

Robert D. Edgren Middle/High School



EDUCATIONAL TECHNOLOGY PLAN

August 1, 2018 – July 31, 2019

TABLE OF CONTENTS

DISTRICT OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING	1
EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS	3
COVER PAGE	4
TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE	5
SCHOOL'S CURRENT STATUS	
Technology Planning Committee	
Vision Statement	
Needs Assessment	6
PLAN IMPLEMENTATION	9
APPENDIX	
Educational Technology Needs Assessment Results	
	12

DISTRICT OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21st century, information intense society?

Literacy in the 21st century requires more than the ability to read, write, and compute. The Japan District believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21st century world. The schools in the Japan District must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces students with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in the Japan District must be connected to the DoDEA network with access to digital resources and curricula;

- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.

This plan is designed to help every school in our district use technology effectively by developing a comprehensive educational technology plan that addresses: DoDEA strategic initiatives, curriculum development and implementation, professional development, technical support, software, community involvement, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process must be a shared activity that not only involves schools and the district, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of school level educational technology plans. Please refer to them as you begin the planning process.

EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows.
2. Once completed, your school technology plan must be reviewed by your School Administrator, then sent to the District Educational Technologist before submission to the Superintendent for final approval.

	Staff	Phone	Email
School Administrator	Dr. Ronald Knight	315-226-9070	Ronald.Knight@pac.dodea.edu
District Educational Technologist	Jeff Lofting	315-225-5779	Jeffrey.Lofting@pac.dodea.edu
District Superintendent	Dr. Steven Bloom	315-225-3940	Steven.Bloom@pac.dodea.edu

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your administrator, send your plan to the District Educational Technologist. Upon approval, submit the plan to the Assistant Superintendent. Upon review and approval by the Assistant Superintendent, a letter of certification will be sent by the District to the school administrator.

COVER PAGE: Educational Technology Plan - Aug. 1, 2018-July 31, 2019

District/Agency:	DoDEA Pacific East District	
Technology Plan Contact:	Andre Thibert, Educational Technologist	
Phone:	315-226-2742	
Fax:	315-226-4959	
Email:	Andre.Thibert@pac.dodea.edu	
Address:	Unit 5040, APO AP 96319	
Name of Principal:	Dr. Ronald Knight	
Email:	Ronald.Knight@pac.dodea.edu	
Signature of Principal:		Date: 2/14/2019
Signature of District Educational Technologist:		Date:
Date Submitted to Superintendent's Office:		
Date Approved by Superintendent's Office:		

TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Technology Goal
- Appendix: Data

Andre J. Thibert

Signature of School Educational Technologist

2/14/2019

Date

TECHNOLOGY PLANNING COMMITTEE

Member	Title	Constituency Represented
Dr. Ronald Knight	Principal	Administration/Teachers/Students/Community
Dr. Rebecca Villagomez	Assistant Principal	Administration/Teachers/Students/Community
Mr. Andre Thibert	Ed Tech	Administration/Teachers/Students/Community
Mr. Jeremy Sanders	Administrative Tech	Administration/Teachers/Students
Mr. Karl Ackermann	Teacher/Union FR	CTE/Virtual School/Union
Mr. Steven Belnap	Teacher	Science/Math
Ms. Linda Eck	Teacher	Social Studies
Mr. Dale Hovenkotter	Media Specialist/Parent	Administration/Teachers/Parent/Students
Ms. Paris Rhoad	Teacher	ESL/Reading
Mr. Daniel Roggenkamp	Teacher	Language Arts
Ms. Pamela Shackelford	Teacher	Science
Ms. Joanne Shaver	Teacher	Foreign Language
Ms. Elizabeth Stinvil	Teacher	CTE/Virtual School

Robert D. Edgren Middle/High School maintains a 13-member technology committee consisting of the Principal, Assistant Principal, Educational Technologist, Administrative Technologist, Faculty members, and parents. Faculty members volunteer to serve on the committee and new volunteers are sought annually as members opt to leave the committee. Each member of the committee serves as a representative for various groups of the staff; administration, departments, middle school, high school, and the FEA.

All members of the committee are expected to participate in meetings throughout the academic year as needed. During the meetings committee members will bring any concerns of their group for discussion and be prepared to discuss the current technology status and needs of the school. The current *Technology Needs Assessment* will be reviewed and acted on based on guidance from the PAC East District Office.

VISION STATEMENT

Our strength at Robert D. Edgren Middle/High School is the integration of technology across all aspects of our school. Teachers and students use a wide array of technological hardware and software to include, but not limited to, SmartBoards, Elmo projectors, Adobe CS6, Adobe Creative Cloud, Google Apps for Education (GAFE), handheld LabQuest probes in science, digital cameras, Lego Mindstorm and Tetrax kits, Computer Aided Drafting (CAD) software, CNC vertical mill, 3D printer, and professional video equipment with a dedicated green room. Our building also has one video teleconference (VTC) rooms that allow us to collaborate and attend virtual trainings/meetings with other schools, the district office, the area office, and headquarters.

We are particularly proud of our availability of computers for teachers, support staff, and students. We have three dedicated computer labs/classrooms with each containing 24 computers. These labs support classes such as video productions, computer applications, virtual school, and applied technology. In all other classrooms we have two teacher computers and at least five student laptops. Additionally, to support student learning and the collaborative use of technology, we have 100 laptop computers and 86 Chromebooks in the information center and 48 in the annex building that can be checked out each period throughout the day. Laptop/Chromebook computers are checked out via our Eaglenet website. This web-based check out system allows us to collect specific data about computer use as well as specific data about each computer. The technology committee can then use this data to evaluate and adjust our integration of technology throughout the school. This provides for the effective and equitable use of our technological resources.

Robert D. Edgren Middle/High School views technology skills and the ability to use related applications as key components to a well-rounded education. In addition, the use of technology can enhance teacher effectiveness and student achievement. To ensure this, Robert D. Edgren Middle/High School will make available the support and equipment to educators and students. Our goal is that educators and students will have access to and be able to use technology to improve achievement and help promote lifelong learning skills.

Robert D. Edgren Middle/High School believes that students should have opportunities to acquire the technological knowledge and skills necessary to function and compete in our technology-rich culture. In addition, Robert D. Edgren Middle/High School believes that teachers should provide appropriate integration of technology with standards-based curricula and instructional management to enhance student learning. Teachers, counselors, specialists, paraprofessionals and administrators should also share the responsibility to develop, implement and utilize standards-based technology programs and equipment to enhance teaching, learning and assessment. Finally, Robert D. Edgren Middle/High School believes that all teachers, counselors, office staff, paraprofessionals, specialists and administrators should have access to current and functioning technology.

NEEDS ASSESSMENT

Curriculum Integration

The curriculum needs of Robert D. Edgren Middle/High School will be assessed each year through the administration of a [technology needs assessment survey](#). This survey gathers feedback on how students are using technology in the classroom, what specific technology they are using and how often students are engaged in the use of technology. The needs assessment is based on the [ISTE Standards for Students](#). Using the data from the technology needs assessment, the school can determine an area of weakness base on the ISTE Standards for Students and use that standard as the technology goal for the school. Once the goal is determined, an indicator from the ISTE Standard is selected as the strategy to help achieve this goal. This instrument will also be used to plan professional development for the year. It is expected that teachers will participate in regular professional development to improve their current skills and or to expand the tools they use for professional and curriculum integration with students

The technology plan and goals are always in support of the school's Continuous School Improvement Plan as well as DoDEA's curricular standards and initiatives.

Professional Development

The process we use to assess the PD needs is to collect information from surveys submitted by teachers and aides. The Robert D. Edgren Middle/High School staff participates in professional development personally via requests made on the ET Collaboration Calendar, Five on Tech at faculty meetings, district driven training and other local school offerings. The effectiveness of the training pursued by a teacher is gaged by subsequent responses to the technology needs assessment. At the school level, on-going training is offered based on the needs identified in the needs assessment survey, new technology arriving at the school, and the desire to integrate new curriculum.

PLAN IMPLEMENTATION

District Technology Goal: Schools throughout the Pacific East District will integrate technology into everyday classroom instruction when appropriate.

School Goal 1:

All students recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and they act in ways that are safe, legal and ethical. ([ISTE Standards for Students #2-Digital Citizen](#))

School Goal 2:

All students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. ([ISTE Standards for Students #7-Global Collaborator](#))

ISTE Standard	Strategy	Activity	Timeline/ Targeted Date
S2. Digital Citizen	a. Students abide with copyright and fair use laws by noting and citing sources.	Review ISTE Standards for Students with teachers, focusing on S1.a.	<ul style="list-style-type: none"> • PD Day in Winter/Spring 2019 • Five on Tech @ monthly faculty meeting
		Introduce teachers/students to the copyright and fair use laws when using information, media, data, or other resources and how to cite these sources. To include, but not limited to, reviewing the availability and application of the research databases provided by DoDEA: EBSCO, GALE, etc.	<ul style="list-style-type: none"> • PD Day in Winter/Spring 2019 • Five on Tech @ monthly faculty meeting

		School ET works with at least one class/teacher to develop an activity involving students where they must properly cite information, media, data, or other resources.	Winter/Spring 2019
		School ET works with teachers whom voluntarily sign up for one on one technology training via the ET Collaboration Calendar .	Ongoing
S7. Global Collaborator	b. Students connect with experts and community members to learn about issues and problems or to gain broader perspective.	Review ISTE Standards for Students with teachers, focusing on S7.b.	<ul style="list-style-type: none"> • PD Day in Winter/Spring 2019 • Five on Tech @ monthly faculty meeting
		Introduce teachers/students to the potential of connecting to experts and community members using technology to gain a broader perspective.	<ul style="list-style-type: none"> • PD Day in Winter/Spring 2019 • Five on Tech @ monthly faculty meeting
		School ET works with at least one class/teacher to develop an activity involving students where they must use technology to connect with experts and community	Winter/Spring 2019

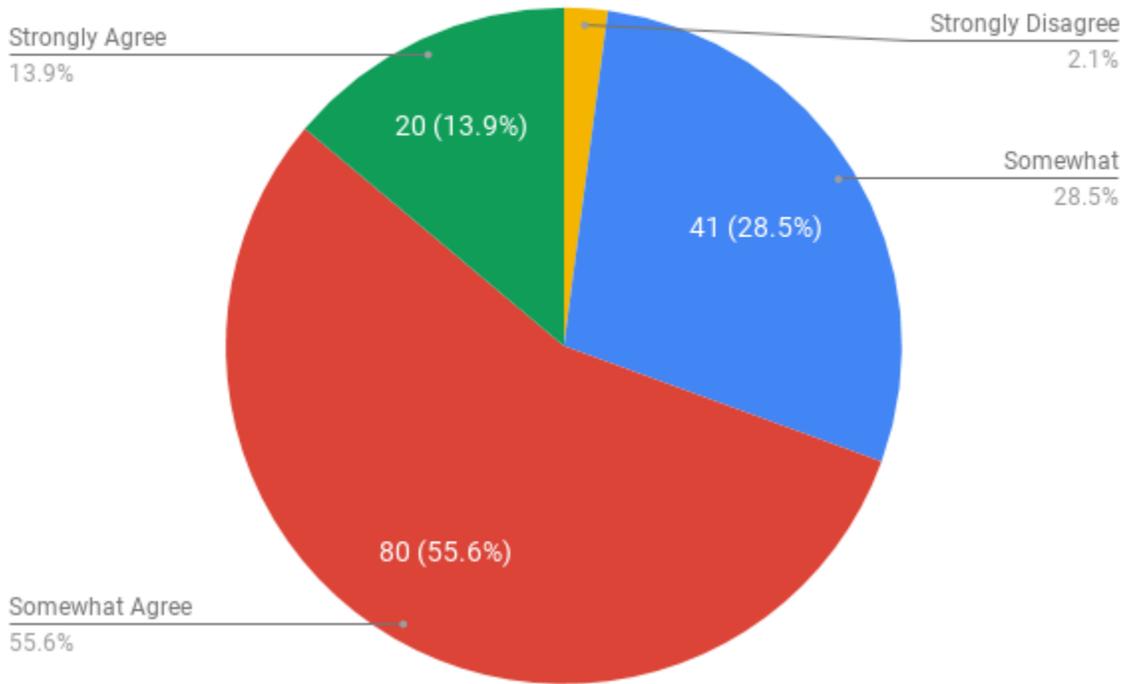
		members to gain broader perspective on a specific topic(s) and/or issue(s).	
		School ET works with teachers whom voluntarily sign up for one on one technology training via the ET Collaboration Calendar .	Ongoing

