenger supports a broad range of communication objectives including local and widespread emergencies, absentee notification, student outreach, and the communication of operational status to affected internal and external groups. The system is able to reach an equally broad range of constituents, including current and prospective students, their parents and guardians, and administrative and instructional staff.

The SchoolMessenger Notification Service provides:

- Ability to reach all or a subset of students/families/employees/community members through a single unified solution
- Multiple communication methods including numerous telephone numbers (home, work, cell, etc.) pagers, email and text
- Integration with the Student Information System (Infinite Campus) to notify families with absent or tardy students
- Potential increase in ADA revenues based on immediate follow-up on student absenteeism

- Translation into 2 different languages
- Ability to prioritize and schedule delivery of messages
- Ability to compile survey responses
- Training for all end users, trainers and system administrators

All District classrooms have phones; all teachers have voicemail. All teachers have web accessible MUSD email accounts; an email link is placed on the district website. As desired and monitored by their teachers, students have access to email starting in the middle school and continuing through the high school.

District and school websites are continually being enhanced. Teachers and administrators are encouraged to manage individual pages; however, this will be a site decision. Teachers will be able to post homework assignments and other updates as desired; training for and sharing of best practices for online communication and update strategies will be provided via professional development at site, and District levels.

The District is also investigating opportunities for providing low-income parents with access to a free computer, the first pilot for which was in fall 2005. The District has taken computers that no longer meet the District's requirements, refurbished them and loaned them out to parents of local students. This has been accomplished on an infrequent basis due to the conditions and availability of computers.

Goal 3j: MUSD will use technology to enable and improve two-way communication between school and homes
Objective 3j.1: MUSD will maintain high-speed voice and data networks, including up-to-date phone systems, at each school.
Year 1 Benchmark: MUSD will maintain high-speed voice and data networks
Year 2 Benchmark: MUSD will maintain high-speed voice and data networks
Year 3 Benchmark: MUSD will maintain high-speed voice and data networks
Year 4 Benchmark: MUSD will maintain high-speed voice and data networks
Year 5 Benchmark: MUSD will maintain high-speed voice and data networks

Objective 3j.2: By June 2015, 80% of parents will be able to access student data such as assignments and grades via a parent/student portal on Infinite Campus.
Year 1 Benchmark: 40% of parents will be able to access student data
Year 2 Benchmark: 50% of parents will be able to access student data
Year 3 Benchmark: 60% of parents will be able to access student data
Year 4 Benchmark: 70% of parents will be able to access student data
Year 5 Benchmark: 80% of parents will be able to access student data

Objective 3j.3: By June 2015, 80% of teachers will use Infinite Campus' Parent Portal, class webpages and email to communicate with homes (parents and students) once a week to monthly as shown on the EdTechProfile, Technology Assessment Profile. Infinite Campus is the district's student information system and has a parent portal for parents to view grades, behavior and attendance for their children.
Year 1 Benchmark: 40% of teachers will use technology to communicate with homes
Year 2 Benchmark: 50% of teachers will use technology to communicate with homes
Year 3 Benchmark: 60% of teachers will use technology to communicate with homes
Year 4 Benchmark: 70% of teachers will use technology to communicate with homes
Year 5 Benchmark: 80% of teachers will use technology to communicate with homes

Objective 3j.4: All schools will continue to have District-provided SchoolMessenger services or equivalent system to communicate 24/7 with students, parents, employees and the community.
Year 1 Benchmark: All schools will continue to have District-provided SchoolMessenger services
Year 2 Benchmark: All schools will continue to have District-provided SchoolMessenger services
Year 3 Benchmark: All schools will continue to have District-provided SchoolMessenger services
Year 4 Benchmark: All schools will continue to have District-provided SchoolMessenger services
Year 5 Benchmark: All schools will continue to have District-provided SchoolMessenger services

Implementation Plan		
Obj. # (Optional)	**Activities**	**Schedule/Timeline**
	MUSD school sites will continue to use SchoolMessenger.	Ongoing
	MUSD teachers will receive instruction on creating and updating simple web pages and maintaining two-way communication via email and other technologies. Instruction will be provided by Technology Department staff.	Ongoing
	Schools will utilize parent-communication guidelines in line with Title 1 requirements for parent participation.	Ongoing
	Reports, registration forms and newsletters will be	Monthly

	posted on the District website. Parent links and resources on District and site websites will be enhanced. District Communications, site principals and assigned staff, with Tech Dept support.	
	Telecommunications infrastructure will be reviewed annually and updated as needed to ensure communication is facilitated.	Annually
	District Technology Department will explore pilots with organizations such as Computers for Youth Foundation and InternetforEveryone to provide options for free computers, training and support and free/reduced cost Internet access for low income families.	Ongoing

Monitoring and Evaluation			
	Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
	• Take/update the EdTechProfile Technology Assessment Profile (used to monitor and demonstrate teacher use of technology to communicate with homes)	Annually between September and November	Teachers
	• Assure/monitor staff knowledge and use of parent-communication guidelines. • Supervising, monitoring, deciding on teacher need for and success with instruction	Ongoing	Site Administrator
	• Supervise use of video teleconferencing for parent/ community meetings; assess need for added capacity • Regularly assess communications equipment, procedures and technical support. • Design of pilot program for parent communication models, evaluated yearly, successful models spread to other schools, desire and resources permitting. • Conduct annual assessment of adequacy of infrastructure and plan for upgrades as needed. • Website oversight and design of monitoring processes for updating sites	Ongoing	Director of Information Systems, Teacher on Special Assignment and Site Technicians

	at the District, site and individual teacher level • Assigning/assuring parents and students have accounts to access online information and providing parents with training in how to do this. • Results of the annual parent satisfaction survey in regard to communications		

3k. Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.

In addition to the monitoring and evaluation listed above the District has implemented an online questionnaire to be filled out by district staff when visiting classes (attached as Apendix B). It is also a recommendation of our DAIT provider that all district staff visit classrooms. The online survey will include questions related to monitoring for technology strategies and methodology utilizations in the classroom. The results from the online survey will be available to determine the amount of implementation in the district. Additionally, the site administrators are required to visit classrooms for two hours each day. The results from the administrator's visits will be added to the surveys from the district visits to give a clearer picture of the level of implementation in the district. Additionally, the benchmarks will be checked after each administration to ensure that students have taken the assessments and monitor the progress of students in attaining mastery of core curricular components.

