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Analysis of Technology Plans of Selected Suburban Elementary Schools Within Regional Office of Education/North Cook Intermediate Service Center #1

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Analysis of Technology Plans

Of Selected Suburban Elementary Schools

Within Regional Office of Education/North Cook Intermediate Service Center #1

BY

Diane V. Ettlbrick

1945 -

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

SPECIALIST IN EDUCATIONAL ADMINISTRATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY

CHARLESTON, ILLINOIS

1998

I HEREBY RECOMMEND THIS FIELD EXPERIENCE BE ACCEPTED AS
FULFILLING THIS PART OF THE GRADUATE DEGREE CITED ABOVE.

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Abstract

Technology continues to be a topic of great interest and concern in the educational community. The educational system is responsible for preparing students so that they can function successfully in life and work in the world of today and tomorrow. The interest and concern regarding technology in the educational setting has spread in recent years to include the sectors of business and politics. East Maine School District No. 63, where the author of this study is employed as a Library/Media Specialist, has not developed a formal technology plan as recognized by the Illinois State Board of Education. The purpose of this study was to analyze technology plans emphasizing the major area components of staff development and budget/financial, as well as to provide guidelines for technology plans that would include strong staff development emphasis. This study was designed to assist suburban Chicago elementary school districts in Illinois in designing technology plans, which would allow the districts to compete in the acquisition of technology funding essential in the successful integration of technology into the classrooms. The specific objectives of this study were to: 1. Study, analyze, and evaluate a variety of technology plans; 2. Identify different types of staff development training utilized and the person(s) responsible for the implementation of the staff development training; 3. Provide guidelines for the development of technology plans including effective staff development.

Following the author's observation of a Peer Review Process directed by the North Cook Intermediate Service Center #1 and review of the literature and research, technology plans were collected from selected suburban elementary school districts supervised by the Regional Office of Education/North Cook Intermediate Service Center #1 in Cook County,

Illinois. The analysis of the technology plans included studying, then ranking all 16 component areas of the Technology Plan Progress Guidelines. Two of the component areas, Table of Contents and Executive Summary, received a ranking of either Yes or No. The Progress Guidelines included four categories for ranking the other 14 component areas. These categories rank from low to high and are identified as follows: Beginning, Emerging, Advancing and Exceeding. Findings indicated that the technology plans were varied in size, depth of information and quality of content. Also, the study revealed that districts were actively revising their existing technology plans. The findings indicated that the majority of the technology plans did not receive a ranking higher than Emerging, with a total of nine plans not meeting minimum criteria as established by the ISBE. Four technology plans were determined to meet or exceed the minimum criteria in all 16 component areas of the Technology Plan Progress Guidelines, as required of technology grant participants by the Illinois State Board of Education, and these four districts could apply competitively for eligible federal and/or state funding. The findings of the study indicated that the component areas of staff development and budget/financial did not receive adequate emphasis in the technology plans.

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Chapter 1

Overview of the Problem

Background

Technology has continued to emerge in industry, educational settings and homes. O'Neill (1995) noted that technology in schools is approximately ten years behind technology utilized in the workplace. Dyrli and Kinnaman stated, "By the year 2000, it is estimated that the average American family will own more than two personal computers as well as an assortment of other audio/visual devices" (1995a, p. 51). The Illinois State Board of Education K-12 Information Technology Plan reported that 10% of schools in Illinois have a student-to-computer ratio that exceeds the national average. Unfortunately, this report did not identify the age of the computers. Also, it was reported that technology plans are lacking in more than one third of the school districts in the State of Illinois (1997).

Statement of the Problem

Acquiring technology and the preparation for the students' futures are costly endeavors. Although federal and state funding are available for costly technology programs, funding eligibility may be contingent upon a school district having developed a technology plan that meets minimum progress guidelines established by both the federal and state governments.

Technology Plan Progress Guidelines were developed cooperatively by the Illinois State Board of Education (ISBE), Regional Offices of Education, Intermediate Service Centers and Area Learning Technology Hubs and distributed in September, 1997 (see Appendix A). These Progress Guidelines were designed to assist school districts in the development of technology plans which would specifically meet the needs of individual districts. Technology plan components must meet the minimum

requirements of the Emerging category of the ISBE Technology Plan Progress Guidelines in order for the school district to be deemed eligible to apply for available state and federal technological funding.

The author felt that within the urban fringe elementary school districts in the Regional Office of Education/North Cook Intermediate Service Center in Cook County, Illinois, (ISC #1 North Cook), there was a need to design technology plans which would provide definite direction for the school districts. The implementation of formal technology plans would allow the districts to better utilize the technology currently in place, as well as offer the school districts an opportunity to compete successfully for additional government funding for technology. The author expected the analysis of the technology plans, including the major area components of staff development and budget/financial plan, to provide model strategies that would be utilized by other districts when developing technology plans.

Technology has evolved rapidly, and the funding required to finance this evolution has not kept pace. In 1995 Kinnaman suggested that a reasonable expenditure for technology would be 5% from funding sources, approximately \$300 per student. Current funding requires the existing school budget be reallocated. The majority of technology funding will result from redistribution of the existing budget (Kinnaman, 1995). Reallocation of funding in the educational budget is a very sensitive issue, and emotions may become heated when attempts are made to adjust the budget. The importance of funds specified for technology cannot be overemphasized. A formal technology plan that meets recommended minimum criteria is crucial to the process of procuring these funds. The procurement of funds is important in the area of technology acquisition, as

well as to the development of a well-planned and successful staff development program.

The purposes of this study were to analyze suburban elementary school district technology plans with emphasis on the major areas of staff development and budget/financial plan, to identify various types of staff development utilized and the person(s) responsible for the planning of this training, and to provide guidelines for technology plans that would include well-executed staff development programs.

Objectives

The specific objectives of this study were to:

1. Study, analyze, and evaluate a variety of technology plans;
2. Identify different types of staff development training utilized and the person(s) responsible for the implementation of the training;
3. Provide guidelines for the development of technology plans including effective staff development.

Assumptions

The author assumed that the majority of all school districts had aggressively pursued the development and implementation of formal technology plans. Second, the author assumed that school districts would be willing to share their plans for the study. Third, the author assumed that the area of staff development, including the financial aspects, would be an area of major concern among all districts.

Limitations

The limitations of this study included the willingness of district superintendents to agree to participate in this study and provide the author a copy of the district's technology plan. Also, either a district lacking an

existing technology plan or a district being currently in the revision process were limitations of this study.

Delimitations

The sample population for this study was limited to selected elementary school districts located in the geographic area of the ISC #1 North Cook. Ideally, this study would have included all of the elementary school districts in Cook County, Illinois. Due to the vast number of elementary districts in Cook County and the immense size of the Chicago Public School System, the author could not analyze the technology plans from all of these school districts. Also, it may have been logical to have included the secondary school districts located in this geographic area. Including the secondary school districts may have provided insight into the continuation of the development of technology implementation. The author chose to limit the study to only selected suburban elementary school districts due to the vast number of districts within the area. The costs of reimbursement to the participating districts for copying and postage expenses would have been a prohibitive factor.

Definitions of Terms

CD-I. Compact Disc-Interactive: Optical storage data medium read by using laser optics.

Computer Lab. A specific area or room of a school building which houses a number of computers.

Distance Learning. Educational programs transmitted from one site to another site utilizing technological devices such as modems, phone lines and satellites.

Information Age. Term used to describe the current age of technology.

Information Superhighway. Term commonly used to describe the Internet.

Internet. (Upper Case) Set of interconnected networks that share the same network address scheme and use the TCP/IP.

Laserdisk. Optical disk and information stored on the disk and is read by a laser. The term is interchangeable with the term videodisk.

Multimedia Computers. Computers capable of graphic, photographic, video and sound information.

Protocol. Description of message formats and rules that two computers must follow to exchange messages.

Staff Development. A plan for training and educating the faculty and staff in technology.

TCP/IP. Transmission Control Protocol/Internet Protocol: Common shorthand or language required to transmit and receive information over the Internet.

Technology. Tools that will enable students and staff to facilitate learning in the Information Age. These tools may include televisions, video equipment, computers, multimedia units and distance learning.

Technology Plan. A strategy for the acquisition and usage of technological devices for use in the educational process within a school setting.

Urban Fringe. School locale category including schools on the outlying area of a city with a population of at least 250,000.

Uniqueness of the Study

This study addressed the very important issue of technology in the educational community. According to Neiderhauser, substantial amounts of technology hardware and software are present in most U.S. public schools.

However, the presence of technology in the educational setting has done very little to promote many changes that the educational process requires (1996). Maximum use of technology is required if technology is going to be utilized advantageously by staff and students. A formal technology plan addresses the issues of technology in the school setting and provides direction for the optimum use of technology in schools. If technology is to be integrated and become a contributing component of the suburban elementary school district's curriculum, a district staff must develop a technology plan which will address the specific needs and characteristics of the district. A well-developed technology plan will also provide guidance so that adjustments can be made to further enable the technology to complement and enhance the curriculum.

In September, 1997, the ISBE distributed the School District Technology Plan Blueprint (see Appendix B). This blueprint was designed to assist school districts with the design and development of formal technology plans, unique for each individual school district. This study was designed to analyze existing technology plans with emphasis on the major area components of staff development including budget/financial plan, as well as to provide guidelines for the development of technology plans including effective staff development. Included in this study is an analysis of the components of the submitted technology plans. The author feels the major areas of staff development and budget/financial plan components worthy of greater significance than the other components of the technology plans. As reported in the NASSP Newsletter Education Technology Survey, conducted by Quality Educational Data and Malarkey-Taylor Associates,

"80 percent [sic] of educators felt that lack of knowledge, training time, or lack of access to proper equipment were barriers to greater use of computers, on-line services and the Internet" (1996, p. 8). Information was secured from the ISBE for the development of a technology plan to meet the specific needs of a school district, and this information was utilized for this study.

Chapter 2

Rationale, Related Literature and Research

Rationale

There are several reasons why this study was conducted. The author's interest level was motivated by the fact that East Maine School District No. 63 (District No. 63) had not designed and implemented a formal technology plan in the Fall of 1996. However, District No. 63 had been aggressively pursuing the addition of technology since 1993. For example, District No. 63 had added multimedia distribution systems to five (83%) school libraries during the past four years. This investment totaled a minimum of 1.7 million dollars. The multimedia distribution system provided each classroom with a multimedia monitor. This classroom monitor allowed the teacher to schedule the use of video, laserdisk, compact disc interactive players and to directly transmit into the specified classroom. Also, District No. 63 created a technology coordinator position in 1996, and currently the technology coordinator works in conjunction with the curriculum coordinator to plan and coordinate training for the staff.

During the 1997-98 school year, District No. 63 continued to add multimedia computers to the five elementary and junior high school buildings. The building administrators determined where these multimedia computers were housed, and assigned teams of teachers to share this equipment. The teachers utilized these multimedia computers in conjunction with the building multimedia system, while in the comfort of the regular classroom. Other technology has been added; however, these additions were judged less relevant by the author for this study.

The availability of some federal and state technology funding now requires that school districts have formal technology plans that meet

minimum criteria. Although District No. 63 does not have a formal technology plan that has been evaluated and meets the minimum criteria as established by the ISBE, the district has orchestrated an extensive expansion of available technology and a staff development program to support the advances in this area. The author felt that District No. 63's addition of technology, and the staff development program designed to support the use of this technology, was very well-orchestrated. It was the opinion of the author that other districts might benefit from the information in this study. Also, it was hoped that this study would provide information to encourage the development of a formal technology plan that would enhance District No. 63's eligibility for available federal and state funding for technology.