[Link to Edgren’s Results](#)

SY18-19 Edgren Technology Needs Assessment

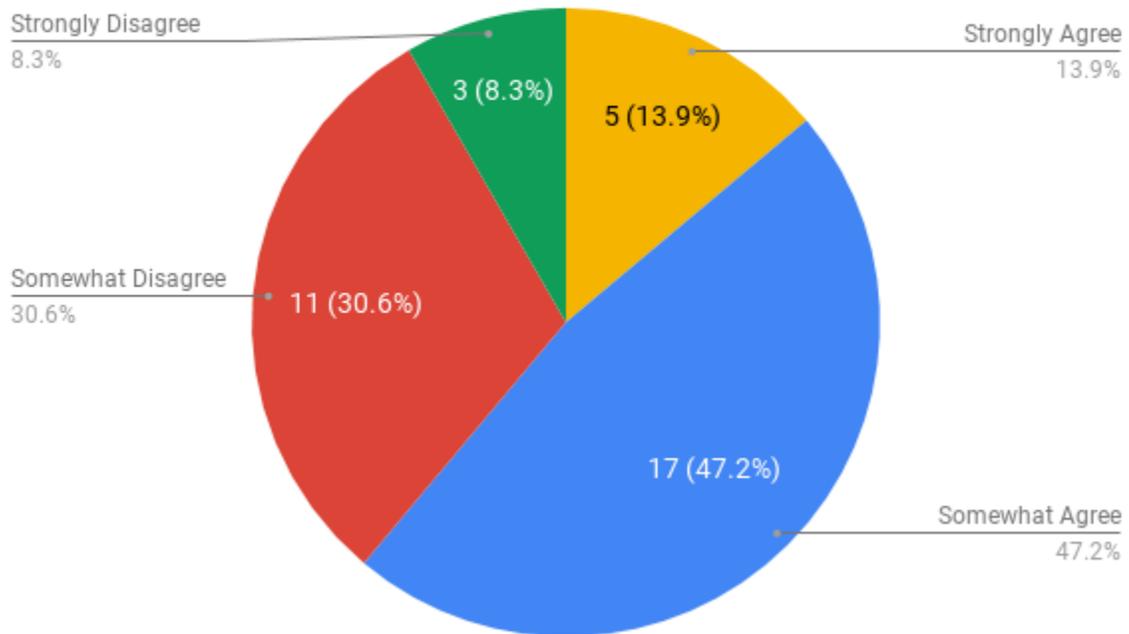
Aggregate for School Only

Empowered Learner 1-4



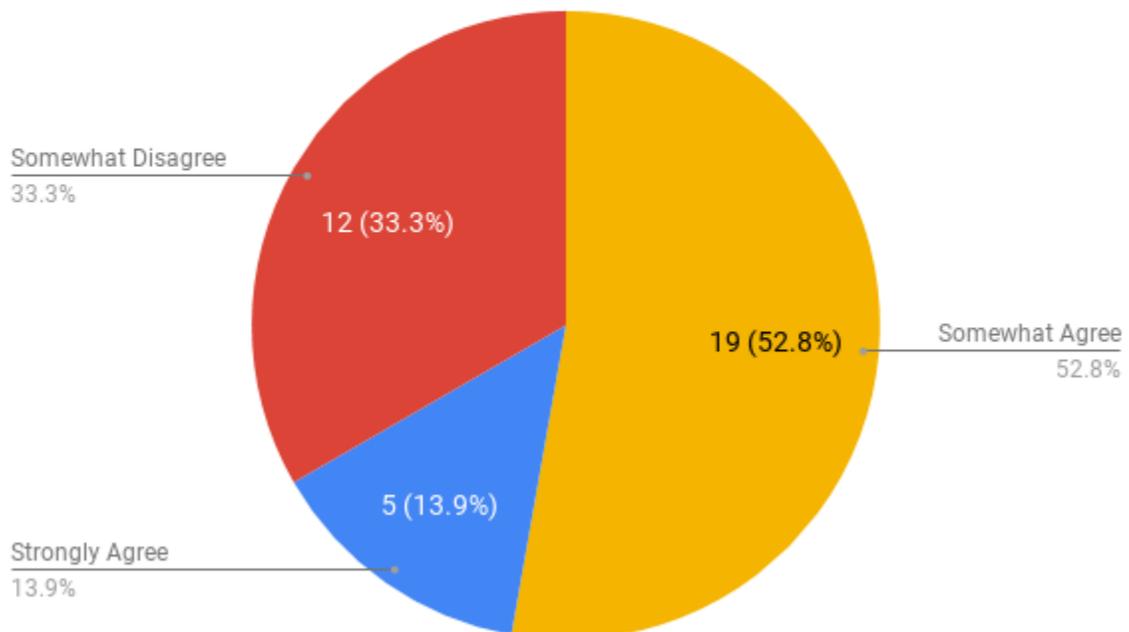
Through the use of technology, students abide with copyright and fair use laws by noting and citing sources.

Digital Citizen 1



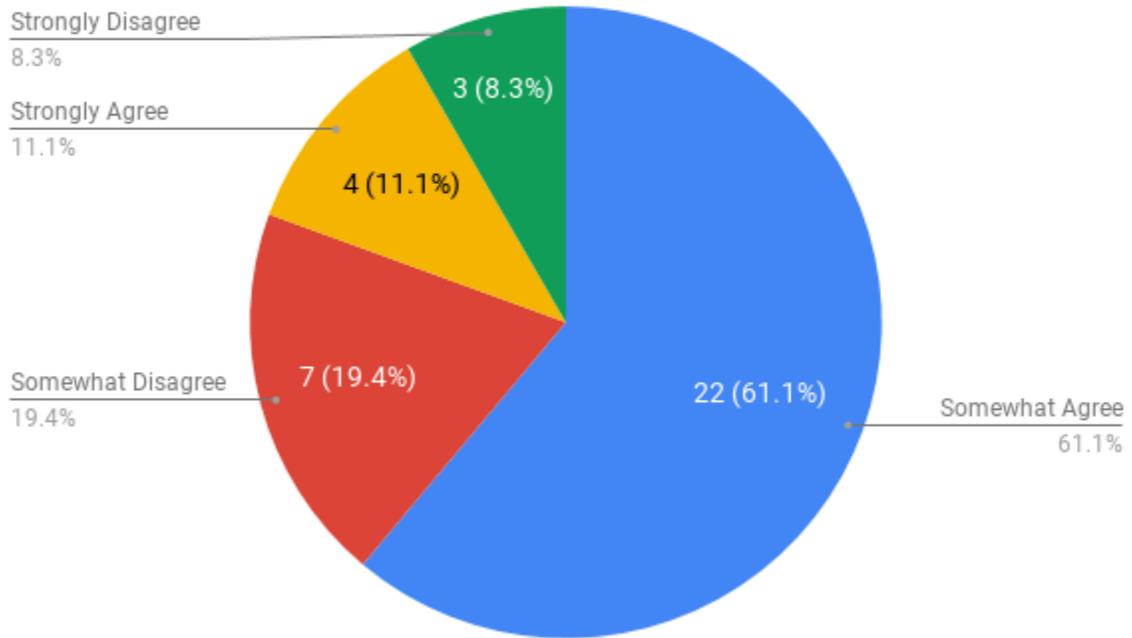
Through the use of technology, students demonstrate autonomy in choices about their learning and activities and in

Empowered Learner 1



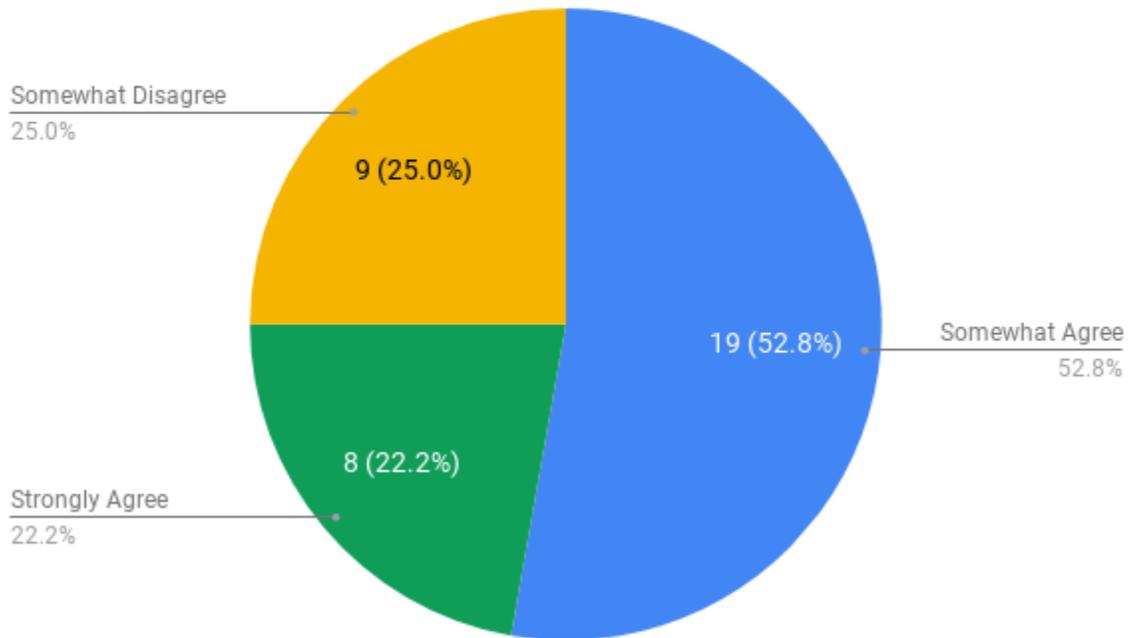
Through the use of technology, students take responsibility for their own learning.

Empowered Learner 2



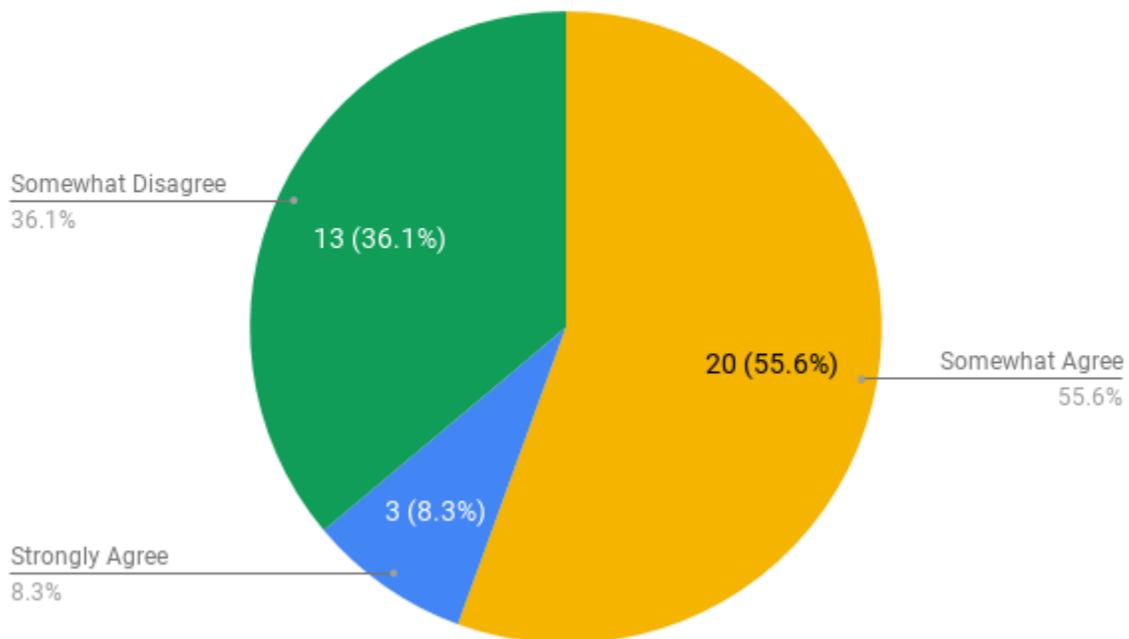
Through the use of technology, students demonstrate their learning in a variety of ways.