4. PROFESSIONAL DEVELOPMENT COMPONENT

This section of the Education Technology Plan provides a summary of teachers' current technology skills from the EdTech Profile Survey (2007-2008). The survey findings are summarized by specific skills in order to help classroom teachers, schools and districts plan professional development based on identified needs. The EdTech Profile survey data and teacher input will be reviewed annually at the district and site levels to better define the following year's professional development activities.

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

EdTech Profile simplifies the collection and reporting of educational technology data assisting the implementation and support of district technology plans. The charts shown starting on page 13 are the reflection of the data obtained on the latest survey; this survey along with the edtech profile currently being completed will serve as the base for growth. The survey also provides school administrators and technology coordinators with the tools to guide decision making about the integration of technology into classroom instruction and also evaluating professional development effectiveness. Perhaps most importantly, EdTech Profile provides data

to determine what and where training is most needed. The need will be determined based on the results of the EdTech Profile survey to be taken between September and November of each year.

In terms of basic computer skills, it is expected that at least 65% of all teachers rank their proficiencies as "intermediate." About half of all teachers know how to troubleshoot basic hardware, software, and printing problems before accessing the appropriate level of support. We expect teachers to be more skilled at using e-mail and word processing than other productivity tools. We already know that teachers as a group are the least comfortable with using spreadsheet, database and presentation software. It appears that teachers need more training in this area. On the other hand, we also know that there is a core of teachers who are confident enough of their own skills that they may be able to help their peers.

Teachers at MUSD we believe will fall largely also into the intermediate level when assessed on EdTech Profile's (Section 9) 'Using Technology in the Classroom' questions. We expect that that high scores are posted in this area which will mean that teachers are using computer applications to manage records and to communicate through printed media and interacting with others using e-mail as instructed by the administration. Training, support, and encouragement are needed to raise proficiency at all grade levels. We believe we can accomplish this by helping teachers, students, administrators, parents and all stake holders to understand and value technology.

Professional development opportunities in technology usage have been gradually increasing over the last five years. Almost 50% of teachers in the MUSD have had professional development participation in areas of educational technology since the last plan started (2005). However, the district has had a very high teacher rotation rate during the last 5 years which required MUSD to establish a permanent beginner, intermediate, and advanced levels of training at all times.

We believe that all teachers need training in integrating technology into the curriculum. Administrator observations also indicated this as a priority. Based on these observations an issue of concern arises; teachers know how to use technology on a basic level, but they just don't know how to apply that knowledge and practice to content areas in ways that create meaningful learning experiences. Therefore the goal for the next 5 years is to expand that knowledge to the level where teachers are capable of integrating technology knowledge and resources into the core curriculum.

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

Goal 4b:

Administrators, teachers and staff will become proficient with the same general technology, integration, and information literacy skills required of students.

Target Group: Administrators, teachers and staff.

Objective 4b.1:

By the 2014-2015 school year, 100% of MUSD teachers and administrators will show an increase in their technology proficiencies in basic computer skills and technology integration by taking 15 or more hours of training in use of technology to support learning objectives.	
Year 1 Benchmark: minimum of 20% in the 2010-2011 school year increasing proficiency	
Year 2 Benchmark: minimum of 40% in the 2011-2012 school year increasing proficiency	
Year 3 Benchmark: minimum of 60% in the 2012-2013 school year increasing proficiency	
Year 4 Benchmark: minimum of 80% in the 2013-2014 school year increasing proficiency	
Year 5 Benchmark: 100% in the 2014-2015 school year increasing proficiency	
Activities	**Schedule/Timeline**
Develop a program of instruction and training for MUSD teachers. Topics to include: Internet safety training, Ongoing interactive white board training, and classroom website training.	Fall of 2009
Schedule trainings in a variety of locations and formats to address educator needs including basic operations and concepts, file management and organization, and hardware/peripheral management.	Tri-annually
Distribute a calendar of trainings for teachers at all grade levels.	Fall 2009
Require all teachers to include a technology component in their EdTech Profile	Fall 2009, annually thereafter
Require administrator and teacher completion of pre and post EdTech Profile survey	Annually
Review EdTech Profile survey data to plan for professional development trainings during the year.	Annually

Monitoring and Evaluation		
Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
Tool: District trainings in basic computer skills **Data:** Sign-in sheets, EdTech Profile data showing increased proficiency levels in basic computer skills	Tri-annually	District Technology Coordinator, Tech Committee members
Tool: District trainings on Curriculum integration **Data:** Sign-in sheets, EdTech Profile data showing increased proficiency levels in Standard 9 and Standard 16. SurveyMonkey is	Tri-annually	District Technology Coordinator, Tech Committee members

another data tool that we have integrated into the tools that we use to assess performance and development.		

Monitoring
Site administrators and Technology Coordinator will monitor the district implementation of trainings and will report progress at regularly scheduled district/technology meetings. Evaluation and modifications will be made as needed in order to insure that the implementation benchmarks are being met. The administration is in the process of developing an observation protocol that will be available online for all the stakeholders to enter observation data that is consider anonymous and provides a neutral point of view related to the technology plan progress.

Goal 4b.2:
Administrators and teachers will use technology to improve student achievement through data collection, analysis, reporting and data-driven decision making.

Target Group: Administrators and teachers

Objective 4b.2: By the 2014-2015 school year, a minimum of 80% of our administrators and teachers (grades K-12) who have been provided with technology professional development for software that will be able to access and retrieve student data for evaluation and analysis, and to learn engagement strategies to motivate teachers into using the data to enhance their teaching (including Infinite Campus, Edusoft, Promethean, and SmartBoard, etc). The first year focus will be the 5th grade. The second year focus will be for the 5th grade to help train the 4th grade and to train the 7th grade. The Third year will focus on Language Arts at the High School and foster the collaboration at the elementary and middle school sites to increase the proficiencies at other grade levels.

Year 1 Benchmark:	minimum of 10% in the 2010-2011 school year.
Year 2 Benchmark:	minimum of 30% in the 2011-2012 school year.
Year 3 Benchmark:	minimum of 50% in the 2012-2013 school year.
Year 4 Benchmark:	minimum of 70% in the 2013-2014 school year.
Year 5 Benchmark:	minimum of 80% in the 2014-2015 school year.