Review of Related Literature and Research

Technology Plan

Planning for technology is a laborious process which involves designing and developing direction including immediate, as well as long and short term goals (Lamb & Johnson, 1994). A well-developed plan is the result of extensive efforts expended by the proponents. According to Farrell and Gring, "a bright future of new direction and thinking requires planning on a long-term basis-no quick-fix nor simple plans for spending, but a long-range plan, that addresses the total instructional program of a school district or any learning institution" (1993, p. 119).

A well-developed technology plan will provide flexibility. Technology can change rapidly and a technology plan needs to incorporate flexibility. This flexibility will allow for the incorporation or elimination of desired technology after an evaluation has taken place to determine the effectiveness of the plan (Lamb & Johnson, 1994).

Because developing a comprehensive technology plan is an extremely time-consuming and laborious process, Lamb and Johnson (1994) suggested that existing models be explored. Models for technology planning have been available for several years. In 1993, Lumley and Bailey proposed a six-step model for planning (1993). Dyrli and Kinnaman offered a seven-step model for technology planning in 1995. Plans are also available on the Internet for perusal and the convenience of other developers (Miller, 1997). Visits to other schools could provide opportunities to compare and contrast programs. Also recommended was the possibility of utilizing a planning kit available for purchase in lieu of planning from scratch (Lamb & Johnson, 1994).

The ISBE recognized the fact that the State of Illinois and its K-12 school system had reached a crossroads. According to the ISBE, "Technology and telecommunications are keys to improving student learning in this and the next century" (1997, p. 42). In February, 1997, the ISBE issued the K-12 Information Technology Plan for the State of Illinois. This document was designed to provide guidance to school districts in the complex area of technology planning.

The Preliminary Findings of the Statewide Technology Survey distributed by the ISBE in October, 1996, reported that 704 of 905 school districts in the state had developed technology plans (1996). However, information was not included indicating the quality of the technology plans or the number of plans which had received approval through the peer review process.

Continuing to provide school districts with guidance in September, 1997, the ISBE issued the School District Technology Plan Blueprint. This blueprint was designed to assist in the development and/or revision of

three-to five-year technology plans. Previously, school districts did not have the benefit of such strong support and direction provided by the ISBE when attempting to develop or revise a technology plan.

The School District Technology Plan Blueprint covered the 16 component areas of a technology plan in the State of Illinois. Included with the 16 component areas was fundamental information in the sectors of Criteria, Reflective Questions, and Guiding Elements. The ISBE included in the blueprint brief descriptions, sample formats and a glossary of basic terms. Guidance for developers of a technology plan was the primary reason for the inclusion of these information areas.

The ISBE also issued the Technology Plan Progress Guidelines in September, 1997. These ISBE Guidelines were developed through a cooperative effort among Regional Offices of Education, Intermediate Service Centers, and Area Learning Technology Hubs. These Progress Guidelines are to be used to review technology plans in the Peer Review Process. The four guidelines established to rank categories are Beginning, Emerging, Advancing, and Exceeding.

Reed Hundt, Chairman of the Federal Communications Commissions, in a speech to the National School Boards Association, stated, "Federal Grant programs run by the Department of Education, the Department of Commerce, and the Department of Energy all require technology plans" (1997, p. 5). The availability of state funding is now also contingent upon a school district having a technology plan developed and approved. Further, Hundt provided information sources in this speech if a school district was simply in need of updating a technology plan. According to the ISBE Technology Plan Progress Guidelines, "To ensure a school district's eligibility for state and federal technology programs, the district's

technology plan must meet a minimum of the Progress Guidelines listed in the Emerging category" (1997, p. 1).

Budget/Financial Plan

The 1990s brought strong support from government leaders. President Clinton and Vice President Gore strongly support the advancement of technology. As early as 1993, they upheld and supported telecommunications reform. Clinton praised Gore for his support in the technological endeavors, so that all children in America can participate in the opportunities and challenges offered by the information and technology explosion. Also, Clinton credited Gore with coining the term "Information Highway" more than 15 years ago. Clinton emphasized the importance of every classroom in America being the site of the information and technology revolution. In the State of the Union, February 1996, Clinton "issued a challenge to schools to ensure technological literacy for all children." Also, he reemphasized the importance of the "Information Superhighway" as well as the increased opportunities and challenges for the generation of students today and in the future (1996).

Clinton recognized the need "to bring educational technology into every classroom," and his administration strongly supported legislation such as the Telecommunications Reform Act of 1996. This Reform Act ensured that schools and libraries have access to advanced telecommunication services and included provisions for the necessary changes so that classrooms could be connected to the "Information Superhighway" by the year 2000 (February 1, 1996). This Reform Act of 1996 was to provide an opportunity for classrooms to be free of walls or boundaries. Clinton wanted all students to have the opportunity to access knowledge without

barriers. The schools were to have the resources to "build the ramp to the Information Age" (September 9, 1996).

Unfortunately, as of May, 1998, The Telecommunications Act of 1996 had not become a reality. Many obstacles have been encountered by the legislative bodies, and the criteria required to determine the eligibility for funding had yet to be determined. In addition, ample time is required for school districts to construct access ramps allowing students easy access to the Information Age.

The Illinois K-12 Information Technology Plan's Projected Four-Year Budget for Professional Development: Competence and Confidence increased from the fiscal year 1997 amount of over \$4 million to fiscal year 2000 in excess of \$8 million. Of this amount, the specific category of Technology and Teacher Preparation increased from zero dollars in fiscal year 1997 to \$2 million in fiscal year 2000 (1997).

Unfortunately, funding for staff development has been limited. According to Roblyer, Edwards and Havriluk, Bruder reported in 1993 that less than one-fourth of computer budget dollars was allocated for training (1997). Also, Miller stated that the U.S. Office of Technology Assessment (OTA) in the 1995 report, "Teachers and Technology: Making the Connection," suggests that 30% of educational technological expenditures should be designated for staff development. Also included by the OTA were examples of allocations for staff development budgets ranging from 15 - 40% of the technology budget (1995). The ISBE Statewide Technology Survey on the District Level reported that increasing amounts in technology budgets indicate an acknowledgment of the need to increase training for staff. The statewide average budget for staff development in the area of instructional technology is \$17,023. The average budget for the year

of 1996-97 in Area 1, which includes District No. 63, was \$29,503, and this was the highest budget average in the state of Illinois (1996).

Staff Development

The report, "Teachers and Technology: Making the Connection" from the OTA cited the lack of teacher training as a roadblock to integrating technology into the curriculum (1995). Also, the OTA reported, "Most teachers have not had adequate training to prepare them to use technology effectively in teaching" (1995, p. 129). This report was released in April, 1995, and estimated that district personnel are responsible for approximately 75% of professional development programs. Miller reported that technology experts agreed that school district officials must design staff development programs that will meet the needs of their districts, as determined in the plan for utilizing technology (1997). The Preliminary Findings of the Statewide Technology Survey District- and Building-Level Summaries reported, "Four of ten districts do not have easy access to quality professional development and training using technology in teaching and learning at this time" (Illinois, 1996, p. 4).

Staff development of an effective system of educational technology must include both professional development strategies and on-going financial support (Schmeltzer, 1995). Advancing technologies have created a definite need. According to Roblyer, et al., "Attention needs to shift to a new kind of sustained support for teaching professionals--support that combines learning about technology with instruction in how to realize new learning conditions through the new teaching practices." (1997, p. 218).

The Peakview Elementary School in Colorado could be considered a front-runner in the area of technology and has received national attention for the endeavors undertaken. Peakview is a newer school that implemented

organizational and teaching method strategies that included more than 80 networked microcomputers. A study of Peakview included surveys, observations, and interviews. Conclusions from this study included early and thorough training of teachers as an element to successful implementation of technology. The study also recommended the continuation of in-service training which utilizes informal sessions that would include both staff and students. Training teachers in the use of spreadsheets, data bases, and other tools was also recommended (Wilson, et al., 1994).

Staff or professional development is a component of the Technology Plan Progress Guidelines distributed by the ISBE. It is generally agreed that training is only one component of a comprehensive staff development program. The level of staff development in the area of technology is, in itself, impacting education. Recently, emphasis has shifted from the addition of technology in schools to the very important aspect of staff development, and this, to a large extent, has been identified by school districts as an integral component to the successful utilization of technology in schools (Ellington, Percival & Race, 1993).

Successful staff development programs require a combination of facilitating, planning and collaborating. These components will be required in addition to the actual training sessions. A well-developed, continuously sustained staff development program will establish the scenario for a program of sustained and lasting impact (Goldberg & Richards, 1995).

Short-term training cannot provide staff the opportunities to make changes required of their professional expertise. The necessary training requires a commitment of both time and money by the school district, and training must be longer than a single day.

The key to the successful implementation of technology in the educational setting may well be "appropriate and adequate staff training" (North Carolina, 1995, p. 37). Staff development is a very difficult component in the world of expanding technologies. The training of the staff, for this reason, reaches far beyond the traditional skills of lectures and classroom presentation. If teachers are to successfully utilize technology in the classroom, an extensive staff development program must be instituted. According to Ellington, et al., "Staff development is needed on a massive scale to ensure that practitioners are able to put the advances of educational technology into use in their work" (1993, p. 202). In addition, time must be built into the training schedule to allow for reinforced practice by the staff.

Caverly, Peterson and Mandeville (1997) promoted the education of teachers and administrators, in lieu of training. This belief is based upon the fact that technology changes so rapidly that a short-term fix will not fit the needs of the future. Bailey and Lumley proposed a Four-Stage Technology Staff Development Model in 1994 that included preparing for change and understanding as well as planning, implementing and institutionalizing technology staff development programs. The International Society for Technology in Education lists 13 fundamental concepts and skills that are desirable for teaching staff for use of technology in the educational setting (Poole, 1995).

Also, Roblyer, et al., stated, "Observers generally agree that properly trained teachers make the difference between success or failure of an integration effort" (1997, p. 40). Teachers must be offered the opportunity "to learn how to operate and integrate the new technology tools, to implement radically different curricular approaches and associated

classroom management strategies, and to become facilitators of learning for students" (Roblyer, et al., 1997, p. 218).

Chapter 3

Design of the Study

General Design

This study was designed to research and collect data which would enable elementary school districts in the Chicago urban fringe to develop and implement technology plans that would address the specific needs of each district. The specific objectives of this study were to: 1. Study, analyze, and evaluate a variety of technology plans; 2. Identify different types of staff development training utilized and the person(s) responsible for the implementation of the training; 3. Provide guidelines for the development of technology plans including effective staff development. After completing a review of related literature, further inquiry included the analysis of the technology plans from the Chicago urban fringe elementary school districts. These school districts were chosen for inclusion in this study because of their geographic location within the Regional Office of Education/North Cook Intermediate Service Center Technology Hub, locally identified as ISC #1 North Cook. The analysis of the study was based upon the School District Technology Plan Blueprint as provided by the ISBE. Specific emphasis was placed upon the component areas of staff development and budget/financial plan.

Sample and Population

The population surveyed for this study consisted of 34 suburban elementary school districts located within the ISC #1 North Cook. This urban fringe area is located in northern Cook County, Illinois. The study was restricted to elementary districts that would have similar concerns to address in this important area. The responding districts included in the study range in size from 561 students to over 16,000 students.

Data Collection and Instrumentation

Prior to soliciting data from the suburban elementary school districts, the author consulted with several superintendents and technology coordinators as well as the technology coordinator from ISC #1 North Cook, Glenn Magle. Two specific conclusions resulted from these contacts:

1. It would be beneficial for the researcher to attend and observe a Peer Review Process to establish a better understanding of the actual process all technology plans in the State of Illinois must undergo. The Peer Review Process outlines minimum requirements necessary before the plan would enable the school district to compete for available funding.