Empowered Learner 3



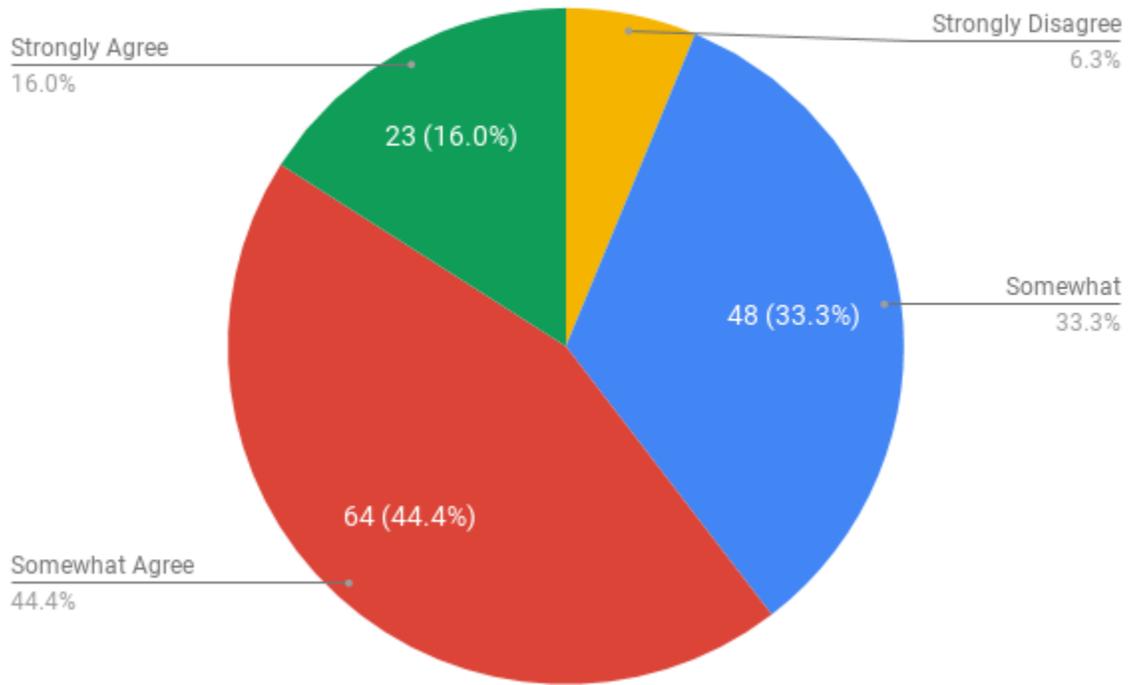
Through the use of technology, students reflect on the learning process to improve future outcomes.

Empowered Learner 4



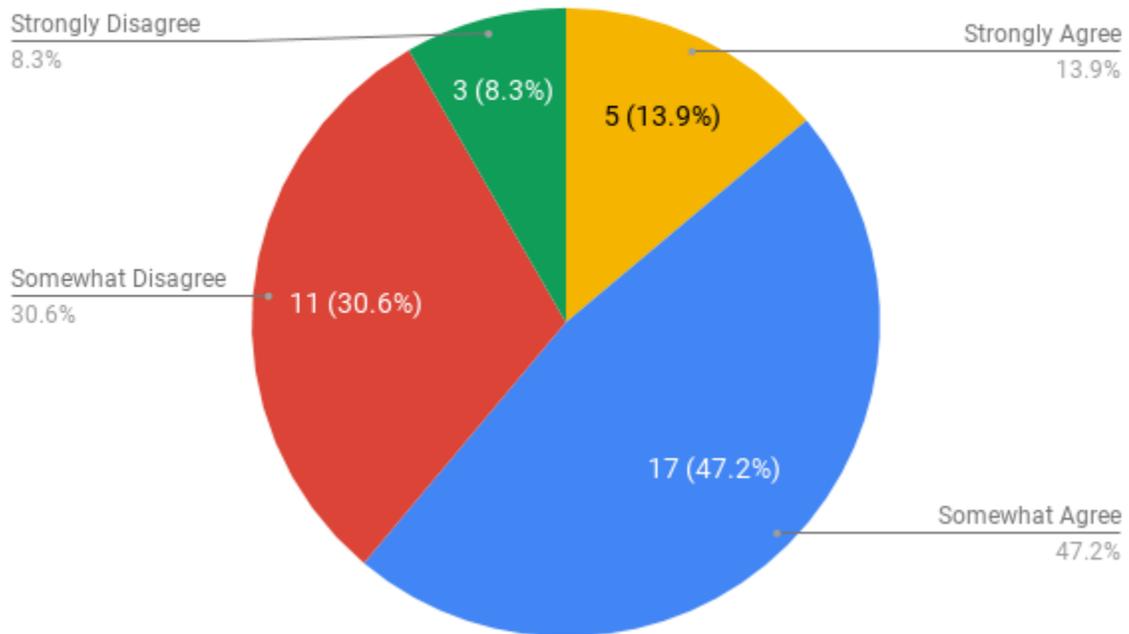
Aggregate for School Only

Digital Citizen 1-4



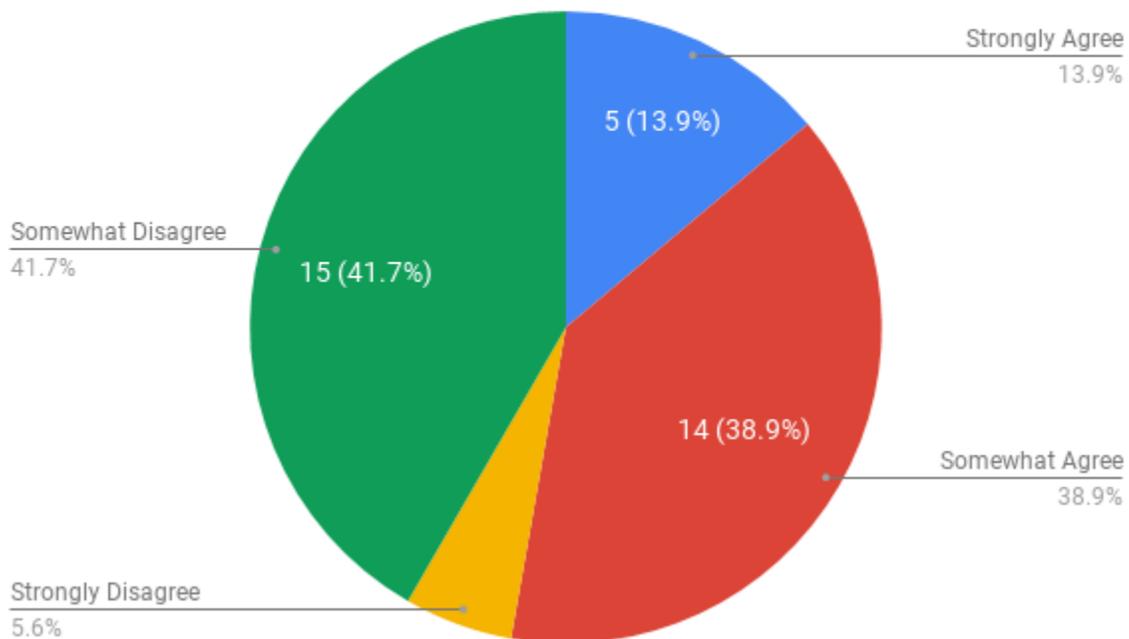
Through the use of technology, students abide with copyright and fair use laws by noting and citing sources.

Digital Citizen 1



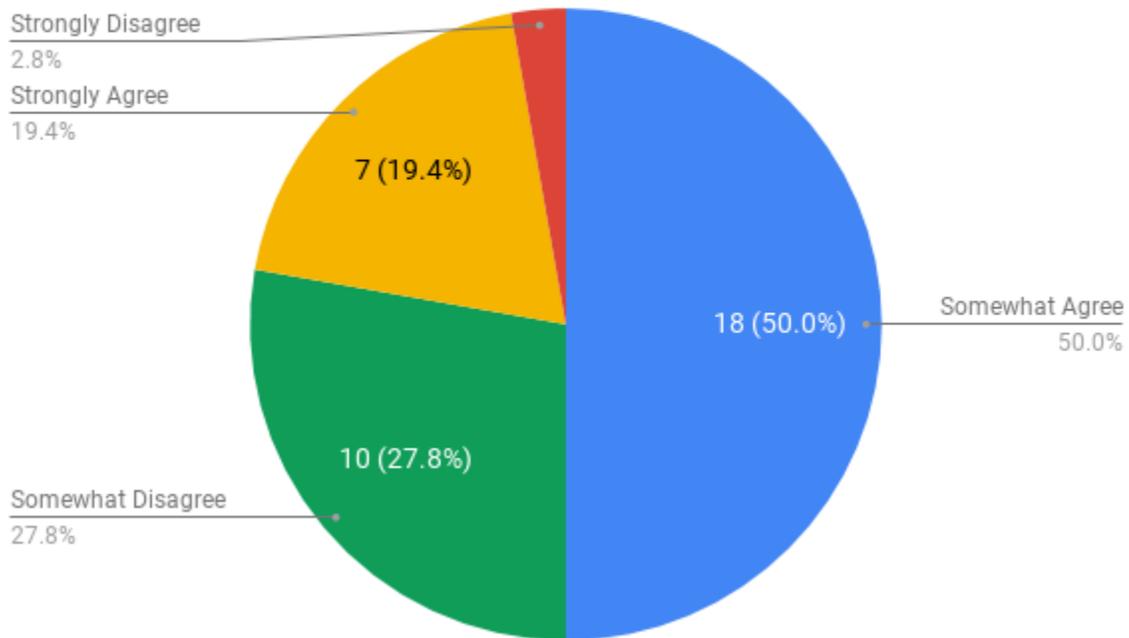
Through the use of technology, students understand how to respect intellectual property when looking for ideas in designs

Digital Citizen 2



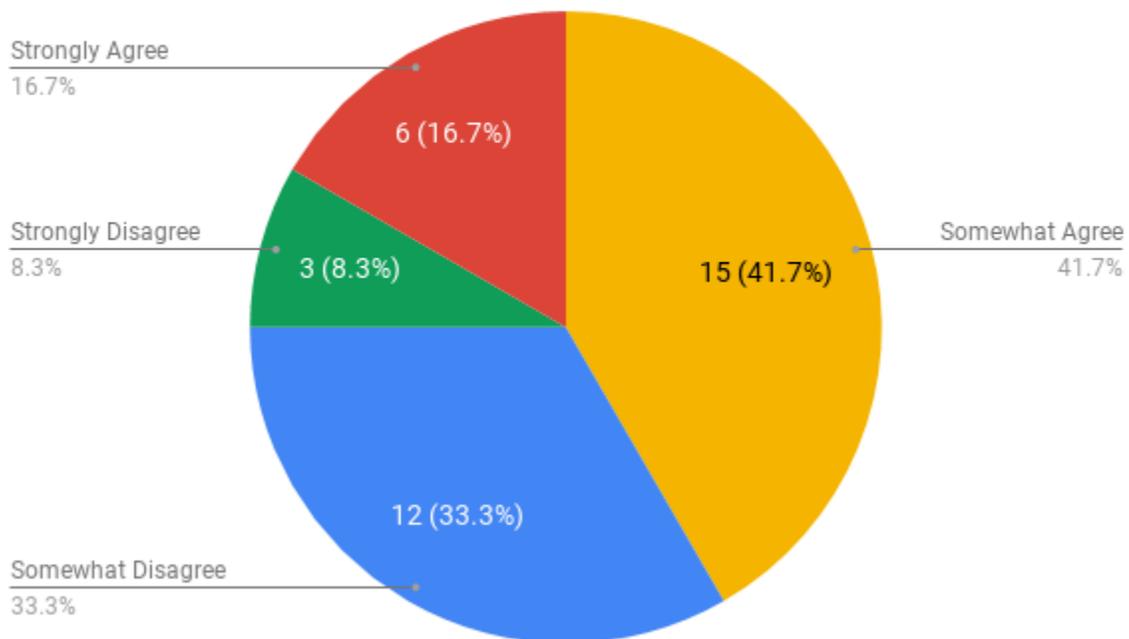
Through the use of technology, students understand how to be careful and safe online, follow safety rules when using the

