Preston Public Schools

Educational Technology Plan

2019-2024

Creating Our Children's Future

Acknowledgements

Thank you to the Preston Public Schools Educational Technology Planning Committee (Ed. Tech. Committee). Members of the Ed. Tech. Committee dedicated their time and gave their expertise to build a plan reflective of the future we will create for all of Preston's students. As we complete the 2018/19 school year and move through the 2019/20 school year, the committee will be responsible for the implementation and monitoring of our plan.

Members of the Preston Public Schools Educational Technology Planning Committee

Raymond Bernier	Principal
Ivy Davis	Principal/Director of Curriculum
Elaine Lettiere	Library Media Specialist
Stacy Robbins	Grade K Teacher
Susan Strader	Technology Teacher
Roy Seitsinger, Jr., Ph.D.	Superintendent

The Educational Technology Planning Committee received support from LEARN, southeastern Connecticut's Regional Educational Service Center.

- Kate Ericson, Deputy Executive Director of LEARN
- Lisa Cooney, Program Coordinator and Design Strategist at LEARN
- Timothy Wheeler, Information Technology Consultant for LEARN

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Preston Public Schools Strategic Plan

The Preston Public Schools Strategic Plan reflects the tenets of a global, optimistic and growth mindset that encourages an open positive outlook leading to deep learning and personal well-being. Our strategic plan is fundamentally a statement of intention and commitment. It is an organizational tool, the definitive action plan that drives our decision making when creating our budget and designing our student learning experiences.

Our Vision

At Preston Public Schools we envision a district of excellence that we promise will thoughtfully consider the future and provide a well-rounded, innovative, rigorous, learning experience for all of our students.

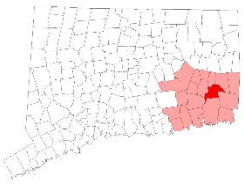
Our Mission

Preston Public Schools is a high quality rural learning environment that seeks to encourage academic growth, fiscal responsibility, a positive growth mindset, and a healthy social, emotional, and physically mature student. Our true north for all of our children is academic success, a sense of excellence and the creation of a pathway to a full, rich, prosperous life.

Preston Public Schools
Strategic Plan

Mission Priorities	A. Safety and Wellbeing B. High Quality Learning Environments C. Curriculum and Instruction D. Community Partnerships E. Branding/Marketing F. District Operations G. Technology

Introduction



The current 2018 population of Preston is 4,726. The small villages of Preston City, Poquetanuck, and Hallville are a backdrop to scenic farmlands and roads. Preston has a population of 620 Pre-K-12 students. The Pre-K to 8 students are supported by a certified staff of 41, non-certified staff of 52, and 7 administrators. Preston students select their high school from area choice public high schools. The district facilities consist of two schools:

- Preston Veterans Memorial School, Grades Pre-K-5

- Preston Plains Middle School, Grades 6-8

For the Pre-K-8 students, Preston is committed to providing an innovative, standards-based curriculum that will ensure successful academic, social, and emotional transition to any of the regional high schools. Beyond a successful high school career, we believe our elementary and middle school academic programs are foundational stepping stones to a prosperous life.

An integral part of modern life today is technology. Preston Public Schools is committed to a modernized approach to teaching and learning that results in students' strategically using tools to build skills and demonstrate knowledge across grade levels and content areas.

This Educational Technology Plan, part of the Preston Public Schools Strategic Plan 2019-2024, is intended as a roadmap. It has been designed to be used by schools, teachers, administrators, parents, students, and others to chart-a-course that will help us rise to the challenges set forth

in our strategic plan. The intentions and commitments of the strategic plan call for us to support personalized learning, engage all, and create innovative classrooms and instructional design. The technology plan/roadmap provides guidance for creating the processes, procedures, and systems necessary to enhance instruction, engage all in learning, and support internal structures that build the foundation for technological growth over time. The technology goals identified in the plan are based upon the International Society of Technology Education (ISTE) Standards.

This roadmap is an evergreen document that will be amended as new information and understanding enlightens the pathway for future work. Through systems, Preston Public Schools will see the vision come to life.

Technology Vision/Goals

Vision for Technology Use

Preston Public Schools will support and improve the way in which students learn through the ethical use of technology

⇒ Ensure a strong infrastructure to support new and emerging technologies and the integration of those technologies into teaching and learning, fortify school and student security, and streamline management practices.

