



Educational Technology Plan

2015-
2018

for Albemarle County Public Schools

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Introduction

The Albemarle County Public Schools' Educational Technology Plan is not a plan for computers and networks, it is a plan for learning in this century, a plan for students in this century, and a plan to support all of the Division's Seven Pathways to our Life-Long Learning Competencies. As we update the existing plan for the years 2015-2018, we build on the previous plan while blending in the current Division Strategic Plan, the work that has developed from our Design 2015 mission, and the ongoing learning from our One-to-One initiatives.

The Department of Accountability, Research, and Technology is a boundary-spanning organization which works daily with the technical and end-use experience groups in the Department of Student Learning, with the Facilities Planners, with the Coaching Team, with Building Services, and with Community Engagement in order to best support the present needs of all 26 of our schools, and to plan for the future.

The department works and provides services to every school, building leadership, facilities development, teachers, the Career and Technical Education programs, Librarians, and others, with the commitment to breaking limitations on student opportunity and achievement everywhere, every day.

This plan seeks to continue the work of the past five years, which was designed to provide ubiquitous device and broadband internet access for our students, no matter where they live, no matter what learning work they need to accomplish.

Executive Summary

Albemarle County Public Schools has worked to shift our students' daily experiences from the traditional structures of the 20th Century classroom to contemporary learning environments, utilizing contemporary technologies and interactive pedagogies.

The educational landscape is shifting from teacher-centered to learner-centered, spotlighting innovative thinking and renewed approaches to instruction. This transition requires changes in pedagogy, learning spaces, and an increased awareness that all students have the opportunity to succeed. School divisions across the county, state, and nation are redesigning classrooms into learning spaces that facilitate active learning environments. These learning environments provide flexibility and mobility to adapt to the students' needs. By providing, incorporating and utilizing technology, students accomplish learning objectives through innovative perspectives and tool sets. Albemarle County Public Schools supports the provision of a variety of devices and technologies for students that foster and encourage these innovations in learning. Pedagogical practices are key to this adaptation and allow for more student choice within the instructional day. These practices must be engrained in the fabric of learning - to be a part of the "who, what, when, where, why, and how" of student learning. Instilling academic freedom in the classroom and instruction allows students to engage in learning at a new level of ownership.

Professional development opportunities in instructional technology further enable teachers and administrators to explore methodologies that promote student choices at all levels of instruction. The division will reinforce excellence through high quality professional development opportunities, as well as by identifying and encouraging teacher knowledge.

One of the fastest moving trends in the K-12 space is the adoption of virtual learning. Albemarle County Public Schools has a strong reputation in the Commonwealth of Virginia for providing comprehensive education. Our strong tradition of excellence and strategic planning provides a gradual approach to adopting a virtual presence. Focusing on quality, engagement, and rigor, the division's development of digital content and digital learning opportunities is materializing at the classroom level.

The Albemarle County Public Schools' 2015-2018 Educational Technology Plan is established to be in concert with the federal, state, and Division School Board strategic goals, as well as to achieve locally the goals of Virginia's educational technology plan.

This plan, as with all strategic initiatives within the division, is foundationally built on the concepts of the Deming Cycle (Plan, Do, Check, Act), created by W. Edwards Deming to track continual improvements and progress, as well as feedback and adaptation. Adopted by ACPS as Plan, Do, Study, Act, this model allows the division to approach complex projects with clarity, purpose, and a continuous commitment to feedback and plan adjustment.

This plan specifically uses an expanded SAMR process (referred to in the process section as SAMR(R)) to define the targets for faculty development and our technology environment; “Toolbelt Theory” is used to define our commitment to the form of learner access to contemporary technologies. These structural frameworks will become the guideposts for the routes we use to move toward the state’s goals and the strategic goals of our Division and will be explained in detail below.