Implementation Plan

Activities	Schedule/Timeline
Provide professional development for administrators/teachers in the use of Edusoft, Infinite Campus Parent Portal and other data collection software	Fall 2010, ongoing
Identify and evaluate data that exists at the state and site levels	Winter 2010, annually
Ensure that administrators and teachers have basic skills to interpret student data	Winter 2010, then ongoing

Monitoring and Evaluation		
Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
Tool: County, district and site level training **Data:** Attendance sheets, various training materials	Winter 2010 then bi-annually	District Technology Coordinator

Monitoring
EdTech Profile, technology and school site administrators will track and monitor professional development activities for effectiveness. Feedback from initial trainings in Fall of 2009 will also guide modifications that will need to be made as needed in order to insure optimum training results

Goal 4b.3:
By 2015, MUSD teachers will score at or above intermediate proficiency in EdTech Survey Standard 16, 'Using Technology to Support Student Learning'.
Target Group: Teachers

Objective : By the 2014-2015 school year, 90% of our teachers who have been provided with technology professional development will score at or above intermediate proficiency on the annual EdTech Profile survey Standard 16, 'Using Technology to Support Student Learning'. The first year focus will be the 5th grade. The second year focus will be for the 5th grade to help train the 4th grade and to train the 7th grade. The Third year will focus on Language Arts at the High School and foster the collaboration at the elementary and middle school sites to increase the proficiencies at other grade levels.

Year 1 Benchmark: minimum of 10% growth in percent of teachers from base year
Year 2 Benchmark: minimum of 30% growth in percent of teachers from base year
Year 3 Benchmark: minimum of 50% growth in percent of teachers from base year
Year 4 Benchmark: minimum of 70% growth in percent of teachers from base year
Year 5 Benchmark: 90% growth in percent of teachers from base year

Implementation Plan	
Activities	**Schedule/Timeline**
'Using Technology With Classroom Instruction' will be used for district professional development	Winter 2010 then ongoing
Professional development dates and times will be distributed for scheduling purposes	Winter 2010
Retrieve EdTech Standard 16 survey data for teachers from prior year (or assessment)	Winter 2010, annually thereafter
Provide professional development for teachers in Standard 16 sub-categories a-g	Ongoing

Retake EdTech survey and analyze previous year's results against current year in both Standard 16 and Personal Use responses	Annually
EdTech Profile results returned to site administrators for evaluation and teacher feedback and determination of future professional development based on those results	Annually

Monitoring and Evaluation

Tool/Data Source	Schedule/Timeline	Title of Person(s) Responsible
Tool: County, district and site level training **Data:** Attendance sheets, various training materials	Winter 2010 then ongoing	Technology Coordinator, Tech Committee members
Tool: District professional development meetings **Data:** Attendance sheets, feedback from training	Winter 2010 then ongoing	Technology Coordinator, Tech Committee members

Monitoring: Technology and school site administrators will track and monitor professional development activities and the annual EdTech Survey for effectiveness. Feedback from initial trainings in Fall of 2009 will also guide modifications that will need to be made as needed in order to insure optimum training results.

Goal 4b.4 : By 2015, teachers will place at or above intermediate proficiency on EdTech profile Standard 9, 'Using Technology in the Classroom'
Target Group: Teachers

Objective: By the 2014-2015 school year, 90% of our teachers who have been provided with Technology professional development will score at or above intermediate proficiency on the annual EdTech Profile survey Standard 9, 'Using Technology in the Classroom'.

Year 1 Benchmark: minimum of 10% in the 2010-11 school year.

Year 2 Benchmark: minimum of 30% in the 2011-12 school year.

Year 3 Benchmark: minimum of 60% in the 2012-13 school year.

Year 4 Benchmark: minimum of 80% in the 2013-14 school year.

Year 5 Benchmark: 90% in the 2014-15 school year.

Implementation Plan

Activities	Schedule/Timeline
Retrieve EdTech Standard 9 survey data for teachers from prior year (or assessment)	Winter 2010
Provide professional development for teachers in Standard 9 sub categories including instructional material creation, delivering classroom instruction and communication with both colleagues and parents, in addition to the use of electronic learning resources and websites.	Ongoing

Retake EdTech survey and analyze previous year's results against current year in both Standard 9 and Personal Use responses	Annually
EdTech Profile results returned to site administrators for evaluation and teacher feedback.	Annually

Monitoring and Evaluation		
Tool/Data Source	**Schedule/Timeline**	**Title of Person(s) Responsible**
Tool: County, district and site level training **Data:** Attendance sheets, various training materials	Fall 2009 then ongoing based on scores	Technology Coordinator
Tool: EdTech Profile Survey (Standard 9 responses) **Data:** Percentage increase (decrease) from basic to intermediate	Fall 2009 then ongoing based on scores	Technology Coordinator, teachers
Monitoring Technology and school site administrators will track and monitor professional development activities and the annual EdTech Survey for effectiveness. Feedback from initial trainings in Fall of 2009 will also guide modifications that will need to be made as needed in order to insure optimum training results		

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

The process that will be used to implement the goals, objectives, benchmarks and implementation is described in detail in the section above. MUSD professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of this plan.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

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 (sections 3 & 4) of the plan.

Currently the district has approximately 1200 computers at the various sites, most purchased within the last four years. This sets the student to computer ratio at approximately 2.66 for the district which is lower than the county (3.87) and state (4.11).

We have also installed smartboards / prometheans in 47 classrooms (approx. 33% of classrooms), an additional 75 classrooms have mounted projectors installed (approx. 50% of classrooms), 53 digital document cameras have been installed in classrooms (approx. 33% of classrooms), and lastly a video conferencing unit has been purchased by the district to pursue opportunities with distance learning and virtual field trips.

As stated in section 3, the district has Star Math, Star Reading, Lexia, Accelerated Reading, Edusoft® , Reading Counts, Hampton-Brown Avenues English Language Development program, Open Court Reading, Timez Attack, Math Blaster, Google earth, Microsoft Earth and the online resources of the adopted curriculum.

The district has maintained a well planned and implemented network and telecommunication infrastructure. Each site has a well functioning phone system with voicemail for each teacher. This helps to enable home school communication between parents and teachers. The network on each campus consists of a central switch from which each of the wings attaches through fiber links. Each wing is on its own subnet to help technology staff track down problems and manage traffic. The fiber links creates a 1Gb/s backbone for each site allowing for the efficient flow of information on campus. Each site has its own server for storing files for staff. Between sites the district has installed a T-1 line with a wireless back up link that has an average throughput of 10Mb/s and the district has a 20Mb/s link to the County Office of Education which serves as the internet service provider for the district. In addition to the networking hardware, the district has installed various monitoring devices to monitor bandwidth utilization, security incidents, traffic patterns, and Acceptable Use Policy Violations. By monitoring the bandwidth of the internet traffic as well as the links between the sites, the district is able to determine when it is time to increase the bandwidth for any given link. Virtualization of servers was recently implemented to help ease the management of servers and reduce the number of servers required by the district.

