

School Name:
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School Technology Plan Template

MISSION/VISION STATEMENT

A mission statement defines your school's goals and objectives and its approach to reach those objectives. A vision statement describes the desired future position of the school.

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- Questions to consider:**
- Does your school/district already have a mission or vision statement?
 - Does your district have a strategic plan? How does this connect to it?
 - What motivates your staff to embrace change?

TECHNOLOGY PLAN COMMITTEE MEMBERS

The following people are acknowledged for their time, thoughtful contributions, and commitment to this learning.

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- Questions to consider:**
- When/where will these meetings be held so that its available to all? (e.g., before school, after school, staff meetings, virtual/in person, etc.)
 - How often will these meetings be held? How much additional effort is expected from staff?
 - Is it mandatory or optional for staff?
 - How to provide a space for safe conversation where people feel heard and valued?
 - Have you included all stakeholders (e.g., teachers, educational assistants, students, parents, school trustee, district administrator, community members, etc.)?
 - How is this information being communicated/shared out?

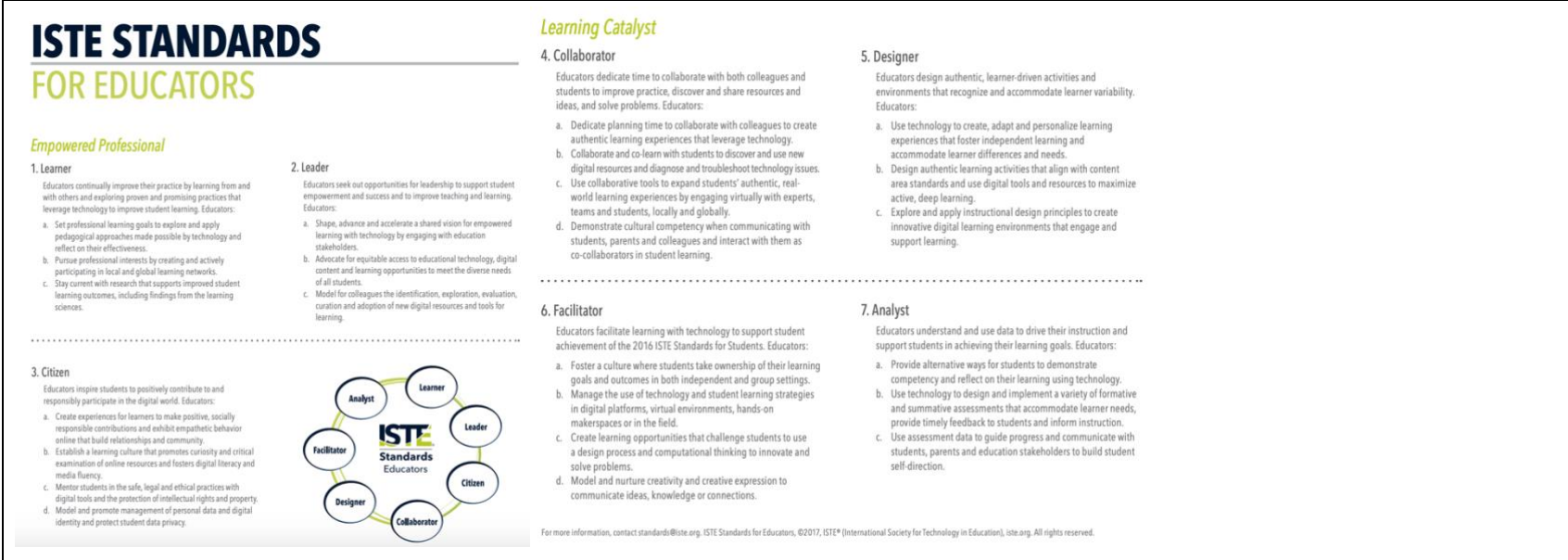


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GUIDING PRINCIPLES – International Society for Technology in Education (ISTE) Standards

These standards are a road map to helping students become empowered learners. They will deepen educators’ practices, promote collaboration, and challenge them to re-think traditional approaches.

 <p>ISTE STANDARDS FOR EDUCATORS</p> <p><i>Empowered Professional</i></p> <p>1. Learner Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:</p> <ol style="list-style-type: none"> Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. Pursue professional interests by creating and actively participating in local and global learning networks. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences. <p>2. Leader Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:</p> <ol style="list-style-type: none"> Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. <p>3. Citizen Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:</p> <ol style="list-style-type: none"> Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. Model and promote management of personal data and digital identity and protect student data privacy. <p>4. Collaborator Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:</p> <ol style="list-style-type: none"> Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. <p>5. Designer Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:</p> <ol style="list-style-type: none"> Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. <p>6. Facilitator Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:</p> <ol style="list-style-type: none"> Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections. <p>7. Analyst Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:</p> <ol style="list-style-type: none"> Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. <p>For more information, contact standards@iste.org. ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.</p>	<p>Questions to consider:</p> <ul style="list-style-type: none"> - How can this be used as a guide? - Where are you seeing examples of this already? - What are you trying to accomplish? - If working in BC – can link to BC Digital Literacy Framework?
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NEEDS ASSESSMENT AND ANALYSIS

Overall feeling from teachers and other stakeholders about educational technology in the school currently.