Twelve “Lifelong Learner Competencies” (LLCs) are at the heart of the ACPS Strategic Plan. They are competencies for graduates, in place since 2004, that define the skills and abilities we hope to see in every child graduating from our system. “Seven Pathways” - that guide professional learning, school design, and technology use - were developed in 2013 and are based on teacher interests for change for this century. It is the commitment of this Educational Technology Plan to support both student and professional movement toward the expectations of our system’s Strategic Plan.

Albemarle County Public Schools is considered a state and national leader in developing effective ways for students to use contemporary technologies. Our students have a wide range of choices and many opportunities to determine their digital environment. Our teachers are leaders in pedagogies that are engaging, connected, and highly interactive - at every grade. Our infrastructure, despite geographic and funding challenges, is robust and meets student needs in all 26 of our schools. Our technology support staff is strong and works fully to support learning.

Yet, all of that is simply the platform we seek to build on. The specific goals expressed in our action plans aim to do exactly what our Strategic Plan says is our goal: to unleash the potential of every student - not just the potential of every student as defined in 2015 or in 2018, but the potential of every student in the moving target of our global future.

Process

Summary of the Work of the Planning Committee and Its Benchmarks

Activity	Person(s) of Responsibility	Timeline
Develop a strategy for technology planning and review of the previous plan.	DART Leadership Team	Fall 2014
Ensure alignment of the technology plan components to the vision for technology planning.	DART Advisory Committee	Spring 2015
Craft new local strategies	DART Advisory Committee	2014-2015
Final review of strategies	DART Advisory Committee	April 23, 2015
Present draft technology plan to the School Board for first reading	DART Leadership Team	May 14, 2015
Receive technology plan for approval	School Board	June 11, 2015
Submit School Board approved technology plan to Virginia Department of Education for approval	Chief Information Officer	June 15, 2015

Connecting the Mission, Vision, and Lifelong-Learner Standards of Albemarle County Schools

The Albemarle County Public Schools Strategic Plan was adopted in 2005, revised in 2014, and drives the continued improvement efforts of the division. For all work towards our educational future, we establish measurable goals and adjust those goals whenever feedback and/or new information requires.

Mission and Purpose

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time. The purpose of our schools, according to our Strategic Plan, is “unleashing the potential of every child.”

The 2015-2018 Educational Technology Plan for Albemarle County Public Schools is built on the premise that technology is not an add-on but rather an essential tool for our students in school, and an essential tool for their lifespan. Thus the technologies of our time are essential for our high quality teaching personnel, staff and administrators. Contemporary technologies in the hands of our learning community have the power to transform education into an effective, relevant, and engaging-while-rigorous experience for all of our contemporary learners.

Albemarle County Public Schools places the primary responsibility for strategic planning in technology within the Department of Accountability, Research, and Technology (DART). DART, under the leadership of the Chief Information Officer, seeks to maximize support for formative and summative assessment, data analysis, student information management, and operational and instructional technology. DART also serves to analyze the efficiency and effectiveness of the school division’s programs and initiatives through the use of data and technology to drive continuous improvement.

Connection to the Division Strategic Plan

The strategic work of the Division is supported by our organizational structure as well as our three “levers” (in parentheses) that were developed in response to the following questions:

- What do we want our classrooms to look like? (Framework for Quality Learning)
- How will we know? (Teacher Performance Appraisal)
- How will we cause this to happen? (Professional Learning Communities and Professional Development working with the Seven Pathways)

The single goal of the current Strategic Plan is that: We will unleash the potential of every student by ensuring that all learners graduate from the Albemarle County Public Schools with the Lifelong Learner Competencies (LLLCs) embraced by the Division since 2004. These are:

1. Plan and conduct research.
2. Gather, organize and analyze data; evaluate processes and products; and draw conclusions.
3. Think analytically, critically and creatively to pursue new ideas, acquire new knowledge, and make decisions.
4. Understand and apply principles of logic and reasoning, and develop, evaluate, and defend arguments.
5. Seek, recognize and understand systems, patterns, themes and interactions.
6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
7. Acquire and use precise language to clearly communicate ideas, knowledge and processes.
8. Explore and express ideas and opinions using multiple media, the arts and technology.
9. Demonstrate ethical behavior and respect for diversity through daily actions and decision-making.
10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
11. Understand and follow a physically active lifestyle that promotes good health and wellness.
12. Apply habits of mind and metacognitive strategies to plan, monitor and evaluate one's own work.