Digital Citizen 3



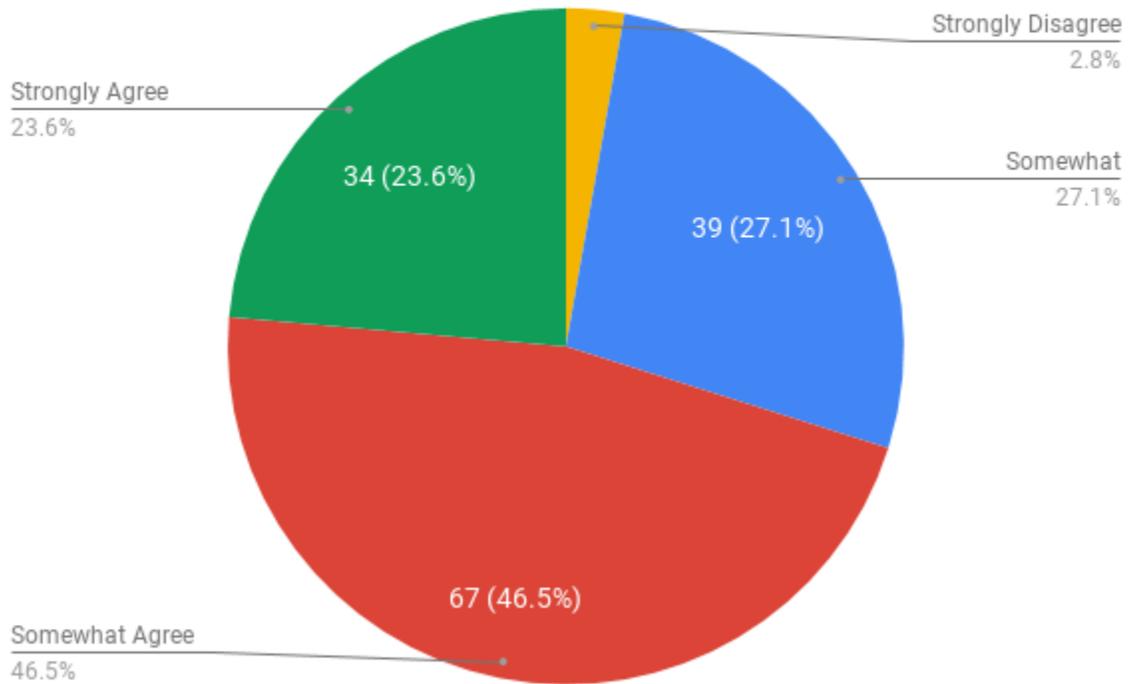
Through the use of technology, students understand the risks and protect their own privacy in the course of utilizing

Digital Citizen 4



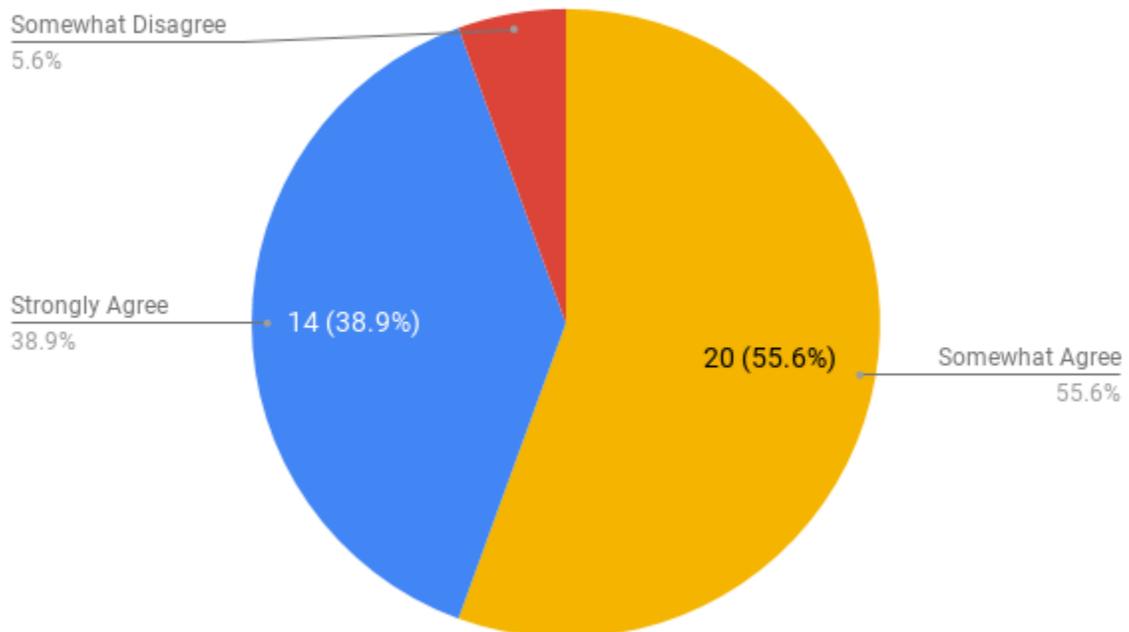
Aggregate for School Only

Knowledge Constructor 1-4



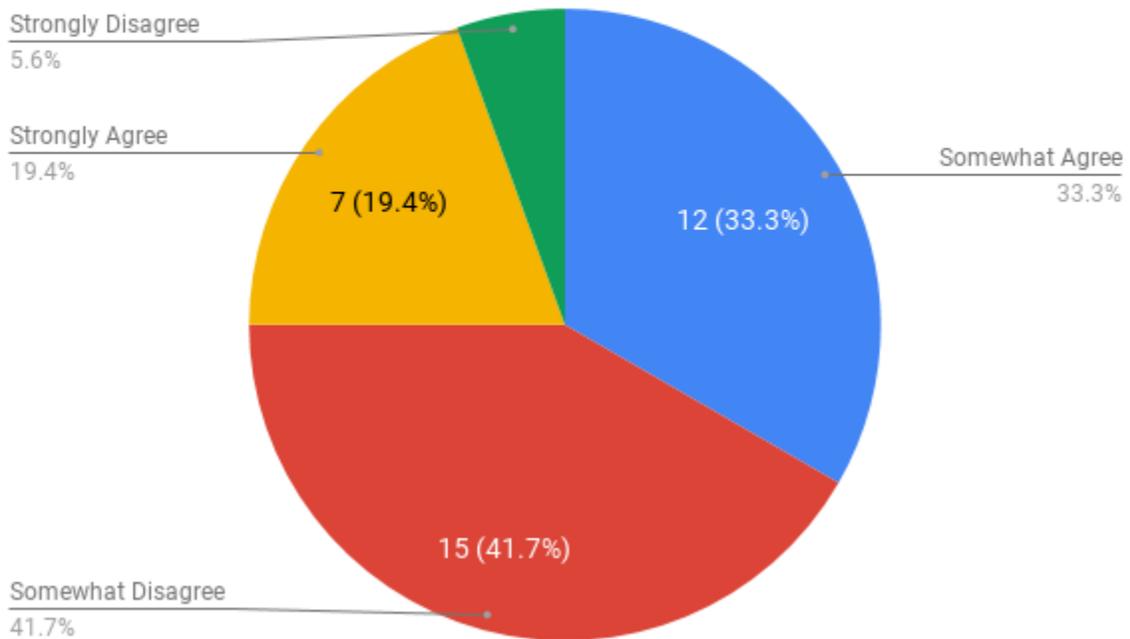
Through the use of technology, students demonstrate the ability to find information on topics of interest.

Knowledge Constructor 1



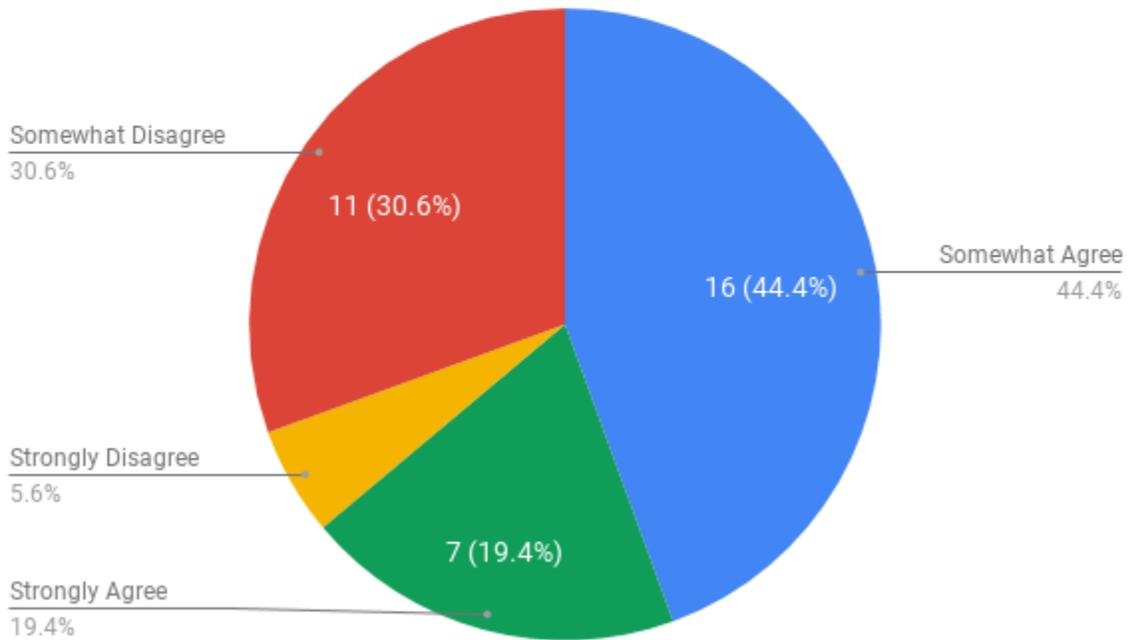
Through the use of technology, students plan and employ effective research strategies to locate information and other