2. The analysis of the technology plans utilizing the Peer Review Technology Feedback Form Technology Plan Progress Guidelines (see Appendix C) as provided by the ISBE would require a generous amount of time by the researcher.

The ISC #1 North Cook provided the author with a list of suburban elementary school districts included the districts official names, numbers and addresses as well as the names of contact persons. The draft of a cover letter requesting the school district's participation in this study and a response sheet received approval following one recommended change from the technology coordinator from District No. 63 and a district superintendent. The change involved contacting the district superintendent rather than the technology contact person for this study. The determination was made to directly contact the superintendent, due to the probability that approval for a request such as this could not be made by a technology contact person and would require the superintendent's permission. The draft was then finalized and a cover letter and response sheet, which included information for reimbursement of incurred expenses by the district as well

as a self-addressed envelope were mailed to the superintendents of the districts chosen for participation in the study (see Appendix D). Three school districts contacted the author for minor clarifications before agreeing to participate in the study. The study gathered copies of existing technology plans from the participating suburban elementary school districts. A follow-up letter of appreciation was then sent to the responding superintendents (see Appendix E).

Data Analysis

The analysis of the technology plans included studying, then ranking, all component areas of the Technology Plan Progress Guidelines. Two of the component areas, Table of Contents and Executive Summary received a ranking of either Yes or No. The Progress Guidelines included four categories for ranking of the other 14 component areas. These categories were identified as follows: Beginning, Emerging, Advancing and Exceeding. The four ranking categories of the Progress Guidelines of the 14 component areas contained a narrative that specifically dictated the criteria upon which to base a judgment. The category ranking of Beginning was low on the scale, and the author would simply describe this information ranking as "missing or incomplete." The other three ranking categories graduate on an upward scale and include Emerging, Advancing and Exceeding, which was the highest possible ranking category. The results of the analysis were detailed in bar graphs.

Chapter 4

Results

Description of the Respondents

Of the 34 suburban elementary school district superintendents contacted, 13 responded to the request for a copy of the district's technology plan for this study. This was a response rate of 38%. A detailed list of the participating districts is included as Appendix F. The suburban elementary districts included in this project ranged in size from 561 students to over 16,000 students. Of the districts responding to the request for a copy of a technology plan, nine (69%) had a student population range of 500 to 5,000 and four (31%) had a student population ranging from 5,000 to over 16,000.

The specific objectives of this study were to:

1. Study, analyze, and evaluate a variety of technology plans;
2. Identify different types of staff development training utilized and the person(s) responsible for the implementation of the training;
3. Provide guidelines for the development of a technology plan including an effective staff development plan.

Results for Objective #1: Technology Plan Analysis

Objective #1 was to study, analyze and evaluate a variety of technology plans. This analysis and evaluation was to develop a more in-depth understanding of planning for technology in the educational setting. This portion of the study involved the review of the 13 technology plans submitted. The author's participation in the observation of a peer review session and the intense review of the technology plans contributed to the accomplishment of the first objective.

The Technology Plan Progress Guidelines issued by the ISBE identifies 16 component areas of a technology plan, not including the

appendices component. These guidelines integrate the state and federal criteria that are used to evaluate technology plans in the Peer Review Process. Fourteen component areas of a technology plan are to be rated accordingly in one of four category rankings. The four category rankings for 14 of the component areas are, from lowest to highest, Beginning, Emerging, Advancing, and Exceeding and are detailed in the Technology Plan Progress Guidelines.

The component areas of Table of Contents and Executive Summary were ranked either Yes or No. The ranking of Yes for the Table of Contents simply indicated that a listing of technology plan components with corresponding page numbers indicating the organizational structure of the plan was in evidence. Also, the ranking of Yes for the Executive Summary indicated that an abstract of the plan was available for the audience. A ranking of No indicated that the component area of either the Table of Contents or Executive Summary was incomplete or missing. For each of the graphs, the number of respondents was 13 (n=13).

Component 1, Table of Contents, was included by 9 (69%) of the districts while Component 4, Executive Summary, received less attention and was only included by 5 (39%) of the responding districts, as noted in Figure 1 on page 23.

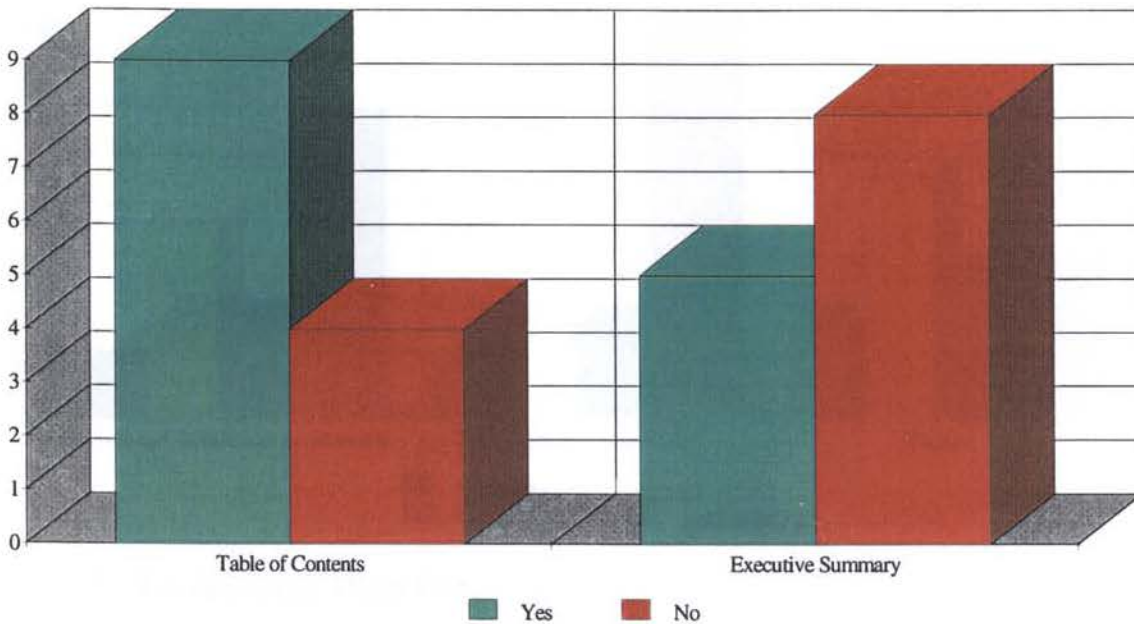


Figure 1. Technology Plan Progress Guidelines - Component 1, Table of Contents and Component 4, Executive Summary.

As noted in Figure 2 on page 24, six (46%) of the respondents ranked at the Beginning level for Component 2, Acknowledge/Stakeholder Involvement. Eight (62%) of the districts ranked at the Beginning level for Component 3, District/Community Profile. Ten (77%) of the respondents achieved a ranking of Emerging or higher for Component 5, Vision, with 2 (20%) of those respondents ranking at the exceeding level.

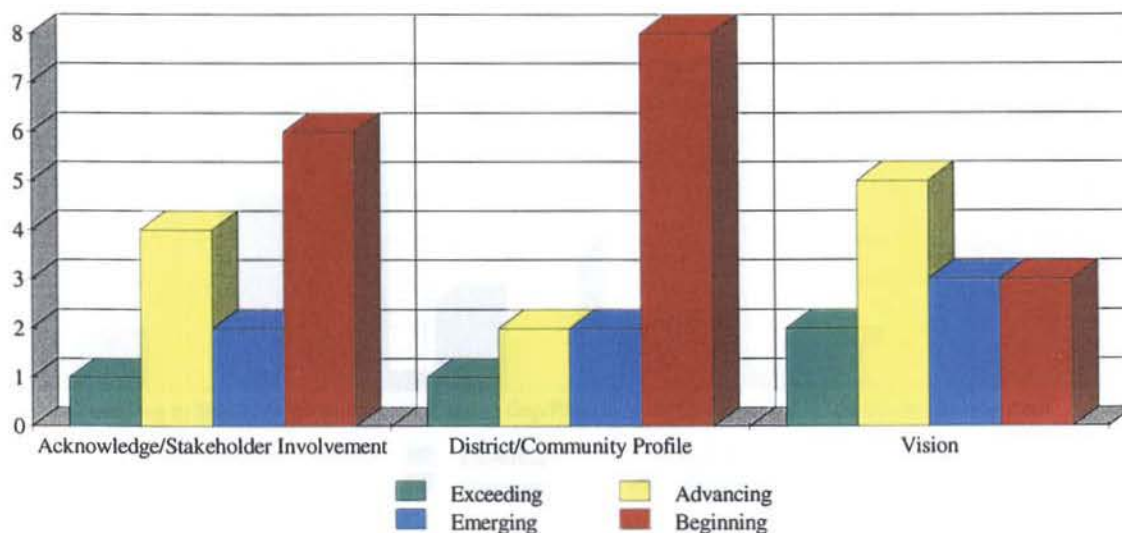


Figure 2. Technology Plan Progress Guidelines - Component 2, Acknowledge/Stakeholder Involvement; Component 3, District/Community Profile; and Component 5, Vision.

As evidenced in Figure 3 on page 25, Component 6, Connecting to Standards & Initiatives, six (46%) of the districts ranked at the Beginning level. Seven (54%) of the respondents ranked at the level of Beginning for Component 7, Closing Gap/From Here to There. Eight (62%) of the districts ranked at the Beginning level in Component 8, Community Involvement.

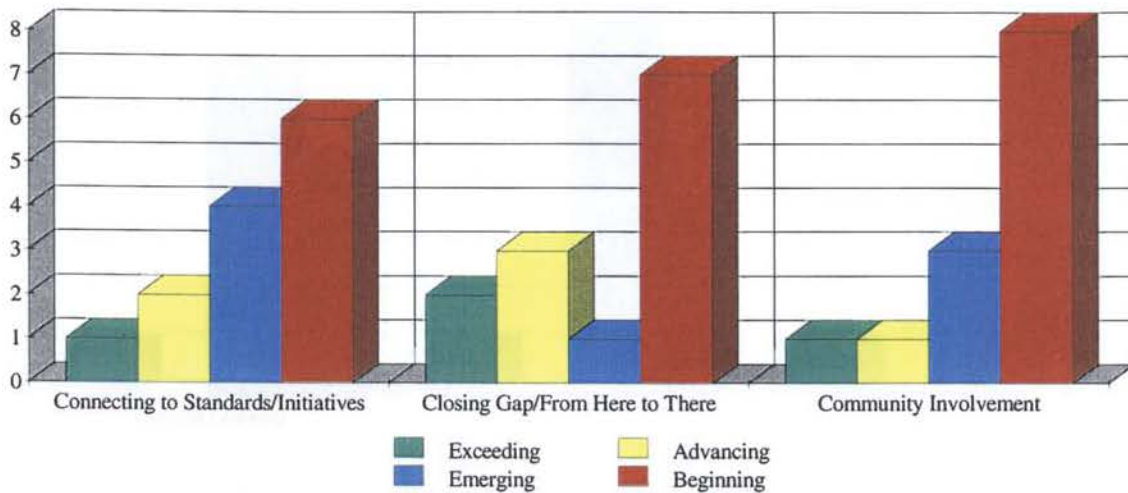


Figure 3. Technology Plan Progress Guidelines - Component 6, Connecting to Standards/Initiatives; Component 7, Closing the Gap/From Here to There; and Component 8, Community Involvement.