The sites physical plant is currently in good shape with the exception of Kern Avenue. The maintenance department has recently upgraded the electrical system at the learning center and will be upgrading the electrical system at the High school this year for the addition of 10 classrooms. The wiring for each of the sites has been maintained with the growing of the schools. There is a plan in place to keep the network drops in the classroom at a sufficient level to accommodate any grade level's requirements. The aging wiring has been replaced were needed and is in good condition.

Currently the district has a Director of Information Systems, one computer technician, and one teacher on special assignment at the district level to handle the support for the district. In addition, each school has a teacher on a stipend to provide technical support for the site. While the current response time has been kept down to less than a couple of days, with the increase in technology additional resources will need to be made available to keep systems running smoothly. Response times will be monitored on an annual basis with the EdTechProfile questionnaire to ensure that support requests are resolved in a timely manner.

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

The district will need to continue to upgrade the hardware as it breaks down and becomes obsolete. Currently, the district has been replacing the computers in the labs at the various schools and rotating those computers out to the classrooms. By doing this we are attempting to keep a five year life cycle on computers and ensure that they are used to their full potential before being disposed.

The district will continue to pursue electronic learning resources that aid in the learning of students.

The district has been working with E-Rate funds to ensure that the network and telecommunication infrastructure is sufficient for the school's needs. Within the next three to five years the telecommunications infrastructure of the sites will need to be upgraded. Additionally, there are currently two links that the district is looking at working on. The High School and Middle School are across the street from each other and the Learning Center and Kern Avenue are across the street from each other. By installing a fiber link between the two pairs, the sites would gain bandwidth and reduce the number of servers in the district since the bandwidth would be sufficient to accommodate the large files used at the sites in their local folders without affecting the networks overall performance. This project cannot be accomplished with Erate funds and so will need to be accomplished with district funds. Once this project becomes viable financially, it will be implemented. The virtual servers that were implemented will eventually need additional storage to accommodate the growth of data and servers. Hosts will need to be purchased to replace the servers once they begin to become obsolete over the course of the next five years.

Kern Avenue is currently at its electrical capacity. A new school is proposed to be built and if it transpires the removal of portable classrooms will free up needed electrical capacity. If this does not come to pass in the near future, additional capacity will need to be installed at the site.

An additional technician is needed, at least part time, to help maintain the software in the district in a timely manner and allow the teacher on special assignment to spend more time in the classroom doing professional development.

5c. List of clear annual benchmarks for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.

Items to be Acquired	Schedule/Timeline	Person Responsible
Replace 20% of computers	Yearly	Director of IS and site administrators
Replace networking and telecommunications equipment on E-Rate replacement cycle	2 out of 5 years	Director of Information Systems
Replace peripherals	Yearly as needed	Director of IS and site administrators
Technician	Within 3 years when funds are available	Director of Information Systems
Additional video conferencing equipment	Within 3 years when funds are available	Director of Information Systems
Upgrade Electrical at Kern Avenue or build new elementary school	Within Next 3 to 5 years	MOT Director, CBO
Upgrade links between sites for increased bandwidth	Within 3 years when funds are available	Director of Information Systems
Additional Storage for virtual servers and files as necessary with increased use of	Within 3 years when funds are available	Director of Information Systems

video and audio files in the classroom		

5d. Description of the process that will be used to monitor whether the annual benchmarks including roles and responsibilities.

Benchmarks will be discussed at each of the four quarterly meetings of the Technology Committee to ensure that benchmarks are met. In addition, annually, a report will be given to the School Board by the Technology department detailing the progress made in reaching the benchmarks as shown above.

6. FUNDING AND BUDGET COMPONENT

6a. List of established and potential funding sources and cost savings, present and future.

The technology department has actively worked in the past to acquire grants to help fund the technology in the district. The department will continue in this endeavor in the future utilizing E-Rate, EETT grants, and other grant sources to fund future technology needs. Additionally, approximately $120,000 in general fund dollars not including salaries, $12,000 in EETT funds, and additional categorical funds are available from the district to ensure the future needs of technology. The technology department is always looking for ways to cut costs from virtuallizing servers to searching for the best vendors to finding better cost efficient solutions to current practices and cutting waste.

6b. Estimate implementation costs for the term of the plan (3-5 years).

Component	Year 1	Year 2	Year 3	Year 4	Year 5	Possible Funding Source
Curriculum						
Teacher Subs	5,000	5,000	5,000	5,000	5,000	Title II, A
Materials	3,000	3,000	3,000	3,000	3,000	Title II, A
Professional Development	20,000	20,000	20,000	30,000	30,000	*Title II, A/D*
Infrastructure						
Replace networking equipment and phone system at 2 sites	$0	$0	$500,000	$500,000	$250,000	90% E-Rate funded 10% from general funds

Hardware						
Replace 1/5 of computers each year if possible	$50,000	$150,000	$200,000	$200,000	$200,000	EETT, General fund, and Categorical funds
Replace obsolete and non-functional peripherals	$10,000	$10,000	$10,000	$10,000	$10,000	EETT, lottery funds, General fund, and Categorical funds
Electronic Resources	5,000	5,000	5,000	5,000	5,000	*General Fund and* Categorical funds
Technical Support						
Site Techs	$20,000	$20,000	$20,000	$20,000	$20,000	*General Fund*
Technology Department	$271,500	$271,500	$320,000	$320,000	$320,000	*General Fund*
Smartnets and warranties	$75,000	$75,000	$75,000	$75,000	$75,000	E-Rate and general fund

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

The district currently is working towards a five year replacement plan for computers in the district. This plan has been hindered by the large number of older computers in the district at the beginning of the implementation of this plan and by the current fiscal issues in the state. The district is actively working on ways to ensure that this plan is met. The replacement policy identifies desktop computers and laptops that have outlived their useful life and will be earmarked for surplus and disposal. School inventories will determine the placement of retained computers that can be replaced by incoming laptops, such that access to newer computers is significantly increased. All newly acquired computers will include extended service contracts if available.

The district is also working with the E-Rate 2 in 5 rule to ensure that networking equipment is replaced in a timely manner at least every five years. By utilizing E Rate and replacing every five years the district is less likely to have to pay full price for its networking equipment out of its own budget because the networking equipment failed and it is not a current year for equipment to be replaced. Telecommunication equipment is also being upgraded in the E-rate life cycle in a less frequent time frame due to its longer life cycle.