Knowledge Constructor 2



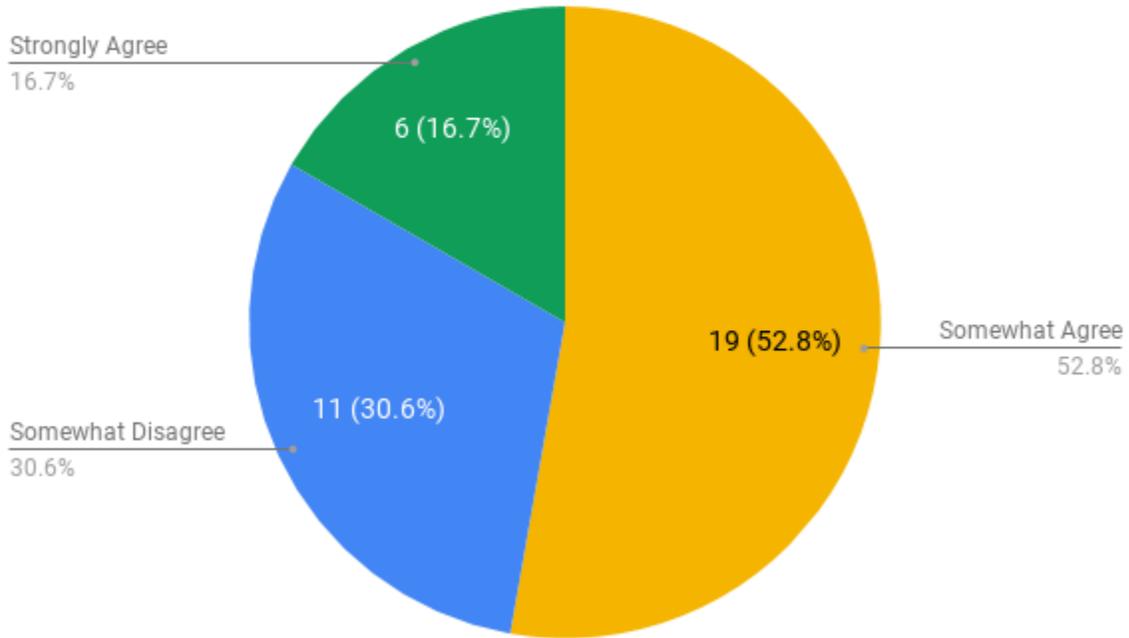
Through the use of technology, students explore real-world problems and issues and share and collaborate with others to

Knowledge Constructor 3



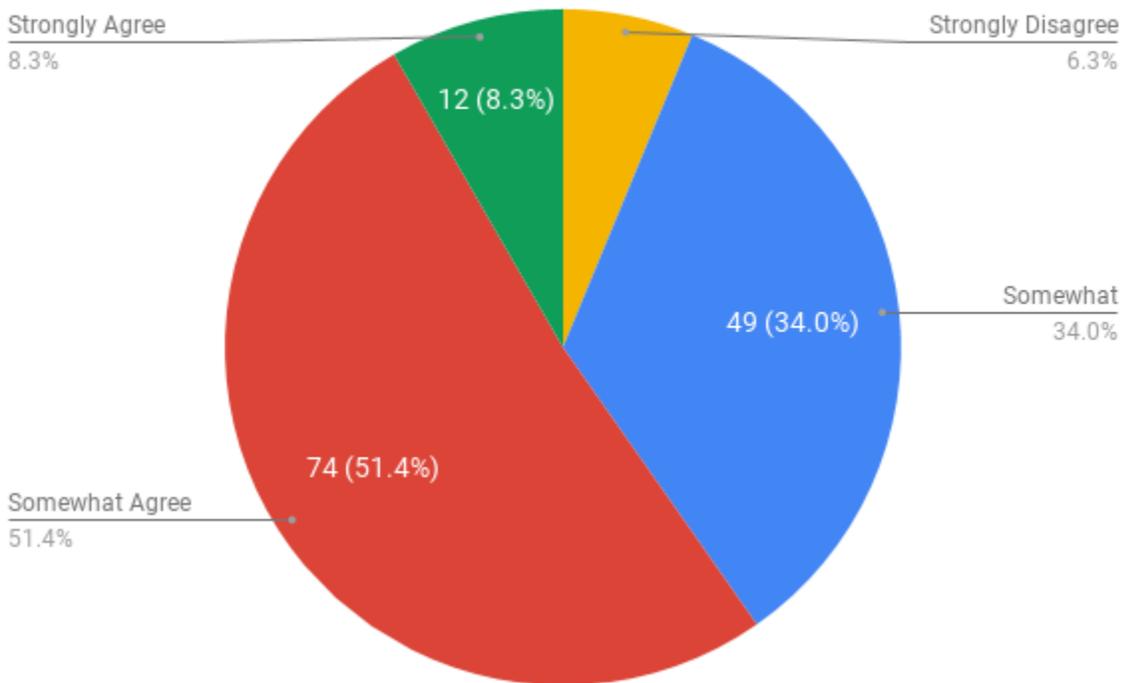
Through the use of technology, students explore a variety of tools to organize information and make connections to their

Knowledge Constructor 4



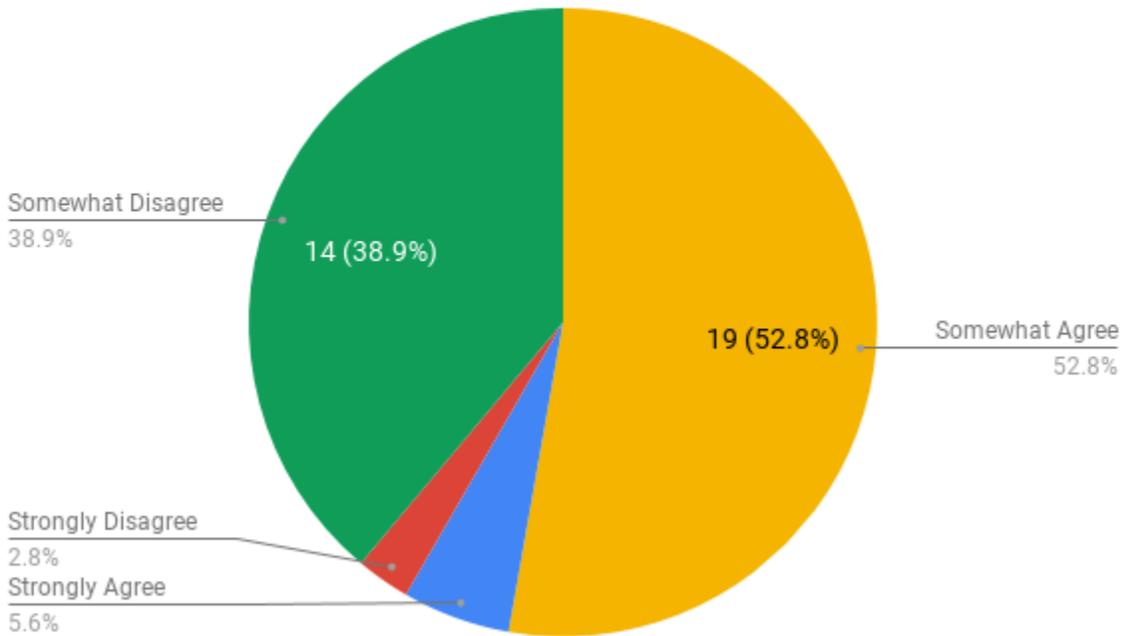
Aggregate for School Only

Innovative Designer 1-4



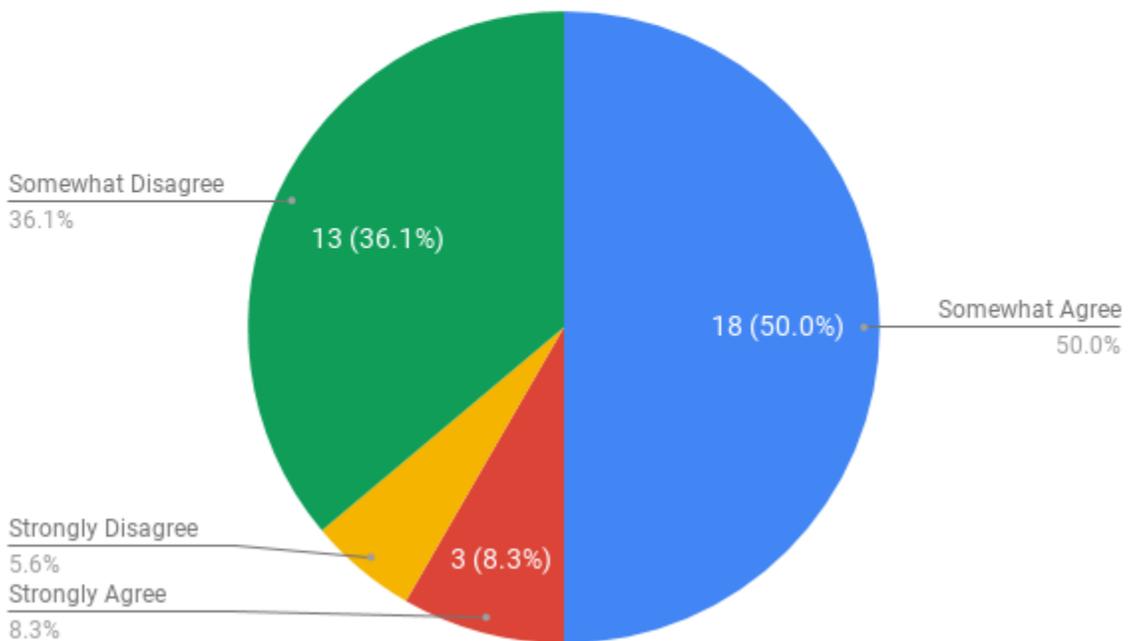
Through the use of technology, students engage in a process of generating questions, suggesting solutions, and testing

Innovative Designer 1



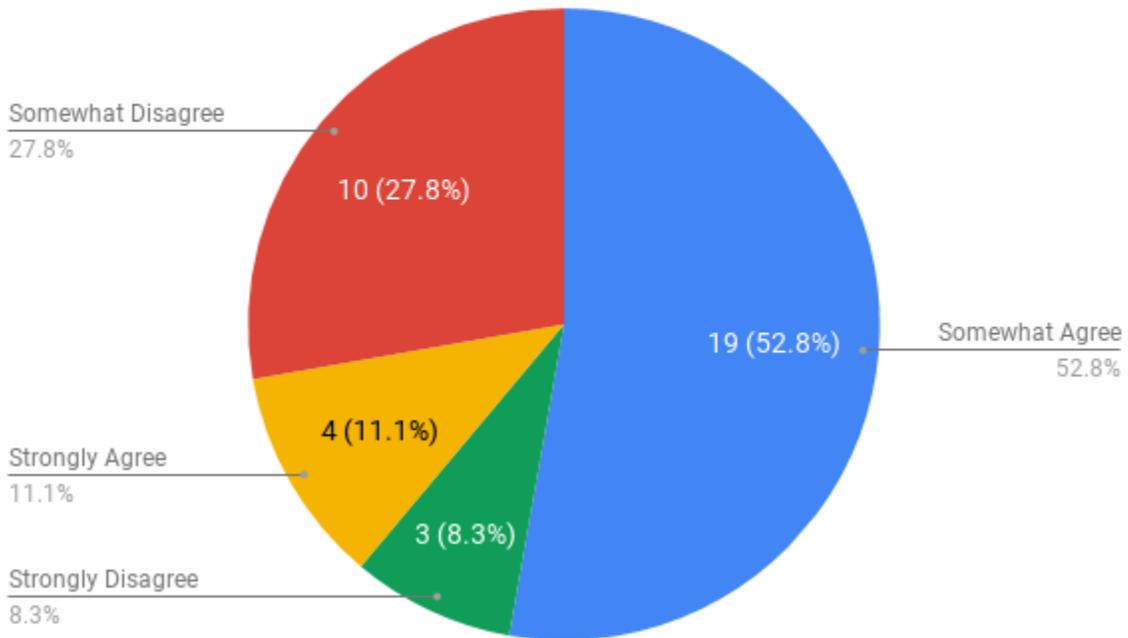
Through the use of technology, students use a design process in presenting how their solution resolves problems and issues.