As noted in Figure 4 on page 26, 7 (54%) of the respondents received a ranking of Emerging for Component 9, Engaged Learning. For Component 11, Technology Deployment, 8 (62%) of the districts received a ranking of Emerging. The area of Component 12, Assessment/Evaluation was weaker with eight (62%) thirteen respondents ranking at the lowest level of Beginning.

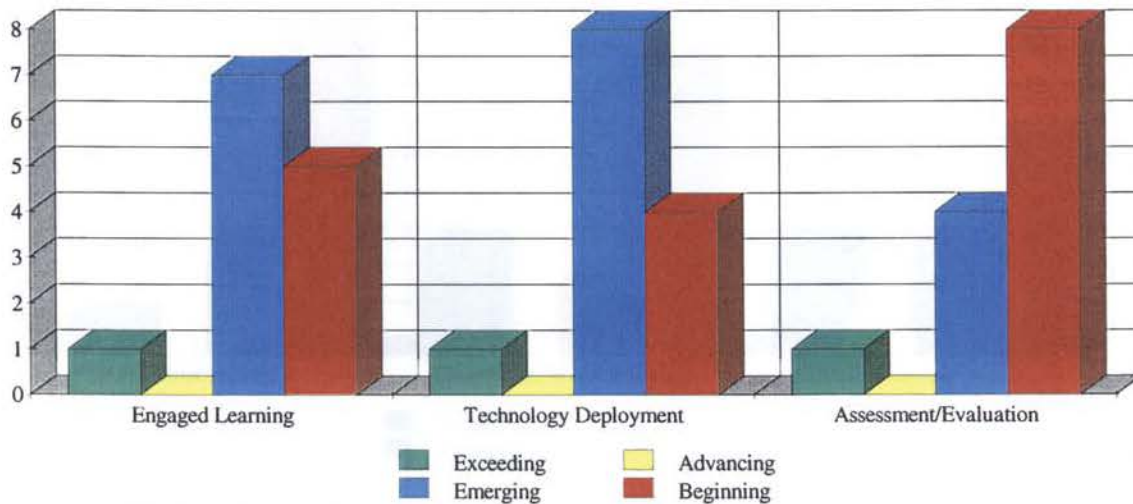


Figure 4. Technology Plan Progress Guidelines - Component 9, Engaged Learning; Component 11, Technology Deployment; and Component 12, Assessment/Evaluation.

As evidenced in Figure 5 on page 27, 9 (69%) of the 13 respondents were ranked at the Beginning level for Component 13, District Policies, and 8 (62%) of the 13 respondents were ranked at the Beginning level for Component 14, Communications/Marketing. It is notable that the level of Exceeding was achieved by 3 (23%) of the respondents for Component 14, Communications/Marketing and Component 15, Timeline. A total of 7 (54%) of the respondents received a ranking of Emerging or higher for Component 15, Timeline.

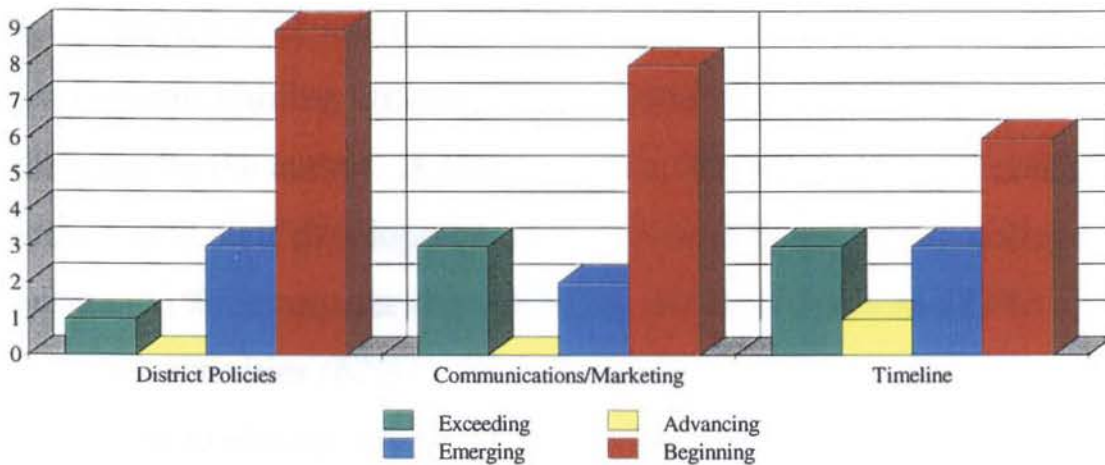


Figure 5. Technology Plan Progress Guidelines - Component 13, District Policies; Component 14, Communications/Marketing; and Component 15, Timeline.

As noted in Figure 6, 8 (62%) of the technology plans ranked at the Emerging level in the area of Component 10, Professional Development, while only 2 (14%) of the districts ranked at the Beginning level. Eight (62%) of the respondents received a ranking of Exceeding in the area of Component 16, Budget/Financial Plan, however 4 (31%) of the districts ranked at the Beginning Level.

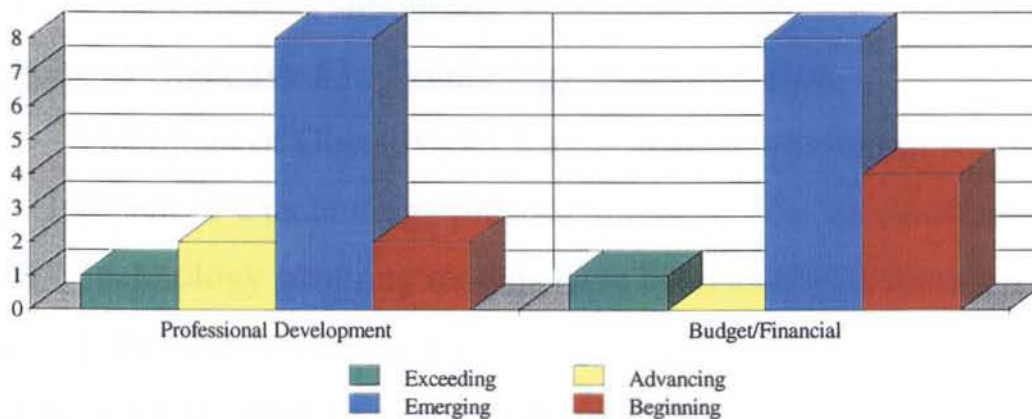


Figure 6. Technology Plan Progress Guidelines - Component 10, Professional Development and Component 16, Budget/Financial.

Results of Objective #2: Staff Development Types and Responsibility

Objective #2 was the identification of different types of staff development training utilized. Various staff development activities were identified by the author. A trend analysis identified the most commonly incorporated staff development included workshops (62%), college credit courses (31%), computer classes(54%), teachers' institutes(23%) and in-service activities (62%). The length of these training sessions varied from hours to several days. The technology plans did not address the issue of specific time allotted for follow-up activities by the staff, which would have reinforced the training received.

The author also identified in the technology plans many different individuals or titles responsible for the staff development training in addressing Objective #2. Examples of the individuals responsible for the development of the training were consultants, learning center directors, building level technology coordinators (i.e., stipend teachers), district technology coordinators, administrators, technology committee members, and teachers. The position of district technology coordinator existed in five of the school districts submitting technology plans.

Results of Objective #3: Technology Plan Guidelines

The intent of Objective #3 was to provide guidelines for the development of a technology plan including an effective staff development plan. Technology planning models have been available for several years. Lumley and Bailey proposed a six step model in 1993, and in 1995 Dyrli and Kinnaman offered a seven-step model for technology training. The ISBE, with the distribution of the School District Technology Plan Blueprint and the Technology Plan Progress Guidelines, currently provides specific direction for technology planning by school districts located in the

State of Illinois. Also, identified during this study were staff development models promoted by Caverly et al, the International Society for Technology in Education, and Bailey and Lumley. The availability of these technology plans and/or assistance from the ISBE assisted in addressing Objective #3.

Chapter 5

Summary, Findings, Conclusions and Recommendations

Summary

This study was conducted to determine the quality and depth of existing technology plans in the suburban elementary school districts located in the geographic area of ISC #1 North Cook.

Educational technology continues to grow in importance and is an essential ingredient in the education of students of today and tomorrow. Because the eligibility for federal and state funding is impacted by the quality of a school district's technology plan, it is of utmost importance that a well-designed technology plan is in existence in all school districts. The lack of a strong technology plan will not only prevent a school from attaining government funding, but may also prohibit the continued growth and development of technological advances within the educational setting. A strong technological staff development program has been identified as a crucial component to the successful integration of technology into the curriculum.

Superintendents of 13 school districts (38%) responded to the author's letter of request and submitted a district technology plan for inclusion in this study. The participating school districts were all located in the geographic area of ISC #1 North Cook.

The author utilized the Community Based Technology Planning Peer Review Feedback Form to evaluate the submitted technology plans. The documents or technology plans submitted were varied and provided the author with a broad range of documents to review and classify.

The documents submitted by the school districts were reviewed and evaluated to determine the following: evaluate the quality of the existing

technology plans; identify the various types of staff development utilized; and identify personnel responsible for the staff development training; provide guidelines for technology planning including a strong staff development program.

Findings

The analysis of the technology plans and the data provided an overview of the content of existing technology plans. Findings of this study were as follows:

1. The technology plans were varied in size, depth of information and quality of content.
2. One district noted in December 1997 that the plan was still in the revision stage. A revision had not been received by the author prior to completion of the study.
3. The majority of the technology plans did not receive a ranking higher than Emerging. A total of nine plans did not meet minimum requirements of the Emerging category as established by the ISBE.
4. Only four technology plans were determined to meet the minimum criteria and, therefore, would allow the districts to apply competitively for eligible federal and/or state funding. One technology plan was determined exemplary in receiving a ranking of Exceeding in all 16 component areas of the Technology Plan Progress Guidelines.
5. Three of the technology plans contained more extensive planning in the area of professional development. The professional development component area, in the technology plans, was more detailed and conclusive than the component area of budget/financial.
6. The majority of the districts did not identify the source of the budget funding that would support the staff development component area.

Conclusions

The author determined that of the thirteen technology plans submitted, only four plans received rankings of Emerging or higher in all sixteen component areas as determined by the ISBE. Further, the author determined that one plan was considered exemplary because this plan received a ranking of Exceeding in all of the sixteen component areas. The majority of the technology plans were judged to be lacking in sufficient content to enable the respondents the ability to apply for federal and state funding opportunities. The majority of the technology plans need to undergo a revision process in order to achieve a minimum ranking of Emerging in all 16 component areas before submission to the State of Illinois or federal government for application of assistance in funding.

Recommendations

Upon completion of this study, it appears that technology planning will continue to be a challenge for suburban elementary school districts. Also included in this challenge will be the development of a strong and continuing staff development component of the technology plan.

The ISBE has made definite improvement in the directives for the educational technology planning process during the last calendar year. The initial development of a technology plan and/or revision of existing plan will continue with districts now being able to utilize the continuing support and increased guidance of the ISBE and its affiliates.

The analysis of the technology plans identified many weak component areas including the very important areas of staff development and budget/analysis. School district technology planning teams should devote considerable effort in the attempt to improve these component areas.

The majority of the technology plans are in need of improvement at the present time and the State of Illinois recommends that plans be developed on a three-to five year span. This time element is conducive to revision on an on-going basis, and school districts should be aggressive and begin the revision process to strengthen the existing plans.

Plans that did not meet the required criteria to achieve a ranking of Emerging in all of the 16 component areas need to undergo a revision process as soon as possible. This revision process should be detailed addressing all of the criteria required to enable the technology plan to meet the minimum standards as established by the ISBE. Data indicate that without well-developed technology plans that meet the established requirements, districts will not be able to provide adequate direction in the area of technology and successfully compete for available state and federal funding.