Printers will only be replaced when they are no longer functional and only as funding allows. When appropriate, staff members will print to networked printers. Other peripherals will be replaced as they fail, or as needed. The technology committee also acknowledges the importance of timeliness with respect to replacement when a computer or peripherals break down. The committee recommends that funds be earmarked for replacements, so that broken devices are replaced in a timely fashion. As a preventative measure to ensure classrooms are not without computers, a small supply of outdated, but functional, computers will be kept on hand to cover any classroom that needs a computer while damaged or malfunctioning equipment is being replaced.

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 Director of Information Systems, Chief Business Official, and Technology Committee will have the responsibility to monitor and update all technology budget decisions related to the plan. Site principals can also monitor their technology budgets. The Budget Analyst will inform the Director of Information Systems on a monthly basis as to the status of all technology funds as they become available. The Director of Information Systems will discuss the budget at each quarterly technology committee meeting. The individuals receiving the technology stipend will be responsible for reporting that information back to the sites. Additionally, the Director will discuss the technology budget annually at a board meeting. The Director of Technology and the Teacher on Special Assignment in his department will continue to search for grants and other sources of funds and apply for funding as they become available. The department has been successful in acquiring funding in the past and will work to ensure the same in the future.

7. MONITORING AND EVALUATION COMPONENT

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

The extent to which technology impacts student learning, classroom engagement and attainment of the MUSD curricular goals will be determined by student performance on multiple measures: STAR, CELDT, API, AYP, District Assessments, Classroom Projects, and Other performance assessment tools will include staff, parent, teacher, and student surveys. Student portfolios, students' scores on competencies, teacher observation and anecdotal notation will provide additional data.

District multiple measures data consists of regular benchmarks in each of the core curricular areas. Results will be entered into and analyzed using Edusoft, a data analysis tool. Formative teaching decisions are made based on these benchmarks. These same assessments, along with information from STAR testing, are used to identify at-risk students and to plan interventions to help students meet curricular goals. These data are also valuable for planning the use of technology to assist in areas where students are not meeting district curriculum goals. Data is reviewed and analyzed at the site and district level to plan technology purchases, identify

implementation issues and plan professional development.

In order to maintain the accuracy and relevance of our Technology Plan, it is essential to monitor and if necessary revise each component of this plan on an ongoing basis. Ongoing collection of data and the use of that data to inform decision-making are embedded into each objective in our tech plan components under the monitoring and evaluation sections in our plan Criteria components 3, 4, & 5.

The following chart specifies who is responsible for the monitoring and evaluation activities and an approximate amount of time to be spent on the activities.

Title(s) of Responsible	Individual(s)Responsibilities
District IT Director	Provide overall Tech Plan management and coordination
District Admin / District IT Director/Lead Teachers	Assess, plan, implement, monitor, and evaluate technology integration staff development aligned to curriculum. Provide support to site-based technology coaches.
District IT Director	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.
District IT Director.	Collect staff development data on technology proficiencies through the completion of the EdTech Profile.(EdTech Profile)
District Admin / District IT Director/Lead Teachers	Collect and analyze data regarding K-12 students' computer skills and students' academic achievement
District Admin / District IT Director/Lead Teachers/EdTech Profile	Provide and / or facilitate necessary EdTech professional development for the district based on data.
District Admin / District IT Director/Tech committee	Collect data regarding staff development focused on teaching students computer and information literacy skills
District Admin / District IT Director/Curriculum committee	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement
District Admin / District IT Director/Tech committee	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.
District IT Director	Collect annual California School Technology Survey data and assist with pre and post EdTech Profile completion.

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

Besides the quarterly reviews by the technology committee, the district will track the development and implementation of all activities and accomplishments yearly and a major review is planned on year 3 where all stakeholders will be called in to contribute input concerning plan implementation and possible modifications based on successes, setbacks, and new technologies and strategies. Each identified objective in our Technology Plan will be reviewed and evaluated by the district's Superintendent, IT Director, Technology Committee, and Curriculum Committee who have the over-all responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished.

We consider that any shortened schedule would limit the efficiency, and maturing process of the program and plan. It is necessary to provide a climate where; although, time is of the essence it does not become the determining factor for success.

MUSD will continue to monitor the various components of the Technology Plan throughout the five years of implementation to ensure that the stated goals are being met. Quarterly surveys and assessments of technology use and proficiencies will determine the professional development offerings with the district technology coordinator and the site technology committees reviewing the plan to determine if we have met our intended goals. If the review teams determine that goals are not being met, then causes will be investigated and corrective measures recommended to the district and each school site in an effort to maintain progress.

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

Tech Planning issues, successes and setbacks will be communicated between stakeholders via e-mail and voice-mail on an ongoing basis. Data, progress, and any needed revisions to the plan will take place during meetings during the school year. In addition, progress reports on the District Technology Plan objectives will continue to be a standing agenda item at our district/ site admin meetings.

Data gathered through monitoring activities will provide MUSD with ongoing checkpoints related to the success of technology integration. Site inventories will be taken to monitor and update the availability of appropriate hardware and software for students, teachers and staff. Professional development strategies at the district and site level will be informed by data gathered from the EdTech profiles, staff discussions and classroom observations.

Individual teachers will use their personal profiles to make informed decisions about appropriate professional development opportunities to pursue individually. Results of the use of monitoring and evaluation data will be shared with the Board of Education in the annual summary report to the Board.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY

8a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.

Our District currently provides an adult English Language Development (ELD) program, Citizenship Classes, and a Microsoft Office applications course. These courses are open to all adults in our community and are held at the McFarland Learning Center during the evening. There are approximately 60 adults taking part in our programs.

Adults are also involved with Internet projects and computer literacy skill programs as part of their learning requirements. District certificated staff are also available to help individual adults. The program has had great success, and is expanding. Adults within our district have some access to classes to enrich their reading through the Citizenship and ELD programs. These programs provide adults with a foundation, so they may better assist their children at home.

All courses are conducted in a classroom setting, and in a near future the plan exists to create some other courses to be offered on-line. We have provided and will continue to provide educational technology enriched to meet the needs of adults whom are also parents; to assist their children, in receiving the best education possible.

The technology stipend teacher will attend the District Technology Committee meetings and report back to the site. The principal of the McFarland Learning Center will be invited, as well, to all District Technology Committee meetings. At these meetings both the technology stipend teacher and the principal will participate in the technology discussions and provide feedback on how technology is being integrated into adult education.