In 2013 the Division used teacher interests to define “Seven Pathways” to lead students to our Life-Learning Competencies:

- Maker Infused Curriculum
- Choice and Comfort
- Project-Problem-Passion-Based Learning
- Interactive Technology
- Connectivity
- Instructional Tolerance
- Universal Design for Learning

These pathways are the essentials of professional learning throughout the division, they are embedded in the Teacher and Administrative Performance Assessments, and they live as commitments to our students.

This Educational Technology Plan embraces the Strategic Plan's single goal, infusing the LLLCs. It is defined by the Seven Pathways and thus seeks to support the Division's mission to cultivate intrinsically motivated students who are capable of succeeding in a future we are incapable of predicting.

Priorities set by Continuous Multipath Needs Assessments

Albemarle County Public Schools facilitated three years of active needs assessment, using multiple paths to collect data. The primary route was a Strategic Plan evaluation which involved all teachers, all administrators, many students, and a wide reach of community members.

In addition, the Instructional Technology team and the End-User Experience Group have consistently reached out to every group within the ACPS community to meet needs, while the DART Advisory, the Teacher Advisory, the Parent Advisory, and the Special Education Advisory provide feedback on a

monthly basis. Principal and Assistant Principal Meetings are attended monthly by DART personnel who collect data.

Finally, surveys are joined to walk-throughs, and in the spring of 2014 every classroom in the Division was visited to assess readiness for digital learning.

All of this information, and all of these goals, came together in a planning process that developed a series of divisional technology targets for the next three years. These targets are essential to both supporting our Strategic Plan and our ability to meet the state's technology goals.

Goal One: Helping to Eliminate Opportunity Gaps through One-to-One and Ubiquitous Computing

Goal Two: Ongoing Research and Experimentation to Support Learning in the Present and Future

Goal Three: Continuous Support for Student and Teacher Technology Learning

Goal Four: Improved Collaboration across the Division and across the community and world.

Goal Five is internal to the Division's Department of Accountability, Research, and Technology (DART). This goal continues from our previous plan, and is: To establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission and goals.

Supporting Contemporary Learning and Developing Lifespan Technology Skills

Technology adoption in our Division is driven by learning expectations and a need to eliminate opportunity gaps. Our action plan is written to support both professional learning and ubiquitous student access and creative opportunity.

Professional technology learning in ACPS has as its core, the *SAMR(R)* model, a process of moving every teacher forward along a continuum of development. Student technology learning is driven by the concepts in *Toolbelt Theory*, which helps students to learn through ever-changing contemporary technologies, while learning how to assess and choose technologies for their specific - and changing - needs.

Our two models of technology practice:

SAMR(R)

The *SAMR* model of technology adoption is used by many school systems across North America to describe the move by teachers and classrooms into the technological present. This guide system does help principals and technology support staff understand the movement of teachers from "Substitution to Augmentation, to Modification", and yet, in this Division, the expectation lies in technology "Redefining" classroom work through available contemporary technology and then moving beyond:

- **Substitution:** Technology is used to perform the same task as was done before the use of computers.
- **Augmentation:** Technology offers an effective tool to perform common tasks.

- **Modification:** This is the first step over the line between enhancing the traditional goings-on of the classroom and transforming the classroom. Common classroom tasks are being accomplished through the use of technology.
- **Redefinition:** Technology allows for new tasks that were previously inconceivable.
- *While the SAMR model traditionally stops here, in Albemarle County our ‘desired state’ jumps to a second “R” - Re-imagination.*
- **Re-imagination:** Technology allows structure of schools and pedagogies that were previously inconceivable.