Innovative Designer 2



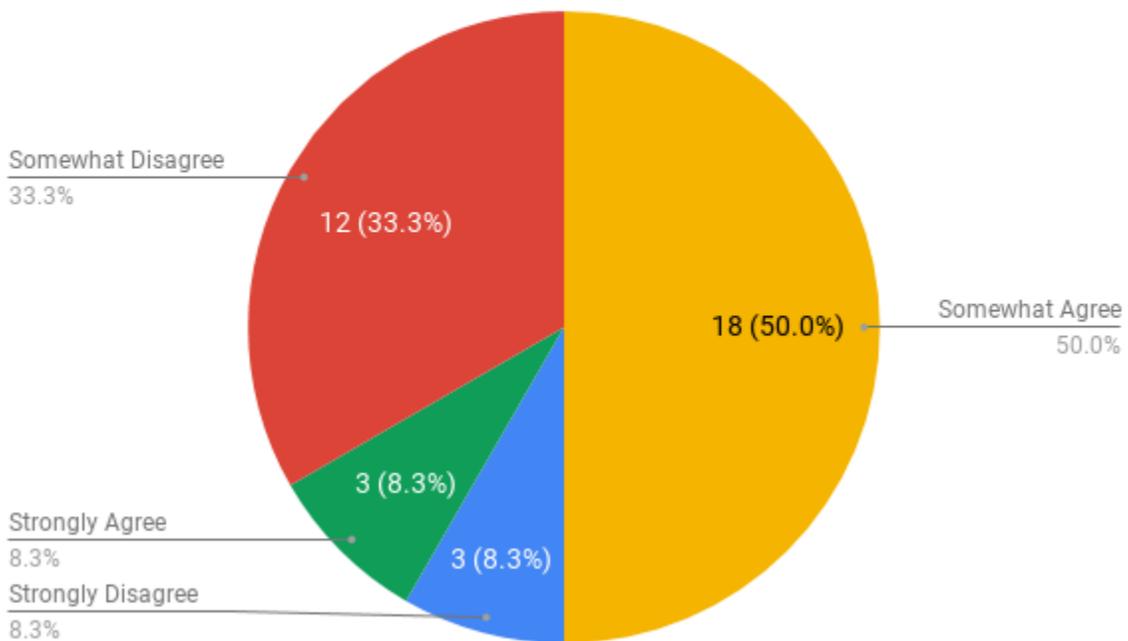
Through the use of technology, students engage in a process of reflection and revision in cooperation with others regarding

Innovative Designer 3



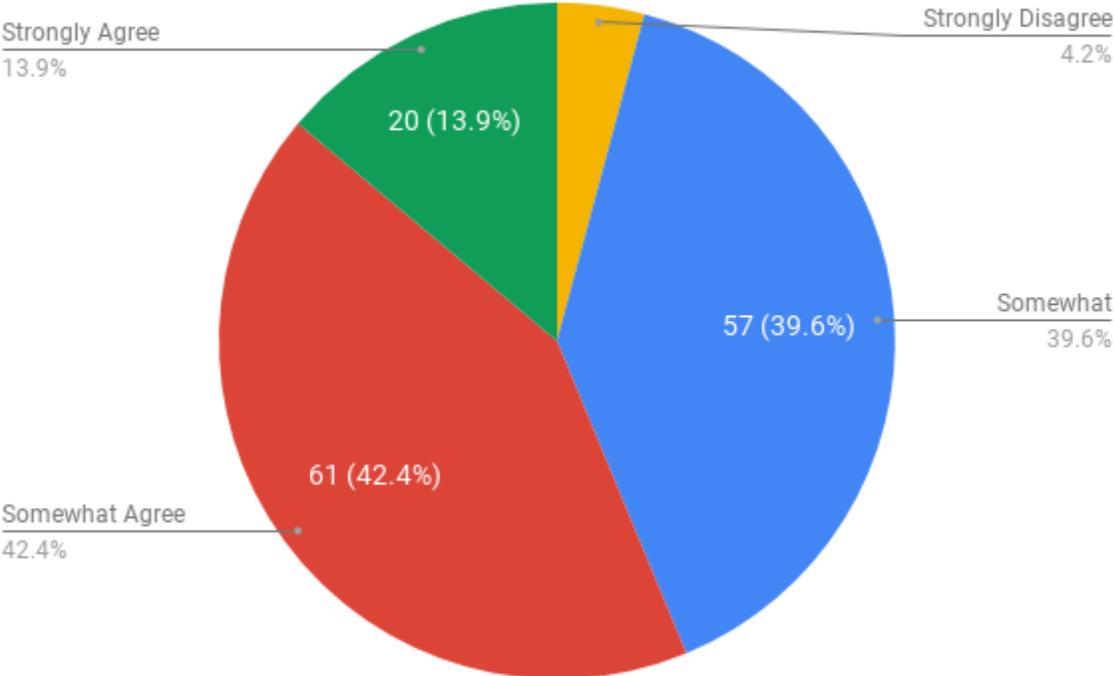
Through the use of technology, students demonstrate perseverance when working on a challenging task until a

Innovative Designer 4



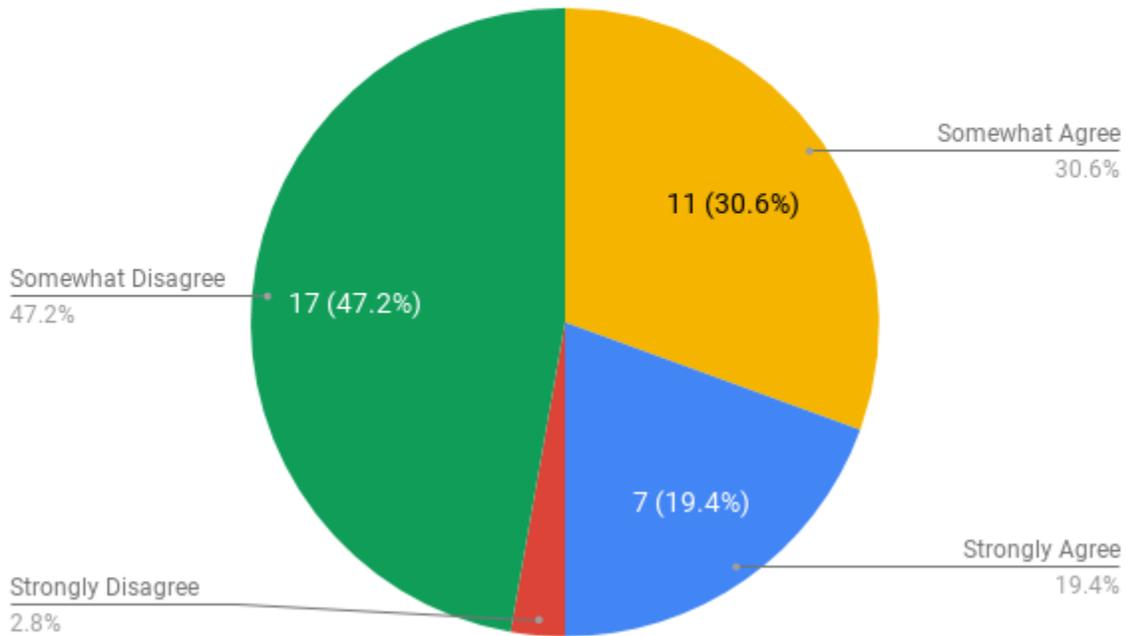
Aggregate for School Only

Computational Thinker 1-4



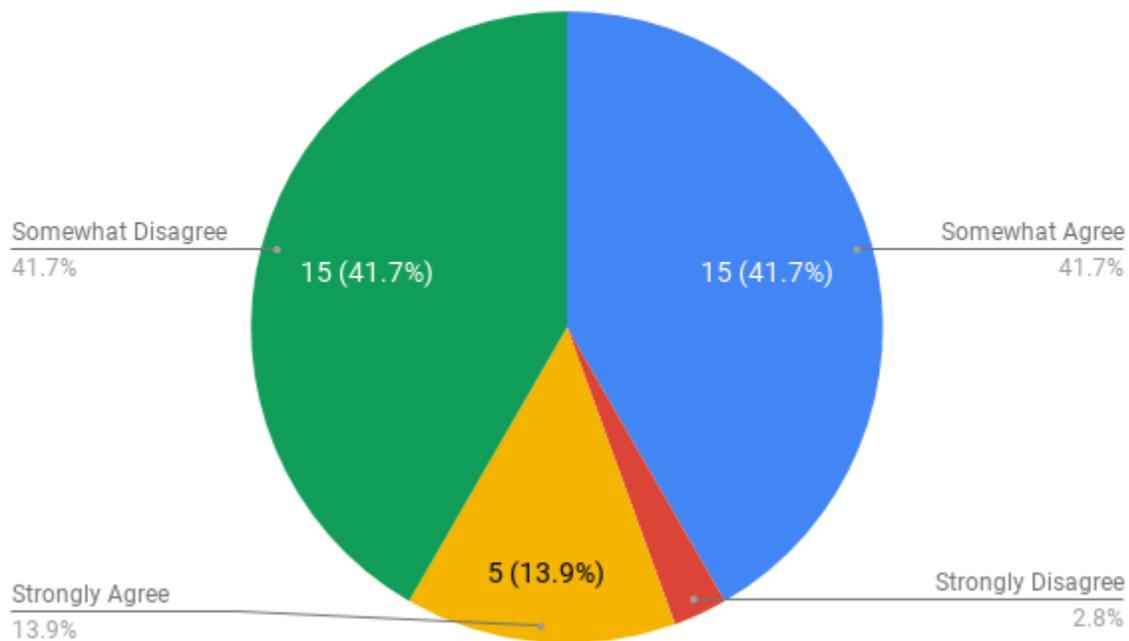
Through the use of technology, students identify problems and explore and find solutions, including data analysis and

Computational Thinker 1



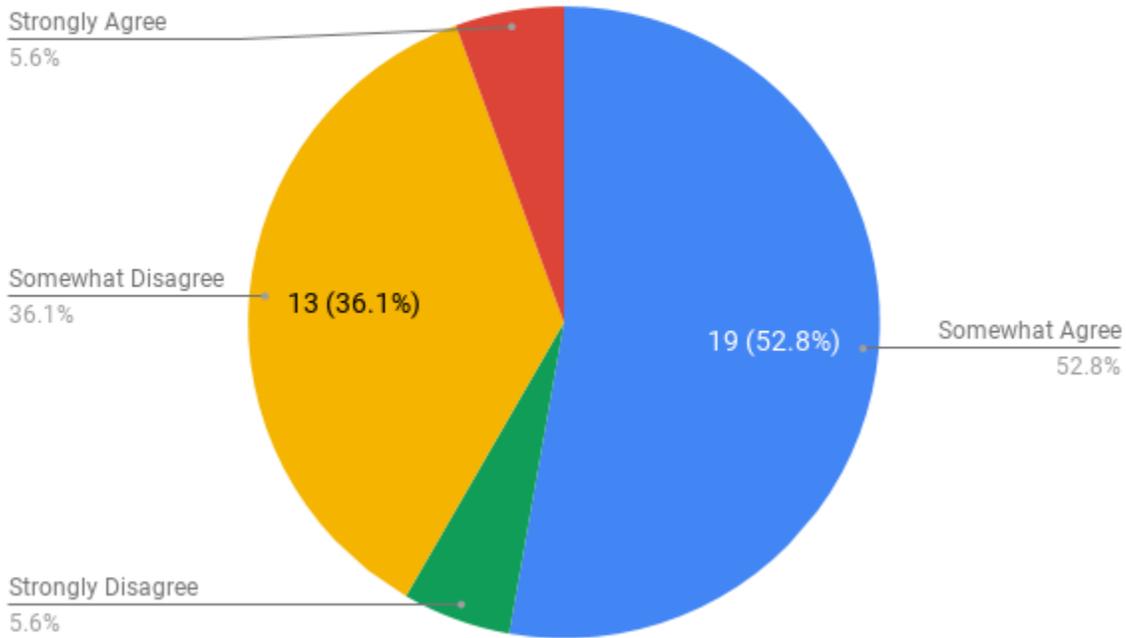
Through the use of technology, students select effective technology to find, organize (e.g. identify patterns and

Computational Thinker 2



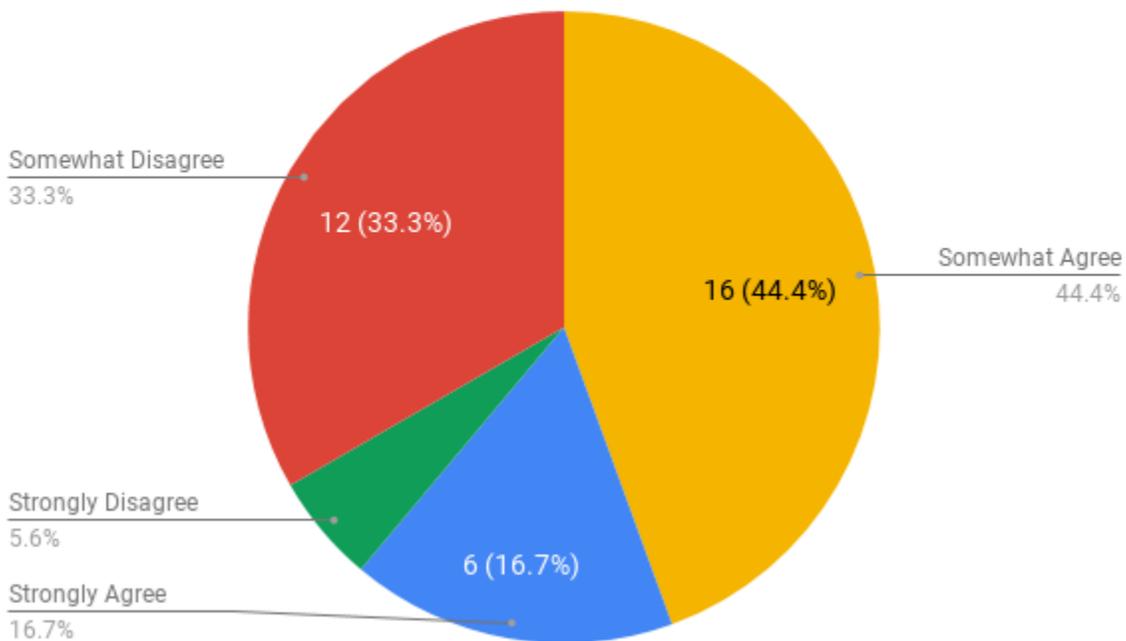
Through the use of technology, students break a problem into parts (e.g. concept maps) to identify and propose solutions.