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.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century.

This report concludes that effective uses of technology to enhance student achievement are based on four elements:

1. alignment to curricular standards and objectives
2. assessment that accurately and completely reflects the full range of academic and performance skills
3. holding schools and districts accountable for continuous evaluation and improvement strategies
4. equity of access across geographic, cultural, and socio-economic boundaries.

District specific analysis of how the research will be used: Consistent with this research, our school district will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Our curricular goals in the Plan directly address California content standards in Language Arts, a curricular focus for our district. Through the ongoing data collection and analysis stated in our goal implementation plans and our timeline, our district will continuously monitor its attainment of the goals and objectives in the Technology Use Plan. Results will be reported annually to the superintendent, the school board, and the public.

Throughout the plan, attention is paid to providing appropriate and equitable access to all students in our community, including students in special populations.

Becker, J.H., and Riel, M.M. (2000, April). The Beliefs, Practices, and Computer Use of Teacher Leaders.
American Educational Research Association, New Orleans, April 26, 2000.

> "Models of school reform, professional development programs, state and federal policies increasingly support teachers in expanded roles, including as Teacher Leaders. Teacher Leadership involves providing peer guidance through formal and informal professional discussions, mentoring, university teaching, conference presentations and academic publishing.
> "Teacher professional development increasingly recognizes the importance of the expertise of practicing teachers and of teachers learning from and with one another. These new roles and support structures for teachers can work together to establish a professional culture in schools–a culture of collaboration rather than a culture of individualism. This collaborative approach to professional leadership is viewed as central to school change. The isolation and silence of teachers in the discourses on teaching and learning can be seen as a "protective response to subordination". Teachers, without a sense of agency or authority beyond the classroom, engage in a form of "private practice" behind closed doors. Closed classroom doors open concerns about maintaining high standards for both teaching and learning. This research focuses on how these teachers are similar and different from the group of teacher leaders."

District specific analysis of how the research will be used: As indicated in our Technology Use Plan, we value ongoing professional development. The Plan is consistent with the research in the following ways: (1) Teachers collaborate with various staff to produce and practice technology integrated technology activities. (2) Teachers are provided with the opportunity to attend workshops and conferences that cover basic-to-advance use of technology, as funds are available. (3) Our technology savvy teachers are involved in leadership activities such as coaching, facilitating, and modeling the effective use of instructional technology.

Becker, H. J. (October, 2000) Pedagogical Motivations for Student Computer Use That Lead to Student Engagement. Educational Technology. University of California, Irvine.

> "Although increasing students' subject-matter understandings and competencies may be the most important goals of instruction, it is widely understood that students' attention, effort, and engagement in academic tasks is a critical intervening variable in determining whether those outcomes are attained. In fact, the widespread appeal of designing computer-based activities for students is at least partly due to teachers' accumulating experience that students are generally more "on-task" and express more positive feelings when they use computers than when they are given other tasks to do. It seems likely, though, that not all computer activities attract the same degree of student interest and effort. What uses of computers have effects on student engagement that seem most predictive of important learning? The research reported in this paper provides some evidence about this issue."

District specific analysis of how the research will be used: Our school district serves a K-12 student population. Our district uses other online resources to enhance and extend the basic curriculum and hoe to school communication. Even though we are what can be considered a "rural district", we will take advantage of information technology to bring educational resources to our district that in some cases are only available for urban districts through video conferencing. For example, we will draw upon the resources of California Streaming for additional lessons linked to State content standards and CLRN (California Learning Resource Network- http://www.clrn.org) for supplemental electronic learning resources. Many more activities such will be integrated into the curriculum within the next 5 years to include cooperative learning and lead students to higher level thinking skills.

Our staff development program will take advantage of our County Office of Education (KCSOS) training programs and CTAP Region VIII resources for technology training in curriculum integration. We will also explore additional opportunities in staff development.As our staff successfully implements this plan and grows in its ability to use instructional technology, students will continue to receive the best possible education through our staff's increased ability to integrate technology and differentiate instruction.

The newly MUSD integrated software such as Lexia and reading Counts; support individualized reading and cognitive skill development Pre-K through adulthood including English Learners, Special Education children, and adults participating in family literacy courses. During the development of the Goals, Objectives, Benchmarks and Activities contained in this plan, we reviewed a wide range of research regarding best practices in educational technology. The relevant research is summarized below.

MUSD Plan Strategy Component	Research Source	Summary
Professional Development	West Ed. Policy Brief: Investing in Technology: The Learning Return TICAL http://www.portical.org/ WestEd http://www.wested.org Professional Development	For technology to become a core component of teachers' instructional repertoire, they not only need familiarity with equipment, but-more important they need to see and practice the most productive ways of using it to support learning. They need time to explore, reflect, collaborate with peers, and engage in hands-on learning. Research shows that providing teachers with a vision of themselves and the impact on their teaching and learning; can strongly bolster their motivation to take on the challenge of learning more themselves.
Edusoft Performance Management and Formative Assessment	CARET http://caret.iste.org Research Web Site Assessment and Evaluation	Technology can facilitate assessment of students' higher-order thinking skills depth of content area knowledge with its capacity to automate scoring and provide performance feedback.
Differentiation and Cognitive Development for Higher Order Thinking Development: Continued Implementation or Expanded Pilots **Technology and Learning Resource Examples: LEXIA for Literacy and Reading Count for Reading Comprehension Skills Development** **Plan Section: 4.b.3**	CARET http://caret.iste.org WestEd http://www.wested.org Policy Brief: Investing in Technology: The Learning Return	Technology improves performance when the application adjusts for student ability and prior experience, and provides feedback to the student and teacher about student performance or progress with the application. Where technology is used as a tool to support standards-based teaching of complex thinking and problem solving, and appropriate assessment measure student gains, those gains can be impressive indeed. Technology is most powerful when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualizing.

Technology Integration **Advancing standards-based student engagement and higher order thinking**	WestEd http://www.wested.org Policy Brief: Investing in Technology: The Learning Return CARET http://caret.iste.org Student Learning	The most dramatic illustrations of harnessing technology in these ways come from classrooms organized around projects. That is where student teams grapple with real-life, complex problems using technology tools to organize and analyze data and map solutions; PowerPoint and camcorders to create stakeholder presentations, which, in turn, give students, practice in communication skills, and often make them valued community contributors. Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skills. Moreover, such gains do not come at the expense of basic skills. Research reviews also show increased student motivation, engagement, and self-esteem as well as improved school attendance and fewer dropouts. Technology improves performance when the application provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test. Technology improves performance when used in environments where teachers, the school community, and the school and district administrators support the use of technology.