While our ‘desired state’ is clearly “re-imagination”, we are committed to meeting every professional where they are on this scale, and moving all forward. Thus our commitment in this plan is to increase technology coaching in our secondary schools, and to increase ‘just in time’ and “in-the-classroom” support we have found to be most effective.

Toolbelt Theory

A second model helpful in our work is *Toolbelt Theory*. Toolbelt Theory assumes that a critical responsibility of schools and educators is to help students understand how to build a “lifespan toolbelt” of technologies that will support them, in school and out of school. Technologies will change, and so Toolbelt Theory is about how technologies are chosen rather than about choosing any particular technologies.

Toolbelt Theory sees technology choices based in a certain pattern (*TEST*) of self-understanding:

- **Task:** Students must understand the task before them.
- **Environment:** Students must be able to analyze - or be able to control - the environment in which the task must be accomplished. (Some environments allow for individual control, others do not.)
- **Skills:** Students must learn to be aware of their skills and capabilities when the task must be done.
- **Technologies:** Students must have a broad knowledge of technologies and of how to find technologies, or they will be unable to make appropriate choices.

Toolbelt Theory lies behind the Division’s commitment to multiple tools for almost every task on our student computers, and lies behind our commitment to building level “Tool Cribs” for various specialized tasks. This also explains our commitment to student-managed One-to-One devices. Students must be able to alter their computer’s interfaces in order to meet their own needs.

As an example of how Toolbelt Theory helps our decision-making: Our Division has a variety of digital devices and supports at least six operating systems: Windows 8, MacOS, Linux, iOS, Android, Chrome. On our 1:1 devices, we offer multiple ways for students to do almost every task, and offer a full accessibility suite open to the use by every student. This variety presents significant challenges to support, but it does enable a wide range of learning and communication choices, learning experiences, and does simulate the world outside of schools.

These models reinforce our strategic goals with Division staff. They also help us as we collect feedback on our technology plans and practices from students, teachers, administrators, parents, and the community.

Our progress since our last plan has been dramatic. We have moved from a 3:1 student to device ratio to every secondary student having a personally managed and controlled device as of August 2015. We have expanded our available digital resources and our students now create hundreds of thousands of digital documents each year. We have begun digital student portfolio pilot projects and have significantly expanded our digital “maker” work at every level. We have laid miles of fiber and have begun installing LTE “4G” equipment. All of our teachers have attended at least three hours of digital learning summer workshops. All of our secondary teachers have attended at least six hours of workshops. Every school has an innovation team focused on this work, and we have restructured DART to increase digital learning support.

Our Educational Technology Plan seeks to build on those accomplishments by embracing the Strategic Plan, the LLLCs and the Seven Pathways and thus to support the Division’s mission to prepare our students for an unknowable future, to help them develop into intrinsically motivated learners, and to help them use technologies well in all of their life’s pursuits.

State Goals and Objectives with Local Strategies and Measures

Goal 1: Provide a safe, flexible, and effective learning environment for all students.

Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Provide ‘Best Practice’ examples of interactive and/or choice-design digital curriculum.	Digital resources will be assembled and promoted, combining and improving on the Division’s initial Digital Curriculum efforts and the experimental ‘ACPS360’ models, in order to assist faculty in developing their own work.	Lead Coaches, Instructional Coaches, Content teams	Example content for all secondary courses by beginning of 2017-2018 school year
2 Add improved student device exploration training modules.	Number of schools that use the technology training modules. Student use	Instructional Technology Team (development)	2015-2016 school year with improvement