⇒ Enhance the Pre-K-8 curriculum by expanding the opportunities for students to interact with real world content and demonstrating knowledge and skills using various forms of technology.

⇒ Equip students with digital competencies, based on the International Society of Technology Education (ISTE) standards, around navigation and cyber safety, and support the development of their personal growth as digital and global citizens.

⇒ Empower staff, through professional learning, to integrate technology into their daily practice to increase engagement and collaboration, while providing students with new platforms to demonstrate critical thinking skills.

Goal 1:

Ensure a strong infrastructure to support new and emerging technologies and the integration of those technologies into teaching and learning, fortify school and student security, and streamline management practices.

Mission Priority [Preston Public Schools Strategic Plan]	Action – Year One
Community Partnerships	Build a Preston app with a master calendar, day calendar, bus routes, and other relevant communication for families
	Apply all available PowerSchool tools to their full potential; Pilot the PowerSchool app with a small cohort of teachers
	Gather information with regard to Preston's families with school-aged children and their access to Wi-Fi and technology [district survey as information gathering tool]
	Use information gathered in the district survey to ensure access to technology for all Preston families with school-aged children
	Explore assistance for Preston families with school-aged children who do not currently have access to Wi-Fi
Branding/Marketing	Conduct a website audit
	Garner feedback from the website audit to form an improvement plan; Include site upgrades in the improvement plan
	Utilize the AASA digital dashboard, as part of the website
District Operations: Tools	Review the software packages that already exist and shape a plan to fully maximize those packages
	Research digital tools to best manage student life components i.e. attendance, lunch orders
	Create a master list of all technology equipment, including serial number, model number and date of purchase; Finalize summary of assets
	Examine financial software and select a product in support of the chief financial officer's work
	Audit current practices around building maintenance e.g. boilers, security, HVAC; Seek to integrate those practices with a technology tool
	Investigate opportunities for new hires to apply through an online system

	Analyze and evaluate needed Information Technology support around daily operations; Examine and determine needed staffing levels to support technology in the district
District Operations: Wired Environment	Create a substantial data back-up strategy
	Migrate to all switches
	Implement a technology asset protection plan, including asset mapping and tagging
	Complete a cost analysis for leasing/buying equipment options [leasing, leasing to buy, buying]. Cost analysis to include all printer and copying agreements.
	Upgrade virus protection
	Replace Thin Client computers with Chromebooks
	Upgrade telephone systems to support new Cisco telephones
	Upgrade SmartBoards
	Equip classrooms equitably with technology; Construct a model classroom and a proposal to replicate the model throughout both schools

Goal 2:

Enhance the Pre-K-8 curriculum by expanding the opportunities for students to interact with real world content and demonstrating knowledge and skills using various forms of technology.

Mission Priority [Preston Public Schools Strategic Plan]	Action – Year One
Safety and Wellbeing	Research applications and choose one to track student wellness
	Retrieve quotes on bus navigation and safety
	Plan for staff participation in youth mental health first aid webinars
High Quality Learning Environments	Identify a system that, in addition to housing curriculum and resources, can also house professional learning opportunities and activities that support teachers in delivering the teaching and instruction
	Define what a MakerSpace is for Preston Public Schools; Design such spaces within both school buildings
	Complete science classroom remodel
Curriculum and Instruction	Investigate digital resources to integrate into the district's socio-emotional learning structure
	Select a science instructional program, K-8
	Develop a process to increase awareness of, evaluate and incorporate into instruction [when appropriate] digital trends and applications, including Virtual Reality, Alternate Reality, Artificial Intelligence, three-dimensional
	Study instructional materials to support coding
Community Partnerships	Explore a district wide home/school communication tool
District Operations	Ascertain a system to support the housing of curriculum and resources, ideally with a data sharing platform to ensure up to date and accurate accounting of student progress [data dashboard]

Goal 3:

Equip students with digital competencies, based on International Society of Technology Education (ISTE) standards, around navigation and cyber safety, and support the development of their personal growth as digital and global citizens.