<p>Samples:</p> <p>The Organizational Climate Questionnaire (OCDQ-RE)</p> <p>Denison Organizational Culture Survey (sample report)</p> <p>Staff Technology Survey by Emily Miller (Google Forms)</p> <p>Family & Community Members Technology Survey by Emily Miller (Google Forms)</p>	<p>Questions to consider:</p> <ul style="list-style-type: none"> - Which different stakeholder groups need to be targeted with a need’s assessment? - What is the best way to do this? (e.g., survey, interview, informal and formal observations, focus groups, etc.) - What does the data show?
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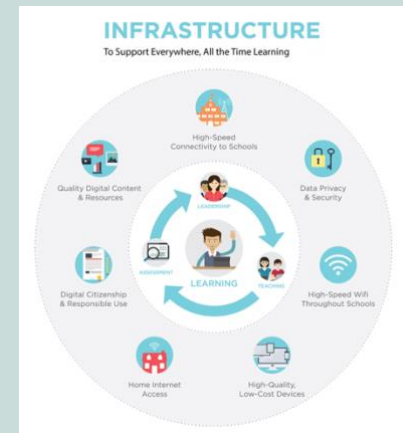
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DISTRICT AND SCHOOL INFRASTRUCTURE

There are many things that need to be in place in order for a school to run a successful technology program. Outline your district and school's infrastructure.

Blank area for writing the district and school's infrastructure.

- Questions to consider:**
- What is the internet bandwidth in your building(s)?
 - What is your device to teacher and device to student ratio?
 - What district digital resources do you have access to? Are there guidelines?
 - What is the district and school protocol for device maintenance and upgrades?
 - What is the structure of support within the school/district?
 - Is there a student support team?



<https://tech.ed.gov/netp/graphics/>



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PLAN AND PROCEDURE
In the tables below, list your school goals and specific information about how your school can achieve those goals

Goal #1:	Timeline:	<p>Questions to consider:</p> <ul style="list-style-type: none"> - <i>How could this connect to the District Strategic Plan?</i> - <i>How do you address perceptions of ease of use and usefulness when it comes to new technology?</i> - <i>How to encourage innovation?</i> - <i>What are the expectations of teachers in their use of technology?</i> - <i>How to make the learning an authentic, hands-on, and a worthwhile experience?</i> - <i>How to develop opportunities for capacity building for staff – small and large group?</i> - <i>How to plan for a variety of learning experiences – formal and informal?</i> - <i>Who will be providing those learning experiences? (e.g. district experts, colleagues, teacher in another school, observations, co-teaching, mentor, etc.)</i> - <i>Who is going to be collecting the evidence?</i> - <i>How do you track progress?</i> - <i>How often do you build in reflective action to review the goals and progress?</i> - <i>Is the timeline realistic?</i>
Evidence:	Resources Needed:	
Outcome(s):		



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Goal #2:	Timeline:	Questions to consider: <ul style="list-style-type: none">- <i>How could this connect to the District Strategic Plan?</i>- <i>How do you address perceptions of ease of use and usefulness when it comes to new technology?</i>- <i>How to encourage innovation?</i>- <i>What are the expectations of teachers in their use of technology?</i>- <i>How to make the learning an authentic, hands-on, and a worthwhile experience?</i>- <i>How to develop opportunities for capacity building for staff – small and large group?</i>- <i>How to plan for a variety of learning experiences – formal and informal?</i>- <i>Who will be providing those learning experiences? (e.g. district experts, colleagues, teacher in another school, observations, co-teaching, mentor, etc.)</i>- <i>Who is going to be collecting the evidence?</i>- <i>How do you track progress?</i>- <i>How often do you build in reflective action to review the goals and progress?</i>- <i>Is the timeline realistic?</i>
Evidence:	Resources Needed:	
Outcome(s):		



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Goal #3:	Timeline:	Questions to consider: <ul style="list-style-type: none">- <i>How could this connect to the District Strategic Plan?</i>- <i>How do you address perceptions of ease of use and usefulness when it comes to new technology?</i>- <i>How to encourage innovation?</i>- <i>What are the expectations of teachers in their use of technology?</i>- <i>How to make the learning an authentic, hands-on, and a worthwhile experience?</i>- <i>How to develop opportunities for capacity building for staff – small and large group?</i>- <i>How to plan for a variety of learning experiences – formal and informal?</i>- <i>Who will be providing those learning experiences? (e.g. district experts, colleagues, teacher in another school, observations, co-teaching, mentor, etc.)</i>- <i>Who is going to be collecting the evidence?</i>- <i>How do you track progress?</i>- <i>How often do you build in reflective action to review the goals and progress?</i>- <i>Is the timeline realistic?</i>
Evidence:	Resources Needed:	
Outcome(s):		



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COMMUNITY RESOURCES AND SUPPORT

There are many ways to get technical and financial aid to support the success of a technology plan. Do some research into how the surrounding community can help support your specific school goals.

Empty space for student research and notes.

Questions to consider:

- *What is the process for requesting funding from the School District?*
- *How can your PAC help support your technology plan?*
- *Are there any businesses in your community...*
 - o *that offer technology grants?*
 - o *that are donating old technology?*
 - o *That can collect donations to support a technology fund?*

If needed, use [this Technology Grant Application Template](#) to request district or community funding support. Please make a copy and customize as needed.