of Toolbelt model in situational technology decision making.	Building Leadership (delivery)	after
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Objective 1.2: Provide resources and support systems to assist teachers in integrating technology into teaching and learning.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Increase teacher experience with different tool options and how those improve learner outcomes.	10% annual increase in teachers attending professional learning opportunities facilitated by Instructional Technology Team and Technology Coaches. 30% of teacher self-reporting use of Toolbelt model.	Albemarle Resource Center - Professional Learning	Annual progress reporting
2. Provide real time instructional technology support for teachers.	Add full-time Instructional Technology Coaches at all secondary schools by 2017-2018 school year. 50% of teachers self-reporting as moving up on the SAMR(R) scale by end of 2017-2018.	CIO	Annual increase from part time to full time in each secondary school
3. Provide a student laptop environment that offers every student choice and universal design for learning.	Number of change requests processed. Student surveys indicating improved understanding of Toolbelt process.	CSS group and Infrastructure and Support Services	Annual reporting
4. Provide an equipment menu for our schools that supports the full development of “tool cribs” for programs that require devices and software beyond the capabilities of student laptops.	Diversity of what is purchased and used in schools.	Instructional Technology Team, Infrastructure Team, and End-User Experience Group	Annual reporting on school equipment mix.
5. All schools have an active Innovation and Technology Committee that supports and	All schools with an active committee by 2017-2018 school year.	Executive Director of Instruction and Building	Annual reporting.

facilitates school-based
technology.

Leaderships.

Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Build teacher understanding and competencies related to instructional technology.	Increasing number of teachers completing the annual technology process understanding certification. Increasing number of schools being badged as “Instructional Technology Leaders”	Instructional Leadership Team, Building Leadership.	70% of teachers completing process understanding for 2015-2016. 100% for 2016-2017. 50% of schools badged by end of 2017-2018.
2 Provide teacher centered professional learning opportunities with a focus on innovation, tech integration, and our Division’s Seven Pathways.	Increasing number of people attending monthly Innovation and Technology in Education events held in feeder pattern areas.	Instructional Technology Team	Reaching 150 professionals in 2015-2016. 300 in 2016-2017. 500 in 2017-2018.

Goal 2: Engage students and staff in meaningful curricular content through the purposeful and effective use of technology.

Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Create, deploy and support a digital badge professional learning system tied to seven pathways, digital citizenship and literacy.	Number of teachers earning badges.	Instructional Technology Team with Instructional Leadership and Building Leadership.	Having 10% of teachers earn badges during each year.

Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Develop a professional badge for Universal Design for Learning (UDL).	Number of teachers earning the UDL badge.	Instructional Technology Team and Building Leaderships.	20% of teachers earning this badge by end of 2017-2018 school year.
2 Offer students game-based learning environments that provide active engagement within academic programs.	Growth beyond current number of educators participating in the Game-based Learning and MinecraftEdu project.	Instructional Technology Team with End-User Experience Group and Building Leaderships.	Annual Reporting

Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Provide a digital citizenship curriculum and support for parents, students and educators.	Number of teachers and student earning digital citizenship badges.	Instructional Technology Team, Instructional Leadership Team, Lead Coaches, and Building Leaderships.	30% of teachers earning this badge by end of 2017-2018 school year.
2 Require the Leadership Team to review IIBE annually through the established School Board policy review process.	Leadership Team agenda and feedback.	Division Leadership	Annual reporting
3 Require all school division employees to acknowledge knowledge of key elements of the ACPS AUP (School Board Policy IIBE)	Certification of completion of the required Online Annual Training (OATS)	Human Resources, Division Leadership	Annual reporting.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Objective 3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Develop professional badge system whereby earning a badge means an educator has met rigorous expectations around a topic such as	Number of educators earning badges through system.	Instructional Technology Team, End-User Experience Group, Media Specialists	20% of teachers earning one of these badges by end of

our seven pathways, digital citizenship and digital literacy.	Team	2017-2018 school year.
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Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Develop a digital literacy badge for our professional and student badge system. Digital literacy badges will include understandings of both SAMR(R) and Toolbelt Theory.	Number of students and educators earning digital literacy badges.	Instructional Technology Team, End-User Experience Group, Media Specialists Team	30% of teachers earning one of these badges by end of 2017-2018 school year.

Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Incorporate the design and sharing of student learning experiences as a requirement for earning a badge in one of our seven pathways.	Increasing number of educator designed student experiences shared and made available to the division.	Instructional Technology Team with End-User Experience Group with Lead Coaches and Technology Coaches.	Annual Reporting

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1 Provide every secondary student with a ubiquitous computing device through the digital learning initiative.	100% of secondary students with an assigned laptop for 2015-2016 school year.	Department of Accountability, Research, and Technology with Division Commitment	Ready for 2015-2016 school year.

Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Provide universal broadband access through LTE using the educational broadband spectrum.	Service achieved to 100% of our currently unserved student population by end of 2017-2018 school year.	Department of Accountability, Research, and Technology - Infrastructure Team with Division Commitment	Annual reporting.
2. Connect all school buildings and LTE transmission facilities via division owned fiber optic cable.	Full connectivity by calendar year 2019.	Department of Accountability, Research, and Technology - Infrastructure Team with Division Commitment	Annual reporting.
3. Continue to support CoderDojo events as both opportunities for student peer-to-peer technology learning and for teachers	Increasing number of Coder Dojo events and number of educators and individual students	Instructional Technology Team with End-User Experience	Annual reporting.

to observe multiage peer taught technology development.	participating in CoderDojo events.	Group and Building Leaderships.	
4. Support expansion of student technology teams in all schools.	Number of help tickets closed by students. Student help desk participants understanding UDL and Toolbelt Theory.	Instructional Technology Team with End-User Experience Group and Building Leaderships.	Annual reporting and annual surveys.

Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Develop a full leadership knowledge and accomplishment badging system focused on our division's Seven Pathways, on the SAMR(R) path and our Division expectations within that path, and on the Toolbelt Theory understanding.	Number of administrators earning badges in the seven pathways and blended learning development.	Instructional Technology Team, Instructional Leadership Team, Building Leaderships.	10% of building administrators badged by end of 2015-2016. 40% by end of 2017-2018 school year.
2. Develop a badging system for schools around the Digital Learning Initiative.	Number of schools certified as having full faculty using digital integration with all classes.	Instructional Technology Team, Building Leaderships.	50% of schools badged as Digital Learning Leaders by end of 2017-2018 school year.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Improve access to qualitative data from common authentic task assessments.	Individual teacher and PLC use of qualitative performance data to improve classroom experiences.	Accountability Team and Enterprise Team with Building Leaderships	Annual reporting of teacher use of data.
2. Ensure Universal Design access to all qualitative authentic task assessments.	Eliminating 70% of the need for alternative access.	Accountability Team, Special Education, SBIT teams, School Media Specialists, Instructional Technology Team, and Enterprise Team	Annual reporting.

Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.

Strategies	Measures/Evaluation on Strategies	Responsibility	Timeline
1. Expand consistent use of student and teacher performance data by building leaderships.	Surveys of use with qualitative questions.	Accountability Team, Instructional Technology Team, and Enterprise Team	Annual reporting.

Objective 5.3: Promote the use of technology to inform the design and implementation of next generation standardized assessments.

Strategies	Measures/Evaluation Strategies	Responsibility	Timeline
1. Increase division-wide use of student [portable] digital portfolios.	Percentage growth in student portfolios.	Instructional Leadership Team, Enterprise Team	Annual reporting.

Citations

SAMR(R)

The SAMR Model <https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>
Building Upon SAMR
<http://hippasus.com/rrpweblog/archives/2012/09/03/BuildingUponSAMR.pdf>

Toolbelt Theory

Technology Toolbelt Methodology and Writing Productivity Outcomes In Students with Learning Disabilities https://indigo.uic.edu/bitstream/handle/10027/19039/Lenzo_Sheri.pdf?sequence=1
Recontextualizing the Student: Analysis of the SETT Framework for Assistive Technology in Education
http://indigo.uic.edu/bitstream/handle/10027/9521/Cochrane_Daniel.pdf?sequence=1
Toolbelt for a Lifetime <http://www.udlresource.com/toolbelt-theory.html>

Digital Badges

Digital Badges – The MacArthur Foundation <http://www.macfound.org/programs/digital-badges/>
There's a Badge for That <http://www.techlearning.com/news/0002/theres-a-badge-for-that/63725>