Mission Priority [Preston Public Schools Strategic Plan]	Action – Year One
Safety and Wellbeing	Upgrade virus protection
Curriculum and Instruction	Create a technology curriculum based on the ISTE standards, highlighting digital citizenship
	Grow student voice around what it means to be a digital citizen

Goal 4:

Empower staff, through professional learning, to integrate technology into their daily practice to increase engagement and collaboration, while providing students with new platforms to demonstrate critical thinking skills.

Mission Priority [Preston Public Schools Strategic Plan]	Action – Year One
Curriculum and Instruction	Empower teachers to build and present professional learning opportunities around technology and how technology tools increase engagement in the classroom
	Store professional learning community resources in a central location such as a learning management system
	Unpack [with staff] the ISTE standards, so that teachers can understand and implement the skills and knowledge embedded in the standards
	Develop a process to track and understand trends in technology and technology related apps

Appendix

June 2019

Preston Public Schools IT Inventory

June 2019

CHROMEBOOKS

BUILDING	ROOM #	Purchase Order	Invoice Date	Item Description	Manufacturer	Manufacturer Part Number	Item Group	Quantity	Unit Price	Serial Number	Asset Tag
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PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650107H	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650107R	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650107T	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650107X	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501086	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501088	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650108C	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650108M	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650108N	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650108P	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650108Z	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501090	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501094	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501095	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501096	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD6501097	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109F	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109H	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109M	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109Q	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109S	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109T	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109W	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109X	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD650109Y	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010B6	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BD	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BG	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BH	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BK	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BL	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010BQ	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010C8	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010DM	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010FD	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010FS	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010J4	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010J8	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010JX	

BUILDING	ROOM #	Purchase Order	Invoice Date	Item Description	Manufacturer	Manufacturer Part Number	Item Group	Quantity	Unit Price	Serial Number	Asset Tag
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010KB	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010LQ	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010LT	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010M0	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010M1	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010M3	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010MF	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010MH	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010MK	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010MZ	
PPMS		142481	04/25/2017	HP SB 14 G4 N2940 32GB 4GB CHROME (3834861)	HP Smart Buy Notebooks/Tablets (HSB)	T4M34UT#ABA	Chromebooks (CBK)	1	237.30	5CD65010N3	

KINDLE INVENTORY

SCHOOL: PPMS

ASSET TAG #	TEACHER/ ROOM	CHARGER	
0346	E.MCGLONE	YES	
0347	E.MCGLONE	YES	
0348	E.MCGLONE	YES	
0349	E.MCGLONE	YES	
0350	E.MCGLONE	YES	
0351	E.MCGLONE	YES	
0352	E.MCGLONE	YES	
0353	E.MCGLONE	YES	
0354	E.MCGLONE	YES	
0355	E.MCGLONE	YES	
0356	D. HANSEN	YES	
0357	D. HANSEN	YES	
0358	D. HANSEN	YES	
0359	D. HANSEN	YES	
0360	D. HANSEN	YES	
0361	D. HANSEN	YES	
0362	D. HANSEN	YES	
0363	D. HANSEN	YES	
0364	D. HANSEN	YES	
0365	D. HANSEN	YES	
0366	L. FELTES	YES	
0367	L. FELTES	YES	
0368	L. FELTES	YES	
0369	L. FELTES	YES	
0370	L. FELTES	YES	
0371	L. FELTES	YES	
0372	L. FELTES	YES	

ASSET TAG #	TEACHER/ ROOM	CHARGER	
0373	L.FELTES	YES	
0357	L.FELTES	YES	
0375	L.FELTES	YES	
0357	J. DURFEE	YES	
0377	J. DURFEE	YES	
0357	J. DURFEE	YES	
0379	J. DURFEE	YES	
0357	J. DURFEE	YES	
0381	J. DURFEE	YES	
0357	J. DURFEE	YES	
0383	J. DURFEE	YES	
0384	J. DURFEE	YES	
0385	J. DURFEE	YES	
0386	J. FOLTZ	YES	
0387	H. WOLF	YES	