The author recommends the creation of a technology coordinator position in eight of the participating school districts. As the area of technology continues to expand, coordination of a strong professional development program will continue to be of utmost importance. In addition, there is every likelihood that the selection and procurement of hardware and software will have a continuing impact upon the integration of technology into the curriculum.

Most of the school districts need to aggressively pursue the evolution of their efforts to develop a suitable technology plan or revise an existing one. Nine of the technology plans have failed to achieve a ranking higher than Beginning in at least one of the sixteen component areas and failed to meet the minimum criteria as established by the ISBE. These graphs clearly

indicate that the majority of the technology plans are lacking in substance and quality.

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Appendix A

Technology Plan Progress Guidelines

Illinois State Board of Education
TECHNOLOGY PLAN PROGRESS GUIDELINES
 Developed cooperatively by the Illinois State Board of Education, Regional Offices of Education,
 Intermediate Service Centers and Area Learning Technology Hubs

September 1997

These progress guidelines integrate the state and federal (Technology Literacy Challenge Fund (TLCF) and Federal Communication Commission (FCC)) criteria that will be used to review district technology plans in the peer review process. The progress guidelines are: Beginning, Emerging, Advancing, and Exceeding. To ensure a school district's eligibility for state and federal technology programs the district's technology plan must meet at a minimum the progress guidelines listed in the emerging category.

Components	Exceeding	Advancing	Emerging	Beginning
<p>1. Table of Contents</p>	<p>A listing of all technology plan components with corresponding page numbers which show how the technology plan is organized and where the blueprint criteria are addressed.</p>			
<p>2. Acknowledgments and Stakeholder Involvement</p>	<ul style="list-style-type: none"> Stakeholder participation in the planning, development, implementation, and assessment of the technology plan includes a strong representation from all sections of the educational and wider community. An explanation is provided of how parents, public libraries, business and community leaders, and adult literacy providers are included on an ongoing basis. 	<ul style="list-style-type: none"> Stakeholder participation in the planning, development, and implementation of the technology plan includes a representative cross section of the educational and wider community. An explanation is provided of how parents, public libraries, business and community leaders, and adult literacy providers are included. 	<ul style="list-style-type: none"> Stakeholder participation in the planning and development of the technology plan is limited to traditional members of the educational community. An explanation is provided of how parents, public libraries, business and community leaders, and adult literacy providers are included. 	<ul style="list-style-type: none"> Stakeholder participation was not evident in the development of the technology plan.
<p>3. District/Community Profile</p>	<ul style="list-style-type: none"> The district/community profile provides the reader with a clear, detailed, documented picture of the size, location, history, culture, economic status, student, staff and community demographics. The profile highlights the attributes and challenges of the district and of the community as a whole. The poverty level is documented and certifiable. 	<ul style="list-style-type: none"> The district/community profile provides the reader with a clear, documented picture of the size, location, history, culture, economic status, student, staff and community demographics. Limited information is highlighted on the attributes and challenges of the district and community as a whole. The poverty level is documented and certifiable. 	<ul style="list-style-type: none"> The district/community profile provides the reader with an incomplete picture of the size, location, history, culture, economic status, student, staff and community demographics. Information is not provided on the attributes and challenges of the district and community as a whole. The poverty level is documented and certifiable. 	<ul style="list-style-type: none"> The district/community profile is missing or does not state the poverty level of the district.
<p>4. Executive Summary</p>	<p>An abstract of the Technology Plan. Used to entice audiences to read further and/or for audiences who need an overview of the plan.</p>			
				<p>This component of the plan is missing or incomplete.</p>

Components	Exceeding	Advancing	Emerging	Beginning
5. Vision	<ul style="list-style-type: none"> The vision captures the district and community's ideal, preferred future (scenario) of technology's role in promoting educational excellence and opportunity for all learners. All stakeholder groups were actively involved in the development. 	<ul style="list-style-type: none"> The vision provides some evidence of incorporating the district and community's preferred future (scenario) of technology's role in promoting educational excellence and opportunity for all learners. Some stakeholder groups were involved in the development. 	<ul style="list-style-type: none"> The vision provides an unclear picture (no scenario) of the district and community's preferred future of technology's role in promoting educational excellence and opportunity for all learners. Limited stakeholder groups were involved in the development. 	<ul style="list-style-type: none"> This component of the plan is missing.
6. Connecting to the Illinois Learning Standards & School Improvement Initiatives	<ul style="list-style-type: none"> The district technology plan is clearly aligned and shows linkages to all appropriate state and federal programs, district/state learning standards and the school improvement plan. 	<ul style="list-style-type: none"> The district technology plan shows linkages to some state and federal programs, district/state learning standards and the school improvement plan. 	<ul style="list-style-type: none"> The district technology plan shows linkages to at least one state and federal program and either the district/state learning standards or the school improvement plan. 	<ul style="list-style-type: none"> This component of the plan is missing or shows no linkage to other programs.
7a. Closing the Gap: Getting from Here to There Gap Analysis to Determine the Gap between the Current Reality and the Vision	<ul style="list-style-type: none"> Data are utilized from multiple and varied assessments which may include the District Technology and Learning "Report Card." The plan provides a detailed (4 areas and sub-areas) gap analysis that illustrates the gap between the current reality and the district's vision. 	<ul style="list-style-type: none"> Data are utilized from limited assessments and may include the District Technology and Learning "Report Card." The plan provides a complete (4 areas addressed) gap analysis that addresses the gap between the current reality and the district's vision. 	<ul style="list-style-type: none"> Assessment data are present but not utilized. The plan provides an incomplete gap analysis of the gap (4 areas not addressed) between the current reality and the district's vision. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.
8a. Community Involvement	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies clearly relate to identified gaps/needs and indicate strategies to bring community members into a more active role in the educational process to provide community benefits and to establish and maintain heightened community awareness of why technology is important for today's learners. 	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies relate to some identified gaps/needs and provide community benefits and to establish and maintain heightened community awareness of why technology is important for today's learners. 	<ul style="list-style-type: none"> Goals and strategies include timeframe but no mention of person responsible, estimated cost or funding source. The relation to identified gaps/needs is unclear; however, community benefits and awareness strategies are present. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.

Components	Exceeding	Advancing	Emerging	Beginning
<p>8b. Engaged Learning</p>	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies clearly relate to identified gaps/needs. The strategies provide for full implementation of engaged learning (based on the indicators) and the Six Essential Learnings. 	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost, and funding source. Goals and strategies relate to some identified gaps/needs. The strategies provide for partial implementation of engaged learning (based on the indicators) and the Six Essential Learnings. 	<ul style="list-style-type: none"> Goals and strategies include timeframe but no mention of person responsible, estimated cost or funding source. Goals and strategies are not related to gaps/needs; however, gap/needs are identified. Strategies provide for limited implementation of engaged learning (based on the indicators) and the Six Essential Learnings. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.
<p>8c. Professional Development</p>	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies clearly relate to identified gaps/needs. The plan supports professional development that targets teachers, administrators and school library/media personnel. A list of the source or sources of ongoing training and technical assistance is provided. Strategies include all of the following elements: involves innovative instructional practices, engages teachers in new curricular designs, explores new assessment techniques and encourages new dimensions for learning through technology and telecommunications. 	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies relate to some identified gaps/needs. The plan supports professional development that targets teachers, administrators and school library/media personnel. A list of the source or sources of ongoing training and technical assistance is provided. Strategies include two or more of the following elements: involves innovative instructional practices, engages teachers in new curricular designs, explores new assessment techniques and encourages new dimensions for learning through technology and telecommunications. 	<ul style="list-style-type: none"> Goals and strategies include timeframe but no mention of person responsible, estimated cost or funding source. Goals and strategies are not related to gaps/needs; however, gap/needs are identified. The plan supports professional development that targets teachers, administrators and school library/media personnel. A list of the source or sources of ongoing training and technical assistance is provided. Strategies include at least one of the following elements: involves innovative instructional practices, engages teachers in new curricular designs, explores new assessment techniques and encourages new dimensions for learning through technology and telecommunications. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.

Components	Exceeding	Advancing	Emerging	Beginning
<p>8d. Technology Deployment and Sustainability</p>	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies clearly relate to identified gaps/needs. Inventory of equipment is provided by location. Inventory of instructional software is provided by location. Inventory of network and application software is provided by location. Interoperability and redeployment of old and new equipment and software has been analyzed, addressed and solved. The plan has an evaluation and analysis provision in place to allow for updates and future technology purchases (hardware, software and connectivity supplies). Assessment of the current electrical capacity and any proposed updates is clear and comprehensive to support current and future computers and peripheral equipment. The plan includes a detailed infrastructure design for the district. The plan addresses technical support. 	<ul style="list-style-type: none"> Goals and strategies include timeframe, person responsible, estimated cost and funding source. Goals and strategies relate to some identified gaps/needs. Inventory of equipment is provided by location. Inventory of instructional software is provided by location. Inventory of network and application software is provided by location. Interoperability and redeployment of old and new equipment and software has been analyzed and addressed. The plan has an evaluation and analysis provision in place to allow for updates and future technology purchases (hardware, software and connectivity supplies). Assessment of the current electrical capacity and any proposed updates is clear and comprehensive to support current and future computers and peripheral equipment. The plan includes a detailed infrastructure design for the district. The plan addresses technical support. 	<ul style="list-style-type: none"> Goals and strategies include timeframe but no mention of person responsible, estimated cost or funding source. Goals and strategies are not related to gaps/needs; however, gap/needs are identified. Inventory of equipment is provided by location. Inventory of instructional software is provided by location. Inventory of network and application software is provided by location. Interoperability and redeployment of old and new equipment and software has been analyzed. The plan has an evaluation and analysis provision in place to allow for updates and future technology purchases (hardware, software and connectivity supplies). Assessment of the current electrical capacity and any proposed updates is clear and comprehensive to support current and future computers and peripheral equipment. The plan includes a detailed infrastructure design for the district. The plan addresses technical support. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.
<p>9. Assessment/Evaluation</p>	<ul style="list-style-type: none"> The plan clearly identifies expected results/success indicators for each goal. 	<ul style="list-style-type: none"> The plan clearly identifies expected results/success indicators for each goal. 	<ul style="list-style-type: none"> The plan has vague expected results/success indicators for each goal. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.