The integration of technology into instruction is most effective "when students and teachers take advantage of its sophistication and versatility to support higher-order thinking and conceptualization" (Ringstaff and Kelley, 2002). Best practices in this category come from organized classroom projects in which student teams are presented with a real-life problem or issue to address. Such projects are often cross-curricular, combining skills from the core subjects of mathematics, language arts (writing), science, and social studies, as well as the arts. These projects typically incorporate technology tools such as e-mail, Internet resources, spreadsheets (including charts and graphs), presentation software (such as PowerPoint), scanners, digital cameras, and video editing system (Ringstaff and Kelley, 2002).

Participation in such projects has been demonstrated to improve students' problem solving skills as well as communication skills. "Students using sophisticated technologies as everyday learning tools show marked growth in essential workplace skills. Moreover, such gains do not come at the expense of basic skills." (Penuel, Golan, Means & Korbak, 2000) "Research reviews also show increased student motivation, engagement, and self-esteem as well as improved school attendance and fewer dropouts" (Coley, 1997). (Ringstaff & Kelley, 2002) Proven Methods for Technology Management

The effective integration of research based technology methods and strategies have a positive impact on classrooms, schools, and districts by "redefining teacher and student roles and beliefs about teaching and learning":

- The teacher becomes a coach and collaborator rather than a dispenser of knowledge.
- Students engage in projects where they learn how to construct knowledge rather than to just receive it.
- Students begin to take charge of their learning and gain responsibility and control over their work.
- The school culture shifts from "isolated classroom practice" to "team-oriented learning community."
- Teachers and administrators learn to use a computer to accomplish their personal and professional goals with district support and move toward new State technology proficiencies for professional credentials.
- Teachers become familiar enough with the technological tools in this plan and are provided with the time and mentoring needed to design and carry out meaning and standards-based projects that integrate technology into the curriculum to promote student learning.

Teachers will learn how to use web-based record keeping to record student data which is a requirement in our student information system called Infinite Campus, which integrates classroom assignments, grading, and parent portal.

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 (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).

Innovative integrated strategies for technology use including distance-learning and modern applications involving strengthening the MUSD new participation model required us to reflect on the need for increased technology integration in project-based learning activities across the District. It is expected that the power of distance learning and community involvement become usual strategies in accomplishing purposeful learning projects that; will support increased student engagement and higher order thinking in standards-based learning. The main goals for the next 5 years are focused on having; teachers, Parents and community in general participating in assisting students in meeting state and district core curriculum standards. We plan to use streaming video, virtual field trips and web sites to supplement and extend district curriculum.

We are implementing access by all students/teachers at all sites to CaliforniaStreaming.org where video searches can be performed using either key words or state standards. Each search produces a list of applicable videos that meet those standards. The programs are broken into instructional clips and can be streamed or downloaded to the teacher's computer for use at any time. Usage rights include saving the clips to a CD or DVD and using clips as part of student work. Presently only teachers and administrators have full access to this program.

Virtual field trips will provide opportunities to expand boundaries beyond classroom walls to explore and learn with experts. Students and teachers have the opportunity to virtually explore, learn, and retain curriculum content through highly interactive experiences and activities. Some sites provide professional narration of primary source material, vocabulary lists, and teacher

support materials and instructional strategies that are developed in conjunction with the field trips. In addition, teachers participating in virtual field trips often collaborate with each other to share resources that augment the curriculum.

Although MUSD teachers recognize the value of building and maintaining classroom websites, and have the desire to deliver information about their classes, academic content and current events the need for training and staff development in this area remains a priority. Also, the growing expectation among parents that they will have access to information about their child's classroom through the web is also a driving force behind regularly updated classroom websites. The Infinite Campus parent portal covers in part this need, but we have the goal of creating an interactive environment where the common factor will be communication.

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 Address" 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)	6	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**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.	6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

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.	**7**	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.	**8**	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.	**15**	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.	**15**	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.	**21**	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.

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	**26**	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.	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.
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.	**27**	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	28	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.	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.
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.	29	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.	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.
j. List of clear goals, measurable objectives, annual benchmarks, and an	**31**	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation	The plan suggests how technology will be used, but is

implementation plan to use technology to improve two-way communication between home and school.		plan for using technology to improve two-way communication between home and school.	not specific enough to know what action needs to be taken to accomplish the goals.
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.	**35**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	35	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.	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.
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.	36	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.	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.
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.	41	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.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
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.	**41**	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.	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.
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.	42	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.	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.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical	**43**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what	The annual benchmarks and timeline are either absent or so vague that it would be difficult to

support required to support the other plan components identified in Section 5b.		needs to be acquired or repurposed, by whom, and when.	determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	43	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.	44	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.	44	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.	45	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.
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.	46	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.	46	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.	47	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.	48	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**
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	48	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	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy

the process used to identify adult literacy providers or potential future outreach efforts.)		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.	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**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	49	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.
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.	53	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).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 15 - 73908
LEA Name: McFarland Unified School District

*Salutation: Mr.
*First Name: David
*Last Name:Lopez
*Job Title:Technology and Information Services Director
*Address: 601 2nd Street
*City: McFarland
*Zip Code:93250
*Telephone: (661) 792-3081
*Fax: (661)792-2447
*E-Mail: dalopez@mcfarland.k12.ca.us

Please provide backup contact information.
1st Backup Name: Javier Ruiz
1st Backup E-Mail: jruiz@mcfarland.k12.ca.us
2nd Backup Name: Kim McManaman
2nd Backup E-Mail: kmcmanaman@mcfarland.k12.ca.us

*Required information in the ETPRS

McFarland Unified School District Educational Technology Survey

1. 2008-2009 Technology Survey

This survey will establish the baseline data that will help our district in the development of the 2010-2015 District Technology Plan.
This survey will focus on; infrastructure, hardware, software, technology skills, training needs, and educational best practices. Individual respondents will not be identified, and individual responses will remain confidential. Please rank each statement on the scale indicated. Thank you for your valuable time and input.

*** 1. Please tell us who you are.**

- ◯ Elementary School Teacher
- ◯ Middle School Teacher
- ◯ High School Teacher
- ◯ Elementary School Student
- ◯ Middle School Student
- ◯ High School Student
- ◯ School Site Administrator
- ◯ District Wide Administrator

*** 2. If you are a teacher,administrator, or a coach; are you CTAP certified?**

- ◯ Yes CTAP I
- ◯ YES CTAP II
- ◯ Yes CTAP III
- ◯ No
- ◯ I am a student, not a teacher.