PHONES

BUILDING	ROOM #/ NAME	Extension #	Desk Phone	Portable Phone	Wall Phone	Purchase Order	Invoice Date	Manufacturer	Physical Phone/ MAC Address	Description	Unit Price	Serial Number	Asset Tag
PPMS	Custodian	2112	x					Cisco	0003.E369.A7AC	7940			
PPMS	Library	2111	x					Cisco	0004.2744.B7A1	7940			
PPMS	Gym Office	2110	x					Cisco	0004.27F6.0D90	7940			
PPMS	2nd floor Comp.Lab	2201	x					Cisco	0004.9ABB.AB39	7940			
PPMS	Music Rm 102	2107	x					Cisco	0006.539E.3485	7940			
PVMS	Library	1244	x					Cisco	0007.0EEA.4D6A	7940			
?	?	?						Cisco	0007.0EF7.4225	7942			
PPMS	Kitchen (desk)	2108	x					Cisco	0007.5032.66D1	7940			
PPMS	202 [Evelyn Gallegos]	2202	x					Cisco	0007.5083.3827	7940			
	303 [Olof Sigmasdottir]	2303	x					Cisco	0007.5083.3B7F	7940			
	205 [Christine McNeil]	2205	x					Cisco	0007.5083.4681	7940			
	204 V. Spicer	2204	x					Cisco	0007.8553.2DCE	7940			
	105 [Chet Stefanowicz]	2105	x					Cisco	0007.8555.4620	7940			
	101 [Jen Foltz]	2101	x					Cisco	0007.8555.462C	7940			
	208 [Heather Wolf]	2208	x					Cisco	0007.EB7C.BD9E	7940			
	304 [Teacher Workroom]	2304	x					Cisco	0007.EB94.8DED	7940			
	[Comp.Lab] 104	2104	x					Cisco	0007.EB94.8E3A	7940			
	203 [Jen Sevigney]	2203	x					Cisco	0007.EB9F.0E7F	7940			
	206 [Chris Pickett]	2206	x					Cisco	0008.21D1.C469	7940			
	103 [Melissa Durkee]	2103	x					Cisco	0009.B7F9.D968	7940			
	PVMS RM 116 [OT PT]	1116	x					Cisco	0009.E8FC.1409	7940			
			x					Cisco	0009.E8FC.140D	7940			
	236 [Alexis Giroux]	1236	x					Cisco	0009.E8FC.148B	7940			
								Cisco	0009.E8FC.1C91	7940			
								Cisco					

SMARTBOARDS

BUILDING	ROOM #	Purchase Order	Invoice/ Purchase Date	Manufacturer	Manufacturer Part Number	Description	Unit Price	Serial Number	Asset Tag

THIN CLIENTS

BUILDING	ROOM #	Purchase Order	Invoice Date	Item Description	Manufacturer	Manufacturer Part Number	Item Group	Quantity	Unit Price	Serial Number	Asset Tag
PPMS	OFFICE			THIN CLIENT	CHIP PC TECHNOLOGIES	LXD8541		1		CSN-OO39-7394	

PRINTERS/FAX/COPIERS

BUILDING	ROOM #	Purchase Order	Invoice Date	Item Description	Manufacturer	Manufacturer Part Number		Quantity	Unit Price	Serial Number	CBS TAG #
PPMS	MAIN OFFICE			COPIER/PRINTER/FAX	XEROX		PPMS FAX MACHINGE	1			P5538
PPMS	MAIN OFFICE			COPIER/SCANNER	XEROX		PPMS COPY MACHINE	1			NO885
PPMS	PRINC. OFFICE			PRINTER	HP LASER JET 400			1			Y5303

COMPUTERS

BUILDING	ROOM #	Purchase Order	Invoice Date	Item Description	Manufacturer	Manufacturer Part Number		Quantity	Unit Price	Serial Number	LABEL
PPMS	PRINCIPAL OFFICE			DESKTOP	DELL		USED FOR CAMERAS IN PRIN. OFFICE	1			SERVICE LABEL- JDKQ482
PPMS	PRINCPAL OFFICE			LAPTOP	HP		PRINCIPAL'S LAPTOP	1			PPC-DAVIS
PPMS											

ISTE Standards for Educators

ISTE STANDARDS
FOR EDUCATORS

Empowered Professional

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:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

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:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. 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.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