Components	Exceeding	Advancing	Emerging	Beginning
	<ul style="list-style-type: none"> Most (four or more) of the qualities of effective evaluation and assessment are identified. Quantitative and qualitative measures are used. A process for ongoing evaluation for how technologies acquired will be integrated into the school curriculum and will affect student achievement and progress toward meeting federal and state standards. 	<ul style="list-style-type: none"> Some (two-three) qualities of effective evaluation and assessment are identified. A process for ongoing evaluation for how technologies acquired will be integrated into the school curriculum and will affect student achievement and progress toward meeting federal and state standards. 	<ul style="list-style-type: none"> Limited (at least one) qualities for effective evaluation and assessment are identified. A process for on-going evaluation for how technologies acquired will be integrated into the school curriculum and will affect student achievement and progress toward meeting federal and state standards. 	
District Policies and Procedures	<ul style="list-style-type: none"> The plan has a clear process for review/adoption of district policies, procedures, and guidelines including coordination with state and federal policies and procedures. Detailed documentation is provided. 	<ul style="list-style-type: none"> The plan has a clear process for review/adoption of district policies, procedures, and guidelines including coordination with state and federal policies and procedures. Limited documentation is provided. 	<ul style="list-style-type: none"> The plan has a vague process for review/adoption of district policies, procedures and guidelines. No documentation is provided. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.
Communication and Marketing Plan	<ul style="list-style-type: none"> Strategies for marketing the role of technology within the community include a wide variety of media (e.g., written correspondence, town meeting, on-line communication, open house, etc.) Communication with the community includes a strong representation from all sections of the education and wider community. 	<ul style="list-style-type: none"> Strategies for marketing the role of technology within the community include at least two media (e.g., written correspondence, town meeting, on-line communication, open house, etc.) Communication with the community includes a representative cross section of the education and wider community. 	<ul style="list-style-type: none"> Strategies for marketing the role of technology within the community are limited to one medium (e.g., written correspondence, town meeting, on-line communication, open house, etc.) Communication with the community is limited to the traditional educational community. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.
Timeline	<ul style="list-style-type: none"> The timeline is well defined for a minimum of three years and attainable. It includes a summary list of major strategies for each year of the plan. 	<ul style="list-style-type: none"> The timeline is well defined for a minimum of three years and attainable. It contains a summary list of some strategies for each year of the plan. 	<ul style="list-style-type: none"> The timeline lacks clarity but is defined for a minimum of three years and unrealistic. It is missing a summary list of strategies. 	<ul style="list-style-type: none"> This component of the plan is missing.
Budget/Financial Plan	<ul style="list-style-type: none"> The overall budget reflects the priorities established in the plan. 	<ul style="list-style-type: none"> The overall budget reflects some of the priorities established in the plan. 	<ul style="list-style-type: none"> The plan contains a budget that addresses all phases. 	<ul style="list-style-type: none"> This component of the plan is missing or incomplete.

Components	Exceeding	Advancing	Emerging	Beginning
<p>14. Appendices</p>	<ul style="list-style-type: none"> • The budget plan details estimated costs and funding source for all phases and coordination with other school improvement initiatives. • The budget is realistic and provides evidence of sustainability. 	<ul style="list-style-type: none"> • The budget plan details estimated costs for all phases. The plan provides some information for funding sources and coordination with other school improvement initiatives. 	<ul style="list-style-type: none"> • The budget contains little information about funding sources and coordination with other school improvement initiatives. 	<p>Missing or not adequate to support planning sections.</p>

Appendix B

School District Technology Plan Blueprint

**Illinois State Board of Education (ISBE)
School District Technology Plan Blueprint*
September 1997**

Currently Illinois school districts are revising and developing three to five year technology plans to ensure their eligibility for federal funds (Federal Communications Commission (FCC) and Technology Literacy Challenge Fund (TLCF)) and state allocations for select school districts under a State Legislative Appropriation. ISBE recommends combining community involvement and school-based planning to create a blueprint for technology.

Components*	Criteria*	Reflective Questions*	Guiding Elements*
1. Table of Contents	A listing of all technology plan components with corresponding page numbers which show how the technology plan is organized and where the performance criteria are addressed.	The Table of Contents is necessary for the Peer Reviewers to locate the Components which support the Progress Guidelines*.	Provide a narrative or chart which clearly identifies all stakeholders involved, their role(s) and the stakeholder group they represent.
2. Acknowledgments and Stakeholder* Involvement	<p>A broad base of stakeholders, reflective of the entire community who are involved in the development, implementation and assessment of the 3 - 5 year technology plan, contributing to its overall quality and continued sustainability. (A component of E1)</p> <p>Describe how the local educational agency will involve parents, public libraries, business leaders and community leaders in the development of such plan. (TLCF requirement)</p>	<p><i>What process is used to identify stakeholders? How does the stakeholder group reflect the composition of the wider community?</i></p> <ul style="list-style-type: none"> • <i>Examples could include senior citizens, youth organizations and education-to-careers partnerships.</i> • <i>Further involvement may reflect local government, chamber of commerce, and other groups not traditionally involved with the educational community.</i> <p><i>How are parents, public libraries, business leaders, and community leaders involved?</i></p> <p><i>How are stakeholders involved in the implementation of the technology plan?</i></p> <p><i>How does the district/school involve stakeholders in the implementation of the technology plan which may include contributing and brokering resources (human, financial, material), supplying direct services, providing technical support or services?</i></p> <p><i>How does the district/school involve stakeholders in the assessment of the technology plan which includes tracking performance relative to the technology plan and systematically evaluating and refining the plan?</i></p>	<p>Stakeholder groups that must be included as part of the wider community* are adult literacy providers and public libraries. (TLCF requirement)</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
District/Community Profile	The district/community profile provides a clear documented look at the demographics, economic base (include poverty levels based on Free/Reduced Lunch or Title I count), characteristics, attributes and challenges of the district and community. (A component of E3 and FCC requirement)	<p><i>What are the sources to substantiate the demographic data?</i></p> <p><i>What external variables affect the community (e.g., security, industry, community involvement/time)?</i></p> <p><i>What are historical and cultural foundations of the community?</i></p> <p><i>How does your economic base affect your economic status?</i></p>	<p>The profile should be in narrative form and give a very clear picture of the community and school district. It should include the following demographics and the source of the information:</p> <ul style="list-style-type: none"> District size, location, economic status, number of students and staff and any other community characteristics (external variables) such as, history, culture, security, industry, etc. that would aid in highlighting the attributes and challenges of the district and community as a whole. <p>Districts must certify their poverty levels based on Free/Reduced Lunch or Title I count. Schools not participating may survey each student's family income to assess income status to be eligible for FCC discounts.</p>
Executive Summary	An abstract of the Technology Plan. Used to entice audiences to read further and/or for audiences who need an overview of the plan.		Provide a one to two page narrative that gives a clear overview of what the reader will find detailed throughout the plan. It should give a very clear picture of what the district intends to accomplish.
Vision*	<p>A shared community vision using words and/or graphics on how technology, telecommunications and electronic access to information will enhance the learning process throughout the community. (E2)</p> <p>The plan is intended to serve as a catalyst to ensure that students are prepared to live and work in a technological society. (TLCF requirement)</p>	<p><i>What is the district's preferred future and best hopes for the use of technology in their educational setting and their community?</i></p> <p><i>What possible scenario of a day in the life of a student seven years into the future would this vision support?</i></p> <p><i>Does the vision articulate the key beliefs of the stakeholders?</i></p> <p><i>What process was used and what stakeholders were involved in developing the vision?</i></p> <p><i>What roles will the involved stakeholders play in communicating the vision?</i></p>	<p>A Vision is a clear, unique, owned statement of the principles and beliefs of an organization. A Vision statement should be three to five sentences long and capture the community's "ideal" preferred future. The Vision should be written in present tense and articulate the stakeholders key principles and beliefs.</p> <p>The Vision Statement should be supported with a one-two page scenario* of "A Day in the Life of a Student" seven years into the future.</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>6. Connecting to the Illinois Learning Standards** & School Improvement Initiatives</p>	<p>An alignment which links the technology plan with the Illinois Learning Standards, local standards, School Improvement Initiatives and all Federal and State programs. (A component of E4)</p> <p>A description of how this plan includes the coordination with other state and federal programs. (TLCF and FCC requirements)</p>	<p>What is the process that the district/school will use or has used to align technology with student learning standards, occupational skills standards, local curriculum, classroom instruction, and assessment?</p> <p>Which standards and benchmarks will be addressed through the implementation of the plan?</p> <p>What are the long-range strategies for using technology at all grade levels and in all learning environments (e.g., classrooms, library media centers, special programs and adult literacy programs)?</p> <p>What local policies (e.g., organization, instruction, assessment, technology, professional development) support and/or require modification or discontinuation to realize the plan?</p> <p>What strategies will be used to integrate district/school plans (e.g., School Improvement, Title I, Bilingual, Goals 2000, Title 2) into a comprehensive blueprint/plan for improvement?</p> <p>How will the plan incorporate the six essential learnings in a technological society?</p>	<p>Provide a narrative that clearly indicates how technology is being utilized to improve student learning in relation to the Illinois Learning Standards. In addition, describe the linkages between the technology plan and other School Improvement Initiatives, such as:</p> <ul style="list-style-type: none"> • School Improvement Plan • Federal Programs: Goals 2000, Technology Literacy Challenge Fund, Title I, Title II (Math & Science), Title IV (Drug-Free), Title VI, Safe School and Drug-Free, Carl Perkins (Vocational), School-to-Work (Education-to-Careers), etc. • State Programs: School Improvement Block Grants, Scientific Literacy, Charter Schools, Accelerated Schools, Gifted, Special Education, Textbook Loan Program (Software), Tech Prep, etc. <p>Provide a description of how the educational agency will coordinate the technology provided pursuant to this subpart with other grant funds available from state and local sources. (TLCF requirement)</p>
<p>7. Closing the Gap: Getting from Here to There</p> <p>The purpose of this section is to identify:</p> <ul style="list-style-type: none"> • The district goals in the four areas of community involvement, engaged learning, professional development and technology deployment and sustainability. • The gap between the goal and the current reality in the district today. • The strategies for closing the gap. 	<p>Collection analysis of data to determine the technology plan's priorities in the following four areas: Community Involvement, Engaged Learning, specifically tied to the learning standards and essential learnings, Professional Development, and Technology Deployment and Sustainability.</p>	<p>How will the plan incorporate the six essential learnings in a technological society?</p>	<p>Provide a description of how the educational agency will coordinate the technology provided pursuant to this subpart with other grant funds available from state and local sources. (TLCF requirement)</p>
<p>7a. Gap Analysis to Determine the Gap between the Current Reality and the Vision</p>	<p>Collection analysis of data to determine the technology plan's priorities in the following four areas: Community Involvement, Engaged Learning, specifically tied to the learning standards and essential learnings, Professional Development, and Technology Deployment and Sustainability.</p>	<p>What are the main types and sources of data collected to chart the gap between the current reality of the district/schools' educational and technological status and its vision?</p> <p>How will the data be analyzed and interpreted? This may include how information is obtained to determine trends and projected technological developments?</p>	<p>Provide a chart or narrative that summarizes the district's current reality in each of the four areas. Utilize the data from a variety of sources, analyze to determine the area(s) with the greatest gap between the current reality and the vision. Each of these four areas will have at least one gap.</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
7a. Gap Analysis to Determine the Gap between the Current Reality and the Vision (con't.)	An analysis which charts the gap between the current reality of the district's educational and technological status and its vision (based on an inventory of equipment, instructional programs where technology is integrated, staff expertise assigned, personnel, decision-making process for technology, staff development program for technology that demonstrates learning, networking, wiring, facilities, etc.) (E3) Several tools for collecting data are available from ISBE, including the District Technology and Learning "Report Card." (Technical Assistance is available from the Area Learning Technology Hubs, Regional Offices of Education and Intermediate Service Centers.)	Which instructional programs integrate technology? What is the expertise of staff? How are personnel assigned to support the district/schools' education and technology program? What are the decision-making processes used in the planning and implementation of technology? What inventories, surveys or needs assessments have or will be conducted? How are the information and data prioritized and used to focus the goals and desired results of the technology plan?	For Example: The District Technology and Learning "Report Card" may be utilized in the Gap Analysis Process. Districts choosing to use the Technology and Learning "Report Card" should minimally address low (0 or 1) gap areas. If other instruments, surveys, and needs assessments are used the following areas should be addressed: Community Involvement: Collective Vision, Community Readiness, Home-School Connection and Community Benefits Engaged Learning: Staff Readiness, Student Readiness, Innovators, Technology and Learning Practices and Software. Professional Development: Technology Leadership, Staff Development, and Staff Development Program. Technology Deployment & Sustainability: Ubiquitous Access, Tool Capacity, Connectivity, Technical Support, Facilities, and Budget Support. The above terms are listed in the glossary.
8. Goals and Strategies Based On Gap Analysis	Provide goals and strategies for the following four (8A-8D) sections. The goals will span the life of the technology plan and strategies will be written for each phase of the technology plan.		<p><u>Goal</u>*: A broad, general, statement for Closing the Gap. Goals are the achievement or milestones you reach as you make your way to your ultimate vision.</p> <p><u>Strategy</u>*: An activity that leads to the accomplishment of the goal. Key milestones by which you'll make and judge progress toward your destination (goal). Include a timeframe, person(s) responsible, estimated cost and funding source.</p> <p><u>Phase</u>*: A segment of time to be determined by the district based on variables (funding, technology deployment, professional development, etc.). A technology plan must have three to five phases (TLCF Requirement).</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>Goals and Strategies Based On Gap Analysis (cont.)</p>	<p>Sample format for developing Goal(s) and Strategies:</p> <p>Goal(s)</p> <p>Current Reality*:</p> <p>Gap*:</p> <p>Strategies for Closing the Gap: (Strategy/timeframe/person(s) responsible/estimated cost/funding source)</p> <ul style="list-style-type: none"> • Phase I • Phase II • Phase III 		
<p>8a.</p>	<p>Expected Results*/Success Indicators*</p> <p>Goals and strategies to bring community members into a more active role in the educational process to provide community benefits and to establish and maintain heightened community awareness of "why technology is important for today's learners." (E9)</p>	<p><i>What is the ability for the learning community (educators, parents, students, and members of the community) to access on-line resources and operability?</i></p> <p><i>How does your plan leverage community resources (e.g., NetDays, parent groups and coordinating resources)?</i></p> <p><i>How are stakeholder groups/segments determined and selected, specifically adult literacy providers, parents, public libraries, business and community leaders?</i></p> <p><i>How do you listen to and learn from different stakeholder groups?</i></p> <p><i>Who are other partners in the plan such as consultants, facilitators, higher education, foundations, corporations, businesses, health and social service agencies, local state or national networks?</i></p> <p><i>How does the district/school involve stakeholders in the planning and development process which may include assessment and anticipation of needs, analysis of data, strategy development process, identification of external factors, research, etc.?</i></p> <p><i>How are stakeholders involved in the implementation of the plan?</i></p>	<p>Provide goals and strategies (see format) that focus on identified gaps and community awareness, community involvement, community benefits, home-school connection for both the educational* and wider community for the duration of the technology plan.</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>8a. Community Involvement (cont.)</p>		<p><i>How does the district/school involve stakeholders in the implementation of the plan which may include contributing and brokering resources (human, financial, material), supplying direct services, providing technical support or services?</i></p> <p><i>How does the district/school involve stakeholders in the assessment of the plan which includes tracking performance relative to the plan and systematically evaluating and refining the plan?</i></p> <p><i>What are the roles and responsibilities of stakeholders for providing communication about the plan, its implementation and results?</i></p>	
<p>8b. Engaged Learning</p>	<p>Goals and strategies for using technology across the curriculum, at all grade levels (Illinois Learning Standards) and in all learning environments (e.g. classrooms, library media centers, special programs). (E4)</p> <p>... encourages educators to bring new dimensions (Six Essential Learnings) to learning through technology and telecommunications. (A component of E6)</p> <p>Include the Indicators of Engaged Learning, the Six Essential Learnings and linkages to the Illinois Learning Standards.</p> <p>The technology plan must show how technologies will be integrated/infused into the curriculum, both over the near term and the future. (FCC requirement)</p>	<p><i>What process will be used to integrate the Indicators of Engaged Learning, Six Essential Learnings and the Illinois Learning Standards into the curriculum at all grade levels?</i></p> <p><i>How will tasks undertaken by students be challenging, authentic and multidisciplinary based on real-world and interesting problems and projects?</i></p> <p><i>What performance-based/authentic assessments will be used to demonstrate and construct knowledge and create artifacts that represent how learning will be used?</i></p> <p><i>How will criteria be developed and judged for each type of performance assessment proposed in the plan?</i></p> <p><i>What interactive and generative instructional strategies including the use of telecommunications will be used to engage students?</i></p> <p><i>How will students solve problems actively, conduct inquiry, and engage in reflection?</i></p> <p><i>Which groups of students will be targeted for implementation of the plan goals and objectives?</i></p>	<p>Provide goals and strategies (see format) that focus on identified gaps, the Indicators of Engaged Learning, the Six Essential Learnings and linkages to the Illinois Learning Standards for the duration of the technology plan.</p> <p>The Indicators of Engaged Learning are:</p> <p>¹ Learners will be energized by learning, responsible for their own learning, strategic and collaborative.</p> <p>² Tasks will be challenging, authentic, and multidisciplinary.</p> <p>³ Assessment will be performance-based, generative, seamlessly interwoven with curriculum and instruction so that it is ongoing, and reflects equitable standards.</p> <p>⁴ Instructional models will be interactive, and generative.</p> <p>⁵ Learning context (conditions) in the classroom will be knowledge-building, collaborative and empathetic learning environments.</p> <p>⁶ Grouping students by flexible, heterogeneous, and equitable means.</p> <p>⁷ Teacher roles include facilitator, guide, co-learner, and co-investigator.</p> <p>⁸ Student roles include explorer, cognitive apprentice, teacher, and producer of knowledge.</p>