McFarland Unified School District Educational Technology Survey

2. Technology use habits

* 1.

Students; How often do you use technologies in classroom activities?

Teachers; How often do you use technologies in the classroom for activities other that attendance taking, or grading?

Administrators: How often do you use technologies to accomplish administrative goals?

Other District Staff: How often do you use technology to acomplish your assignments?

- ◯ Daily
- ◯ Every other day
- ◯ Once a week
- ◯ Once a month
- ◯ Once per school year
- ◯ Never

McFarland Unified School District Educational Technology Survey

3. Technology in the curriculum

* 1. If you are a student; have you used online practice and homework materials that were recommended in your textbooks or by your teacher during class?

If you are a teacher; have you used online resources, or lesson plans that are directly related to the approved curriculum materials and recommended in your textbooks by the publishers?

If you are an administrator; do you use available technologies and online resources as a part of in your decision making process?

If you are any other kind of District Staff; is technology required to accomplish your work?

- ◯ Once
- ◯ Twice
- ◯ Seldom
- ◯ Often

* 2. What do you believe would increase your use and/or integration of technology in your classroom or work assignment? Choose all that apply.

- ☐ More student Computers
- ☐ Assessment programs
- ☐ Educational Software
- ☐ Professional Development in Technology
- ☐ More technology hardware

Other (please specify)

McFarland Unified School District Educational Technology Survey

4. Technology Availability

This section focuses on available technologies to you; that will help you enhance your teaching skills, administrative skills,study skills, or work skills in general.

* 1. What resources do you presently have available to you? Check all that apply

- [ ] Computer System Access
- [ ] Smartboard
- [ ] Sound system
- [ ] Teacher Voice Enhancer
- [ ] LCD Projector
- [ ] TV
- [ ] ELMO (Digital Visual Presenter)
- [ ] Document camera
- [ ] Document Scanner\Multipurpose Printer
- [ ] DVD\VCR Combo
- [ ] Channel 100
- [ ] Digital Still Camera
- [ ] Digital Video Camera
- [ ] Video Conferencing Capabilities
- [ ] I do not have access to any technology resources.

McFarland Unified School District Educational Technology Survey

* 2. What resources would you like to have available in your classroom, or available to enhance your work experience? Check all that apply

- [ ] Teacher Computer System
- [ ] Smartboard
- [ ] Sound System
- [ ] Teacher PA
- [ ] LCD Projector
- [ ] TV
- [ ] ELMO (Digital Visual Presenter)
- [ ] Document Camera
- [ ] Document Scanner\Multipurpose Printer
- [ ] DVD\VCR Combo
- [ ] Cannel 100
- [ ] Digital Still Camera
- [ ] Digital Video Camera
- [ ] Video Conferencing Capabilities
- [ ] I do not need any more technology resources in my classroom, or to do my work.

McFarland Unified School District Educational Technology Survey

* 3. If you were to obtain the new technologies listed below for classroom / work use; which items would be a priority? List in numerical order, 1 being the highest and 14 the lowest. If you have the item check the last option.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Currently Have
Teacher Computer System	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Smartboard	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Sound system	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Teacher Voice Enhancer	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
LCD Projector	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
ELMO	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Document camera	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Document Scanner\Multipurpose Printer	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
DVD/VCR Combo	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Channel 100	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Digital Still Camera	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Digital Video Camera	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯
Video Conferencing Capabilities	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯

* 4. If you were to be trained in the use of classroom / work available technology resources; what would your priorities be?
Check all that apply.

- ☐ Teacher Computer System Use
- ☐ Smartboard
- ☐ Sound system
- ☐ Teacher Voice Enhancer
- ☐ LCD Projector
- ☐ ELMO
- ☐ Document camera
- ☐ Document Scanner\Multipurpose Printer
- ☐ DVD/VCR Combo
- ☐ Channel 100
- ☐ Digital Still Camera
- ☐ Digital Video Camera
- ☐ Video Conferencing Capabilities
- ☐ I am proficient in the use of all the technology resources available in my classroom

Other (please specify)

McFarland Unified School District Educational Technology Survey

5. Student Information System.

The parent portal in infinite campus provides access to parents for participation in their child's education. The most important components are lesson planner and grade book. Through these two; parents are aware of what students need to accomplish, and also are aware of their child's performance as grades on assignments are entered and not only at the end of the quarter or semester.

1. Pick the option that best describes who you are.

- ◯ I am a teacher and enter assignments and grades weekly
- ◯ I am a teacher and enter assignments and grades monthly
- ◯ I am a teacher and I do not use the lesson planner; I enter my grades at the end of the term
- ◯ I am a student and my parents have access to Infinite Campus and they check my progress weekly
- ◯ I am a student and my parents have access to Infinite Campus and they check my progress monthly
- ◯ I am a student and my parents do not have access to Infinite Campus
- ◯ I am an administrator and retrieve school and student data, and use it to make curricular and administrative decisions weekly
- ◯ I am an administrator and retrieve school and student data, and use it to make curricular and administrative decisions monthly
- ◯ I am an administrator and review school and student data that is provided to me to make curricular and administrative decisions
- ◯ I am a district staff member not included in any of the other categories,but I regularly use the student information system and I am familiar with its functions.
- ◯ I am a district staff member not included in any of the other categories. I do not use the student information as a part of my work assignment, therefore I am not familiar with it, or its functions.

1. Thank You for describing your visit.

* 1. What is Your Name

* 2. What school did you visit?

* 3. What was the date and time of your visit?

Date and time MM / DD / YYYY

* 4. What grade level did you visit this time?

* 5. Did you observe Direct Instruction, Modeling, or Teacher Monitoring?

- ◯ Yes
- ◯ No

* 6. Engagement strategy(ies) observed?

- ◯ Yes
- ◯ No

Other (please specify)

* 7. Vocabulary development strategy(ies)observed?

- ◯ Yes
- ◯ No

Other (please specify)

* 8. Higher order questioning observed during your visit?

- ◯ Yes
- ◯ No

* 9. Use of thinking maps observed?

- ◯ Yes
- ◯ No

Other (please specify)

* 10. What percentage of students was engaged in the lesson during your visit?

	0 - 25%	26 - 50%	51 - 75%	76 - 90%	91 - 100%
Percent of students engaged	◯	◯	◯	◯	◯