ISTE Standards for Students

2016

ISTE STANDARDS
FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

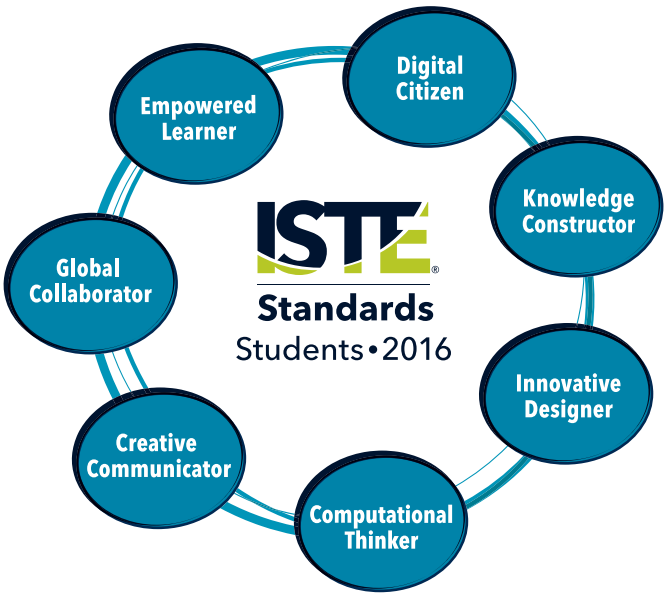
Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.



4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

State Educational Technology Goals and Plan, 2017-2022

State Educational Technology Goals and Plan 2017 – 2022

June 26, 2017
Version 1.0

Contents

Introduction

Technology holds great potential and has proven a powerful force in supporting teaching and learning at all levels in Connecticut. Linking schools through high-speed data networks, personalizing and making learning engaging on scale, and leveraging data to inform instruction have all stemmed from, and could not exist without, the effective and creative use of technology. In fact, while educational technology was once seen as a novel "add-on," it has become a constant amid often changing trends, nomenclature, and even pedagogy in education. In most learning environments, technology is becoming less of a separate practice area and more as an element that enables and helps measure every aspect of learning and professional practice.

With the evidence and promise of technology to further education in our state, the Commission for Educational Technology has developed the goals and initiatives defined in this plan. They reflect research-based best practices, national and international standards, and the expert guidance of thought leaders from across our state who represent a diversity of constituents. This document includes both broad, long-term goals as well as detailed initiatives already underway. The Commission's work over time will continue to align with and support the shared goals of our stakeholders while producing deliverables with measurable results in such forms as increased engagement, expanded access to resources, and greater efficiencies. The specific activities of any particular period will vary, but all will support the long-term goals of our state.

Vision and Mission

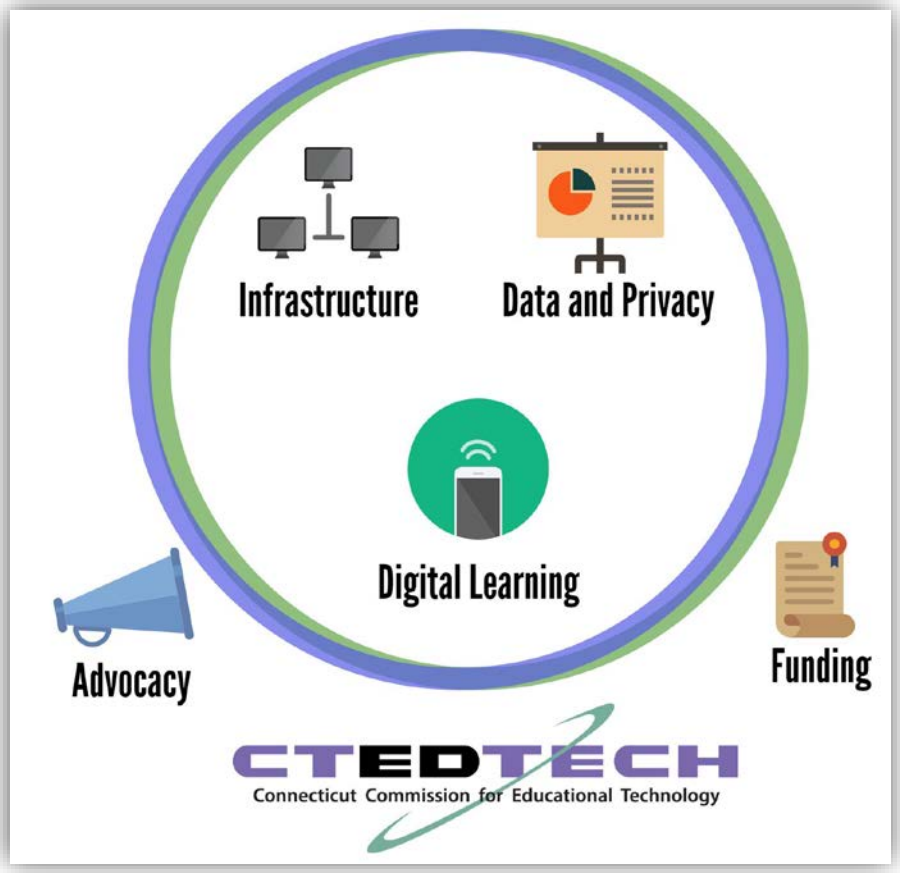
The Commission for Educational Technology was established in 2000 by Public Act 00-187 and defined in the Connecticut General Statutes (Section 4d-80) as the principal educational technology policy advisor for state government. The Commission's stated vision reflects the breadth of its charge and stakeholders:

> That every educator and learner in Connecticut benefits from the full potential of technology to support opportunities for personalized, impactful teaching, learning, research, and advancement

The Commission's vision for learning in K – 12 schools, universities, libraries, professional organizations, businesses, adult learning centers, and homes across our state defines and guides its mission:

> Design, steward, and promote policy, programs, insights, and resources that support the effective use of technology for all learners, educators, and educational organizations in Connecticut

This mission takes the form of priorities and initiatives defined in the Commission's statute and organized around the three core focus areas of Digital Learning, Infrastructure, and Data and Privacy, with supporting activities in the form of Advocacy and Funding:



Goals and Initiatives

The Commission's statute, members, and Advisory Council members have defined a set of long-term goals that speak to each of these focus areas in the sections that follow. To support these multi-year goals, the Commission has planned a number of specific initiatives, also detailed below. Each follows a framework with the following elements:

- Challenge: The problem we are solving, the audience(s) it impacts, and evidence that quantifies it
- Solution: Approaches, participants, and required resources
- Outputs: Intended body of work, such as contracts, standards, frameworks, media, plans, programs, publications, research studies, etc.
- Measures: Baseline metrics as well as demonstrable benefits and impact, such as engagement, expansion, gains, usage, etc.
- Risks: Dependencies and environmental factors that could help or hinder the effort
- Tasks and Timing: Detailed list of activities and timing

Digital Learning

Statewide Digital Learning goals include the support of effective teaching and learning for students of all ages and abilities, across a range of effective environments and instructional frameworks (pedagogies). The work of the Commission and its network of partners will also support best practices in technology-enabled learning by defining and supporting the application of standards for students, teachers, and educational leaders. Translating standards and frameworks into applied practice in the area of digital and media literacy continues to be an ongoing objective.

Equity of access remains a common goal across all Commission activities, whether in the form of making high-quality educational materials available to all teachers and students, supporting computer science education, or helping to ensure training for teachers to integrate technology effectively in support of engaging instruction. The Commission also strives to provide educational technology professionals with best practices in policy, governance, and operational efficiencies, with close alignment to national and international platforms such as the U.S. Department of Education's Future-Ready framework.

Open Education Resources

Challenge

Schools and university students pay a high cost for instructional and learning materials that they often do not leverage to full effect. Teachers, professors, and students need affordable, dynamic, modular, standards-aligned materials of high quality that take advantage of today's digital learning environments.

Solution

The Commission and its partners will plan and launch a campaign to support the use of open education resources (OER) to reduce the costs of learning materials without sacrificing quality. This initiative will enlist leaders from K – 12 and higher education as well as libraries for planning, choice of a sharing and collaboration platform, governance, and professional development (see Statute section 33.5.B). Work will leverage the GoOpen framework of the U.S. Department of Education (ED) as well as resources and best practices from higher education. Key participants include the Commission's Digital Learning Advisory Council, the state's Open Source Textbook Working Group, members of the OER community in K – 12 and higher education, the ED's Office of Educational Technology, the Council of Chief State School Officers, and the State Educational Technology Directors Association (SETDA).

Outputs

This work will include the selection, configuration, and launch of an OER platform to allow districts and colleges to create, publish, curate, share, and control access to digital learning materials (see Statute section C.2.F). The design and support of professional development events and resources will engage educators on the use and application of OER across a host of concerns, including technology, copyright, and effective use. Commission work will also include the pursuit of grant and other funding sources to support OER use in our state across schools, colleges, and libraries.