Components*	Criteria*	Reflective Questions*	Guiding Elements*
8b. Engaged Learning (con't.)		<p>How will these students be flexibly and heterogeneously grouped for learning?</p> <p>What are the strategies for using technology in all learning environments (e.g., classrooms, library media centers, special programs and adult literacy programs)?</p> <p>How will knowledge-building communities for learning be identified or created in the plan to include the role of practicing professionals and community members in the learning process?</p> <p>How will students take responsibility for their own learning?</p>	<p>(For more information about Engaged Learning, contact NCREL at http://www.ncrel.org)</p> <p>The Six Essential Learnings include:</p> <ol style="list-style-type: none"> ¹Student as information seeker, navigator, and evaluator; ²Student as critical thinker, analyzer and selector of information and technologies appropriate to the task; ³Student as creator of knowledge using information resources and technology; ⁴Student as effective communicator using a variety of appropriate technologies/media; ⁵Student as a technologist; and ⁶Student as a responsible citizen in a technological age. <p>A copy of the Illinois Learning Standards is available on the Internet at http://www.isbe.state.il.us.</p>
8c. Professional Development	<p>Goals and strategies that lead to a "continuous improvement" approach to professional development which incorporates innovative instructional practices, engages teachers in new curricular designs, explores new assessment techniques, and encourages educators to bring new dimensions to learning through technology and telecommunications. (E6)</p> <p>A description of how the local educational agency (school district) will ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel served by the local educational agency to further the use of technology in the classroom or school library media center. (TLCF requirement)</p>	<p>Which professional development content areas have been identified?</p> <p>What is the personnel development program on technology for learning, networks, wiring, facilities, etc.?</p> <p>How are perceived and anticipated needs (See Section on Closing the Gap) identified as they relate to the goals of the plan, student learning standards, essential learnings and engaged learning?</p> <p>How will input be sought on the development and training design?</p> <p>How will education, training and development be designed to support the implementation of the plan including which models of professional development will be used, e.g.?</p> <p>How will learning opportunities be continuing, strategic and sustained for all personnel, e.g.</p>	<p>Provide goals and strategies (see format) that focus on identified gaps, technology leadership, staff development and staff development program for the duration of the technology plan.</p> <p>The plan addresses the qualities of professional development:</p> <ul style="list-style-type: none"> • A variety of teaching models are used (e.g., collaborative inquiry*, workshops, conferences, tele-mentoring, coaching, etc.) • Skills and practices with technology are articulated and expected for students and staff (teachers, library media personnel, and administrators); • Incentives and evaluations are built into the learning expectations (e.g., indicators of personal and organizational growth may include satisfaction surveys, frequency of use/application, classes or workshops completed, behavior changes, classroom changes, student achievement, etc.; Results may be measured through rubrics, observa-

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>8c. Professional Development (con't.)</p>	<p>A list of the source or sources of ongoing training and technical assistance such as state technology offices, intermediate educational support units, regional educational laboratories or institutions of higher education. (TLCF requirement)</p> <p>The experience of, and training received by the relevant staff in the use of the equipment to be connected to the telecommunication network, and training programs for which funds are committed for the current, next, or future academic years. (FCC requirement)</p>	<p><i>How will results focused on changes in teaching and learning be determined based on data summarized in the Closing the Gap Section?</i></p> <p><i>What indicators of employee and community development will be measured for all categories of employees? Indicators of personal and organizational growth may include satisfaction surveys, frequency of use/application classes or workshops completed, behavior changes, classroom changes, student achievement, etc.? Results may be measured through rubrics, observation, case studies, portfolios, learning logs, standard assessments, etc.</i></p> <p><i>What resources for training and technical assistance such as technology hubs, regional offices, intermediate services, higher education will be used?</i></p> <p><i>How will the learning opportunities occur and how will they be provided during the regular work day?</i></p> <p><i>How will policies that affect professional growth such as teacher evaluation be aligned?</i></p>	<p>tion, case studies, portfolios, learning logs, standard assessments, etc.) Inclusion and opportunities for all levels and groups are planned (teachers, administrators, school library media personnel); and</p> <ul style="list-style-type: none"> Professional development is tied to instructional goals.
<p>8d. Technology Deployment and Sustainability</p>	<p>Goals and Strategies that lead to an infrastructure design that directly correlates to the district learning needs, meets the state standards, FCC requirements, leverage community resources, supports the library media center, and includes a level of community access. (E7 and FCC requirements)</p> <p>A description of the supporting resources, such as services . . . which will be acquired to ensure successful and effective use of acquired technologies. (TLCF requirement)</p>	<p><i>What are the results of the technology and inventory/assessment and communication which includes:</i></p> <ul style="list-style-type: none"> • computer equipment; • networking (LAN/WAN) and application software; • infrastructure design which supports school and community; • internal connections (connectivity, wiring, etc.); • capacity of electrical system to handle simultaneous uses for the current and future schools years; and • proposed purchased computer equipment networking (LAN/WAN) and application software and instructional software. 	<p>Provide goals and strategies (see format) that focus on identified gaps, Ubiquitous Access, Tool Capacity, Connectivity, Technical Support and Facilities. Infrastructure design is well articulated with plans for ongoing support. The technology selected clearly correlates to learning needs and moving toward ubiquitous and equitable access*. (Assistance with this section should be secured from your Learning Technology Hub, Regional Office of Education, Intermediate Service Center, etc.)</p> <p>Provide results of the technology inventory/assessment** for FCC requirements:</p> <ul style="list-style-type: none"> • computer equipment; • networking (LAN/WAN) and application software;