Computational Thinker 3



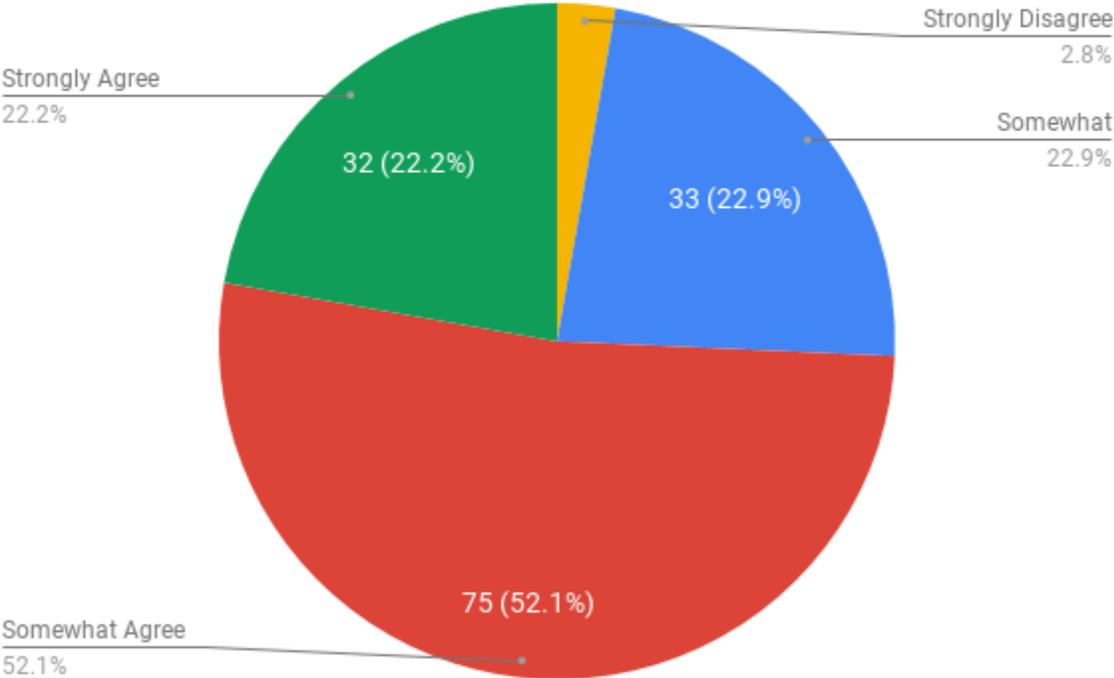
Through the use of technology, students make a task easier or repeatable (e.g. programming) and identify real-world

Computational Thinker 4



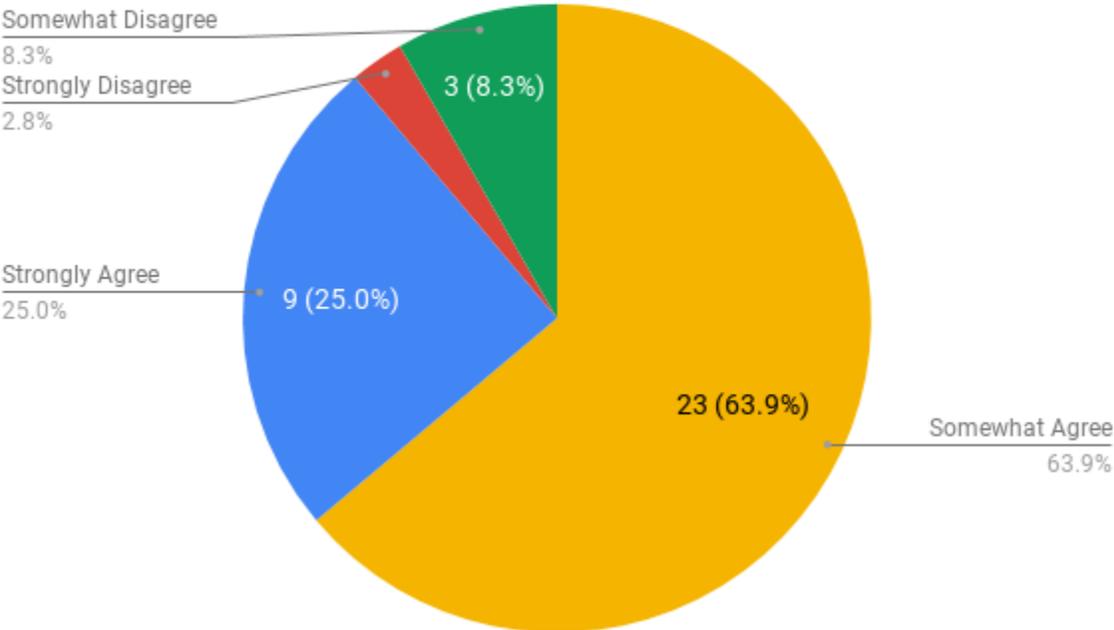
Aggregate for School Only

Creative Communicator 1-4



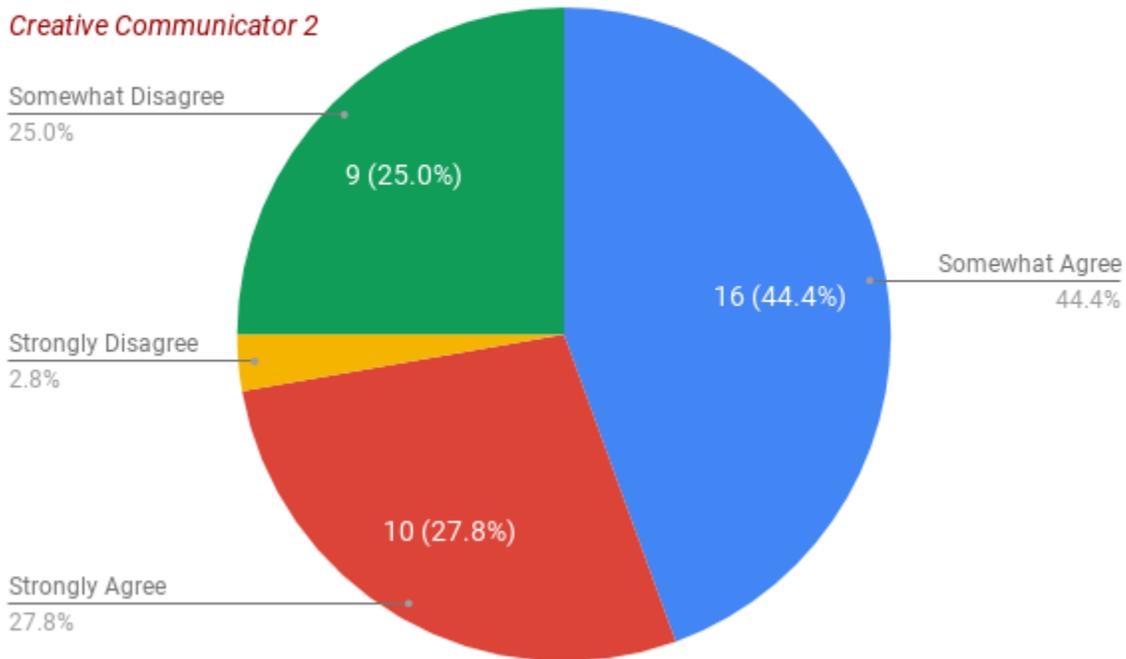
Through the use of technology, students select appropriate tools to create, share, and communicate their work effectively.

Creative Communicator 1



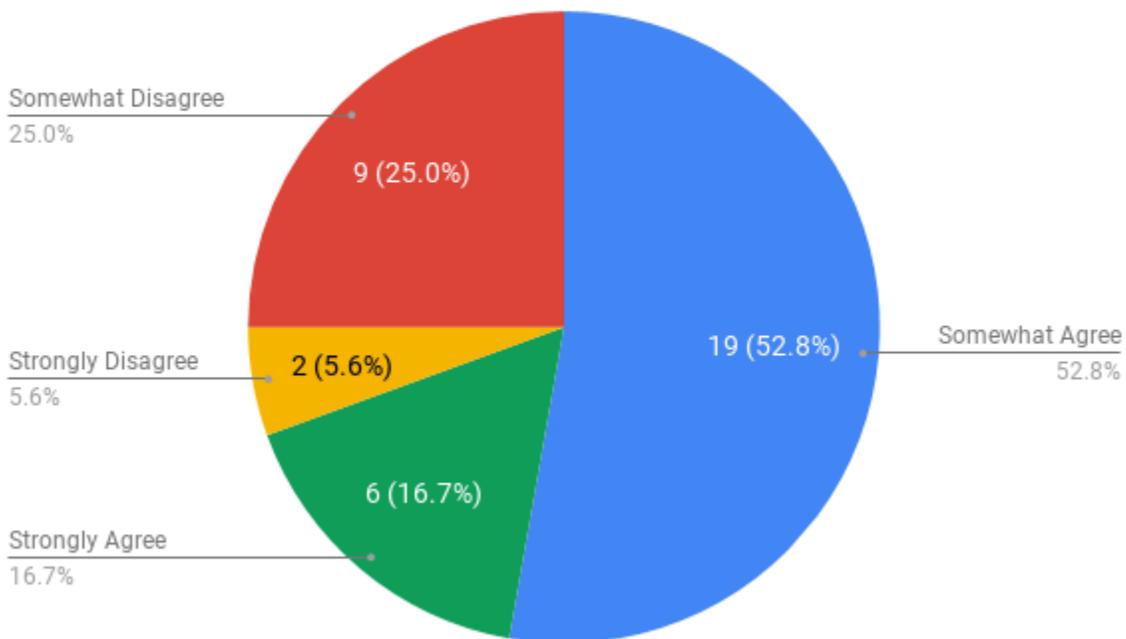
Through the use of technology, students create original works or responsibly repurpose other resources into new creative works.