Measures

This initiative should produce measurable results for K – 12 school districts in the form of decreased costs in instructional material expenditures, based on data collected through the Common Chart of Accounts. Survey data (baseline and yearly) on teacher adoption and annual district adoption of the GoOpen framework will also reflect progress made on this front.

Use of OER by institutions of higher education should result in student materials cost savings across public and private institutions and the increase in favorable attitudes toward and adoption of OER for instruction by higher education faculty.

Risks

Possible threats to this initiative include state or federal legislation impeding adoption of OER materials and practices. Support for free publishing and collaboration platforms could discontinue because of a shift away from OER use and external funding by educational companies and philanthropic organizations. Finally, lack of adoption by educators or governing bodies (e.g., boards of education or regents) could limit the potential positive impacts of OER.

Tasks and Timing

Task	Timing
General Planning	Q4 16 – Q2 17
Obtain GoOpen Status	Q1 17
Promote OER Framework and Initiatives	Q2 – Q4 17
Establish Statewide Repository	Q3 17
Engage in National OER Communities	Ongoing
Design and Deliver Educator Training	Ongoing
Pursue Grant Funding	Ongoing

Education Innovation Study

Challenge

Connecticut K – 12 schools have not systematically leveraged innovative teaching and learning practices that benefit from technology, including personalized and mastery-based pedagogies. In contrast, education systems across the country and in nearby states have established initiatives, policy, funding, and private-public partnerships that support education innovation. The Commission seeks to identify the current climate for adopting and leveraging technology-rich, innovative teaching and learning practices, as well as the factors that vie against changes that would lead to positive student and school outcomes.

Solution

Through a study funded by the Jacqueline Hume Foundation, the Commission will collaborate with Innovation Partners, an educational consultancy, and the Connecticut Association of Public School Superintendents (CAPSS) to define barriers to and opportunities for innovation within what we call our state's educational "ecosystem." Analysis will concentrate on our district and school leaders, state administrators, and professional organizations as well as laws, standards, educational culture, and collective understanding and attitudes around educational opportunities and effective practices.

Outputs

The study will identify the human and institutional strengths, weaknesses, and relationships that support or hinder progress in our state's education system. These findings will position Connecticut to pursue funding and practices that support school-improvement and student achievement models that leverage technology through robust partnerships among schools, nonprofits, state agencies, and the private sector.

Measures

The initiative will gather and report on input from key stakeholders regarding opportunities for educational innovation in our state, a baseline from which to gauge future progress. The study will also produce a series of recommended solutions to maximize Connecticut's ability to scale personalized, blended approaches with a focus on speed, quality, efficiency, and sustainability. Another measure of success will come in the form of future investments in Connecticut's education initiatives, as has taken place in other states that have completed similar studies.

Risks

Lack of feedback from the school, district, policy, and advocacy group leaders defined above could limit the insights and impact that this study will produce. As valuable as the report may prove to educators in our state, failure to adopt its recommendations will limit positive impacts.

Tasks and Timing

Task	Timing
Project Planning and Information Gathering	Q4 16 – Q1 17
Interviews with External Partners	Q1 17
Draft Assessment for Connecticut Stakeholders	Q2 17
Interviews of Connecticut Stakeholders	Q2 – Q3 17
Report Write-Up and Recommendations	Q3 17

Student, Teacher, and Administrator Technology Standards

Challenge

The currently published student technology standards date to 2003 and provide little useful guidance to educators looking to support 21st-century teaching. In addition, Connecticut has not recently endorsed or shared any official teacher or administrator technology proficiencies. Educators, district leaders, students, and families require clear, research-based standard frameworks upon which to gauge progress in preparing learners for college and careers.

Solution

During its September 2016 meeting, the Commission endorsed the standards defined by the International Society for Technology in Education (ISTE) for student technology proficiency. In addition to taking this step, required by our Statute (section 33.2.E), the Commission has contributed to the redesign of the teacher standards through direct interactions with the ISTE standards team and by garnering input through presentations statewide among teachers and district leaders. These efforts will continue as ISTE updates the administrator standards beginning in the fall of 2017. Feedback from Commission and Advisory Council members points to the need for awareness and training for teachers and school leaders, and so the Executive Director will continue to advocate for the development of professional development resources through the

Commission's network of partners. These organizations include the Connecticut Educators Computer Association (CECA), our state's ISTE chapter; the Consortium for School Networking (CoSN) and its state chapter, Connecticut Educational Technology Leaders (CTETL); the CAPSS Technology Committee, and others.