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>Technology Deployment and Sustainability (con't.)</p>	<p>A description of the type of technologies to be acquired, including specific provisions for interoperability among components of such technologies and, to the extent practicable, with existing technologies. (TLCF requirement)</p>	<p><i>What is the ability for the learning community (educators, parents, students and members of the community) to access on-line resources and operability?</i></p> <p><i>How will equitable and ubiquitous access be insured?</i></p> <p><i>How does the district plan to maintain and sustain hardware and software (e.g. personnel, maintenance contracts, upgrades, etc.)</i></p>	<ul style="list-style-type: none"> • instructional software (engaged learning); • infrastructure design which supports school and community; • internal connections (connectivity, wiring, etc.); • capacity of electrical system to handle simultaneous uses for the current and future school years; and • proposed computer equipment, networking equipment (LAN/WAN) and application software and instructional software.
<p>Assessment/Evaluation</p>	<p>Expected learning outcomes, community benefits and administrative efficiencies, and the indicators by which the district and the community will be able to judge the success of the technology plan in each of those areas. (E5)</p> <p>A local educational agency (school district) must describe a process for ongoing evaluation of how technologies acquired under this section:</p> <ul style="list-style-type: none"> • will be integrated into the school curriculum, and • will affect student achievement and progress toward meeting the Goals for the Technology Literacy Challenge Fund and any challenging state content standards and state student performance standards that may be developed (TLCF requirement). 	<p><i>What are the specific indicators of success and desired results such as learning outcomes, community benefits and administrative efficiencies?</i></p> <p><i>What are the standardized and authentic strategies such as portfolios for measuring the growth and progress of the plan specifically as it relates to integration of technology into the curriculum and the affect on student achievement related to student learning standards?</i></p> <p><i>What are the end results and/or products which will be produced as a result of this plan?</i></p> <p><i>What specific information on the use of discounted services will be maintained including consortium partners, lists of non K-12 students or staff use of services, and accounting for equipment purchased?</i></p> <p><i>What qualitative and quantitative measures will be used to assess the plan?</i></p> <p><i>How will baseline data for the indicators be collected and benchmarked to provide for trend and comparative data?</i></p>	<p>**Inventory instruments are available from the Illinois State Board of Education.</p> <p>Provide a narrative or chart that identifies expected results/success indicators for Community Involvement, Engaged Learning, Professional Development, and Technology Deployment and Sustainability by which the district/school will be able to judge the success of the plan. Identify both qualitative and quantitative methods of assessment. The qualities necessary for effective evaluations include:</p> <ul style="list-style-type: none"> • Articulated and meaningful goals representing what will be changed or different (Expected Results); • Identified indicators telling what to look for when goals are achieved (Success Indicators); • Methods to gather the evidence are articulated. • Adequate, doable and practical evaluations.

8d.

9.

Components*	Criteria*	Reflective Questions*	Guiding Elements*
<p>9. Assessment/Evaluation (cont.)</p>		<p><i>Is the assessment adequate, double and practical?</i></p> <p><i>How is the plan periodically reviewed and modified (if needed) based on evaluation data?</i></p> <p><i>Are all key points of the plan addressed?</i></p> <p><i>How will decisions regarding technology be made in the district, e.g., purchasing, acceptable use policy, resource allocation, etc.?</i></p> <p><i>What policies need to be developed, revised or eliminated?</i></p> <p><i>What local policies (e.g., organization, instruction, assessment, technology, professional development) support and/or require modification or discontinuation to realize the plan?</i></p> <p><i>What process will be used in development and approval of district policies and/or procedures?</i></p>	<p>Provide a narrative with documentation that the technology plan focuses on identified gaps within District Policies and Procedures and Purchasing Decisions.*</p>
<p>10. District Policies and Procedures</p>	<p>A process for review/adoption of district policies, procedures and guidelines for learning technologies which promote equity and systemic change while providing a level of school-based planning and decision-making. (E8)</p>	<p><i>How will the whole school community be kept informed of the progress of the plan, successes of technology investments, awareness of the plan, and accomplishment of plan's results?</i></p> <p><i>How do you listen to and learn from different stakeholder groups?</i></p> <p><i>What are the roles and responsibilities of stakeholders for providing communication about the plan, its implementation and results?</i></p> <p><i>How will the district/school establish and maintain heightened community awareness of why technology is important for today's learners?</i></p>	<p>Provide a narrative or chart with timeframes to describe the plans to actively communicate the technology plan, initiatives and celebrations of success with the wider community on an ongoing basis.</p>
<p>11. Communication and Marketing Plan</p>	<p>"... establish and maintain heightened awareness of why technology is important for today's learners," via ongoing wider community communication and celebrations of the success of technology investments. (A component of E9)</p>	<p><i>What are the roles and responsibilities of stakeholders for providing communication about the plan, its implementation and results?</i></p> <p><i>How will the district/school establish and maintain heightened community awareness of why technology is important for today's learners?</i></p>	<p>Provide a chart that is well-defined and includes an overall timeline for each phase of the plan and a summary list of all major activities for each phase of the plan. The technology plan must be for a period of three to five years and be attainable (FCC and TL-CF requirement).</p>
<p>12. Timeline</p>	<p>A timeline and associated budget for on-going planning, incremental and prioritized implementation, assessment, evaluation and revision of the plan. (E11)</p>		

Components*	Criteria*	Reflective Questions*	Guiding Elements*
12. Timeline (con't.)	A projected timetable for implementing such plan in schools. (TLCF and FCC requirements)		Include the overall timeframe for each phase, as well as, the specific timeframe for each goal and strategy as to the beginning and expected completion dates.
13. Budget/Financial Plan	A technical and fiscal plan for ongoing support for all technology investments. (Component of E10) "An . . . associated budget for ongoing planning, incremental and prioritized implementation, assessment, evaluation, and revision of the plan." (A component of E11)		The Budget/Financial Plan should coordinate local, state and federal funds. Schools will maintain specific information on the use of discounted services will be maintained including: consortium partners, lists of non K-12 students or staff use of services, and accounting for equipment purchased. (FCC requirement)
14. Appendices			Appendices should include: definition of terms, gap analysis, district/school technology inventory, hardware inventory, internal connections, professional development assessment, electrical capacity of building(s), artifacts (notes from meetings, press releases, community fairs, etc.), and any other documents referenced in the technology plan.

* These words are defined in the attached glossary.

** The Illinois Learning Standards were adopted by the Illinois State Board of Education on July 25, 1997.

Appendix C

Community Based Technology Planning Peer Review Feedback Form

District Name: _____ Hub: _____
 Supt. Name: _____ ROE #: _____

1. Table of Contents: Yes No
 Comments: _____

2. Acknowledgements: Exceeding Advancing Emerging Beginning
 Comments: _____

3. District/Community Profile: Exceeding Advancing Emerging Beginning
 Comments: _____

4. Executive Summary: Yes No
 Comments: _____

5. Vision: Exceeding Advancing Emerging Beginning
 Comments: _____

6. Connecting to the Standards: Exceeding Advancing Emerging Beginning
 Comments: _____

7a. Gap Analysis: Exceeding Advancing Emerging Beginning
 Comments: _____

GOAL & STRATEGIES

8a. Community Involvement: Exceeding Advancing Emerging Beginning
 Comments: _____

8b. Engaged Learning: Exceeding Advancing Emerging Beginning

Comments:

8c. Professional Development: Exceeding Advancing Emerging Beginning

Comments:

8d. Technology Deployment: Exceeding Advancing Emerging Beginning

Comments:

9. Assessment/Evaluation: Exceeding Advancing Emerging Beginning

Comments:

10. District Policies & Procedures: Exceeding Advancing Emerging Beginning

Comments:

11. Communication/Marketing: Exceeding Advancing Emerging Beginning

Comments:

12. Timeline: Exceeding Advancing Emerging Beginning

Comments:

13. Budget/Financial Plan: Exceeding Advancing Emerging Beginning

Comments:

Appendices: Yes No

Comments:

Peer Review Team Member: _____
Peer Review Team Member: _____
Peer Review Team Member: _____
Peer Review Facilitator: _____

Appendix D
Cover Letter and Response Letter

Diane V. Ettelbrick

Library/Media Specialist
Apollo School
10100 Dee Road
Des Plaines, IL 60016

Telephone 847-827-6231

November 13, 1997

[Title] [First Name] [Last Name], [Job Title]
[School District]
[Address]
[City], [State] [Zip Code]

Dear [Title] [Last Name]:

I am preparing to conduct an evaluation of elementary school district technology plans. It is my hope to obtain an adequate number of technology plans from elementary school districts located in the North Cook Intermediate Service Center area to substantiate the information for this project. I would appreciate District #[Number] permitting me to include its current technology plan in this project. I am seeking your assistance in obtaining a copy of the technology plan from District #[Number].

Individual school districts or the contents of the technology plans will not be identified in the project results. However, a complete listing of the school districts that agreed to allow me to utilize their technology plans would be included in the results of this project.

It is my intent to compensate districts for the expense of providing me a copy of the technology plan. If you will include the cost for copying and mailing this information to me on the enclosed response form, I will send reimbursement to the district, as soon as possible.

Thank you very much for your assistance in helping me acquire the information necessary to complete this project.

Sincerely,

Diane V. Ettelbrick
Library/Media Specialist

Enclosure

Diane V. Ettelbrick

Library/Media Specialist
Apollo School
10100 Dee Road
Des Plaines, IL 60016

Telephone 847-827-6231

A self addressed envelope is enclosed for your convenience.

Please list the expenses incurred for providing me a copy of the district's technology plan and the name and address of the district recipient for the reimbursement.

Expenses: _____

Total Amount of Expenses \$ _____

Name and address of district recipient:

School District _____

Name _____ Title _____

Street Address _____

City _____ Zip Code _____

Appendix E

Letter of Appreciation to Participants

Diane V. Ettlbrick

Library/Media Specialist
Apollo School
10100 Dee Road
Des Plaines, IL 60016

Telephone 847-827-6231

January 31, 1998

[Title] [First Name] [Last Name], [Job Title]
[School District]
[Address]
[City], [State] [Zip Code]

Dear [Title] [Last Name]:

I recently received a copy of the Technology Plan from District #[Number]. I appreciate your approval of my request in allowing the district to participate in the project. I also appreciate your timely response to my request for the district's participation in my field experience analysis.

Upon completion of my field experience, I will forward to your attention a copy of the bar graph and a short narrative of my analysis of the participating technology plans.

Thank you very much for your cooperation, as well as your prompt and timely response to my request.

Sincerely,

Diane V. Ettlbrick
Library/Media Specialist

Appendix F
Selected School Districts

Wheeling C. C. S. D. #21
Dr. Lloyd Des Carpentrie, Supt.
999 W. Dundee Road
Wheeling, IL 60090

West Northfield S. D. #31
Dr. Paul L. Kimmelman, Supt.
3131 Techny Road
Northbrook, IL 60062

Winnetka S. D. #36
Dr. Rebecca van der Bogert, Supt.
1235 Oak Street
Winnetka, IL 60093

Schaumburg C. C. S. D. #54
Dr. Lynne Rauche, Supt.
524 E. Schaumburg Road
Schaumburg, IL 60194

Evanston C. C. D. #65
Dr. Darwin Johnson, Supt.
1314 Ridge Avenue
Evanston, IL 60068

Skokie Fairview S. D. #72
Dr. Nelson Armour, Supt.
7040 Laramie Avenue
Skokie, IL 60076

Lincolnwood S. D. #74
John E. Cahill, Supt.
6950 N. East Prairie Road
Lincolnwood, IL 60645

River Trail S. D. #26
Dr. Shirley F. Smalley, Supt.
1900 E. Kensington Road
Mt. Prospect, IL 60056

Glencoe S. D. #35
Dr. Phillip G. Price, Supt.
620 Greenwood Avenue
Glencoe, IL 60022

C. C. D. #59
Dr. Robert T. Howard, Supt.
2123 Arlington Heights Rd.
Arlington Heights, IL 60005

Park Ridge C. C. S. D. #64
Dr. Fred C. Schroeder, Supt.
164 South Prospect
Park Ridge, IL 60068

Skokie S. D. #69
Dr. Allen R. Maier, Supt.
5050 Madison
Skokie, IL 60077

Skokie S. D. 73_{1/2}
Julie Haley, Supt.
8000 E. Prairie
Skokie, IL 60026