Creative Communicator 2



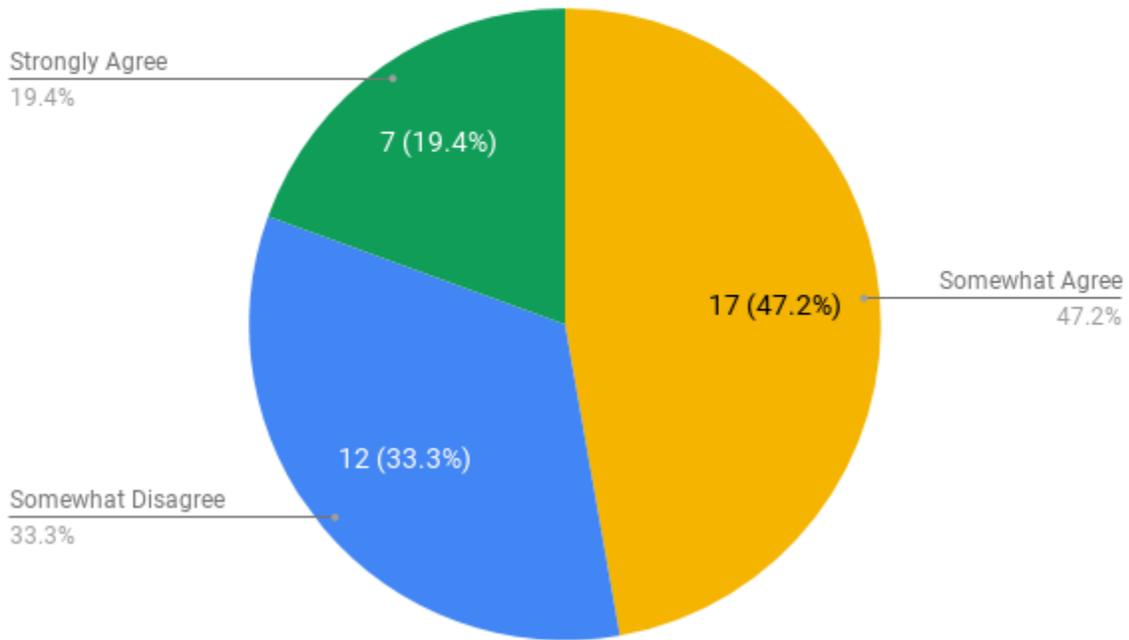
Through the use of technology, students communicate complex ideas clearly by conveying concepts textually, visually,

Creative Communicator 3



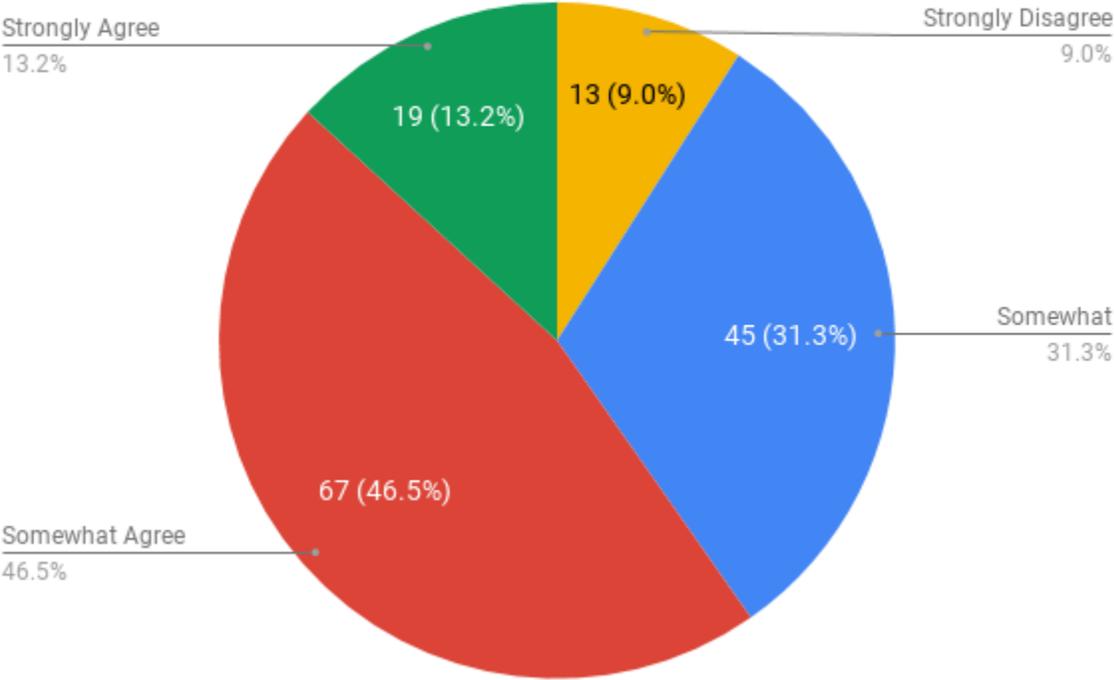
Through the use of technology, students design content for specific audiences, selecting tools that effectively convey

Creative Communicator 4



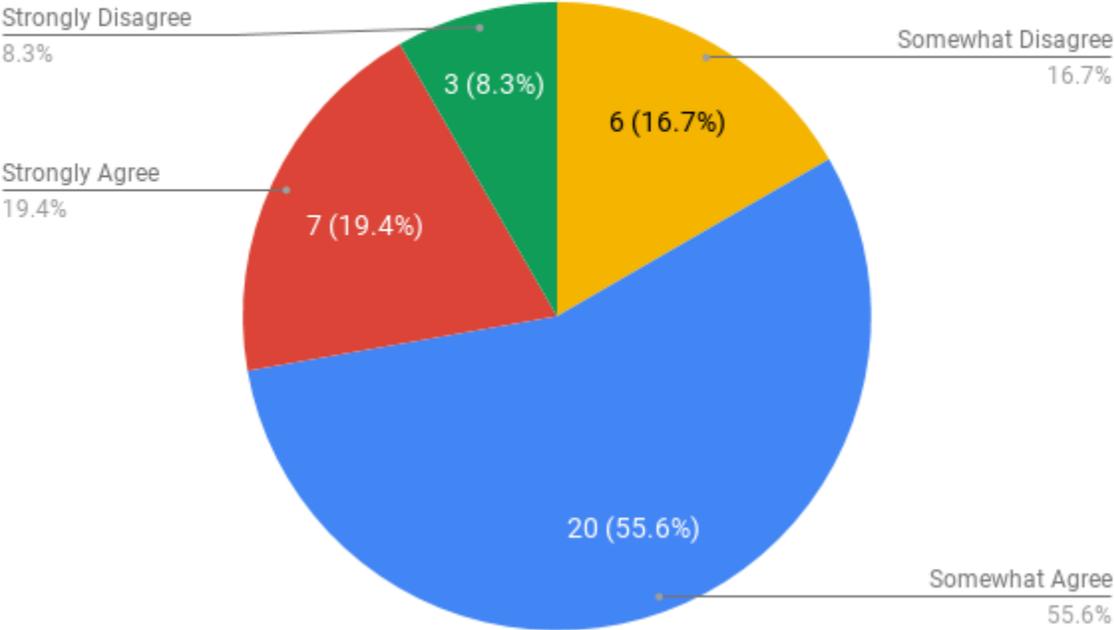
Aggregate for School Only

Global Collaborator 1-4



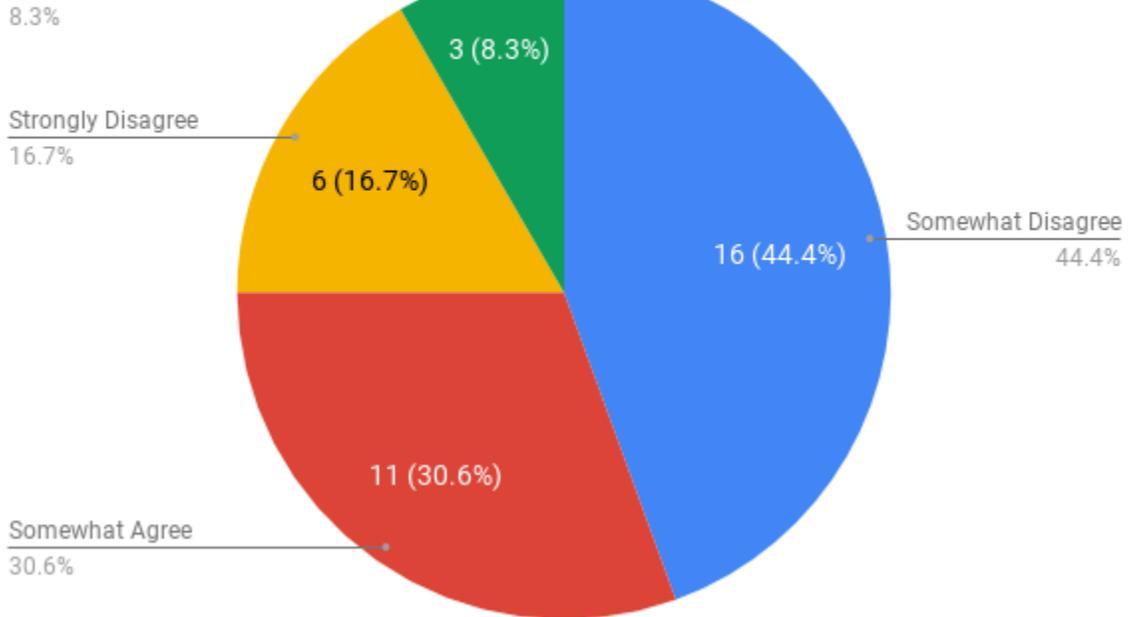
Through the use of technology, students interact with others to develop a richer understanding of different perspectives

Global Collaborator 1



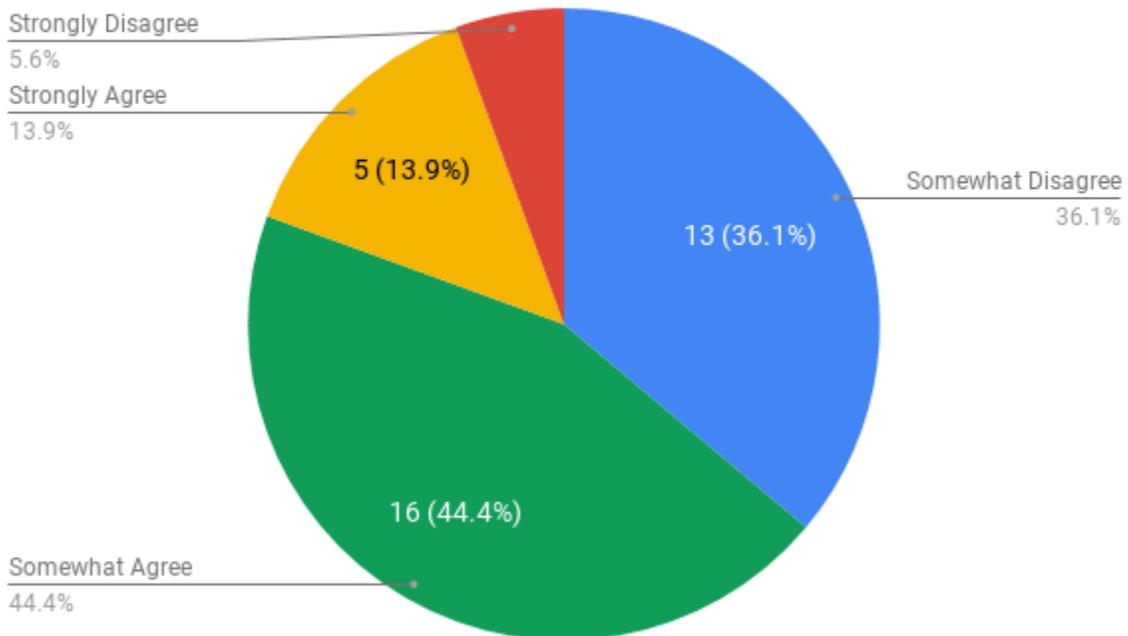
Through the use of technology, students connect with experts and community members to learn about issues and problems or to gain broader perspective.

Global Collaborator 2



Through the use of technology, students determine group roles, based on knowledge of technology and content, to meet

Global Collaborator 3



Through the use of technology, students work with others to investigate and develop solutions related to local and global

Global Collaborator 4