Outputs

The Commission will influence the development of, endorse, and work with other state leaders (e.g., State Board of Education) to support updated standard sets. In addition to the publication and promotion of proficiency frameworks — with clear definitions of and supports in teaching technology proficiency and digital literacy skills for all learners — outputs will include curated collections of professional development resources such as open, digital guides and instructional videos for teachers and school leaders on integrating the new standards into lessons and assessments. Commission leadership will also work with state, regional, and national organizations to infuse the new frameworks into other standard sets for efficiencies and alignment. Goals will include integration with rubrics from the New England Association of Schools and Colleges, the Connecticut State Department of Education, and other organizations to ensure fidelity of practice across standard sets.

Measures

The Commission will design and gather input through a statewide survey of schools to gauge baseline and increased adoption of the ISTE standards over time, as well as barriers to adoption. Other progress indicators include download of standards and the development and use of educator professional development materials that support technology integration.

Risks

Establishing clear standards for students, educators, and school leaders would have minimal impact if district leaders do not support and infuse them into teaching and learning. Dependence on other organizations to develop and curate support materials represents another risk to the successful adoption of proficiency standards.

Tasks and Timing

Task	Timing
Student Standard Endorsement	Q3 16
Teacher Standards Input and Design	Q4 16 – Q2 17
Commission Endorsement of Teacher Standards	Q4 17
Curation of Educator and Leader PD Supports	Q2 17 – Ongoing
Administrator Standards Input and Design	Q3 17 – Q2 18
Adoption of Administrator Standards	Q3 18

Infrastructure

As defined in its governing Statute (Sec. 4d-80), the Commission's ongoing work and long-term goals address connectivity to and within schools. Through its oversight of the Connecticut Education Network (CEN), the Commission will expand upon this work, with efforts underway to connect libraries, universities, municipalities, and other community anchor institutions. Based on CEN member needs assessments, the Commission will work closely with CEN leadership to explore the provision of new services that support educational networking demands statewide.

Efforts will continue to eliminate inequalities of access to technology by supporting the provision of broadband outside of school and equipping students with affordable, high-quality devices. This work will come in the form of sharing connectivity and infrastructure best practices with educational technology leaders and practitioners.

eRate Maximization

Challenge

The federal Universal Services Fund program, commonly referred to as "eRate," provides offsets to pay for school and library telecommunications services in all states, including Connecticut. A top-level analysis of funds requested and allocated but never committed (used) by our state's schools and libraries indicates that these institutions are under-utilizing the program.

Solution

As defined in the Commission's statute, Section 35.b, the Commission will work to reduce the administrative burden and maximize the return on investment of the federal eRate program for educational institutions in our state. An analysis of data from the Universal Services Administrative Company (USAC), which oversees eRate, regarding awarded but uncommitted funds will help to identify institutions that have not fully leveraged the program. Input from representatives from of the State Department of Education, USAC, the national State eRate Coordinators Alliance, and individual districts and libraries will help to clarify these potential discrepancies.

Outputs

The Commission will likely conduct a statewide eRate survey to identify district and library use of the eRate program, which should help identify barriers to utilization. This initiative will result in a report for review by the Commission and other state technology stakeholders to identify areas of potential underuse. The report will also provide recommendations on how Connecticut can best utilize eRate funds and appreciate efficiencies in providing supports to schools and libraries.

Measures

Fiscal Year 2014 data from USAC indicate a total of more than $6M in uncommitted funds in Connecticut schools. The proposed analysis in this initiative will aim to validate this apparent untapped fund surplus through feedback from districts and libraries, with the intent of identifying potential ongoing cost savings by these institutions. If conducted, a survey will also produce response rates and data on the general understanding and use of the eRate program.

Risks

As with other initiatives, the work described above depends on identifying and garnering the input of district and library leaders as well as other stakeholders from state and federal agencies.

Misrepresenting data reported to USAC could also skew the findings of the report, pointing to the need for careful analysis and validation of source inputs (e.g., districts and libraries).

Tasks and Timing

Task	Timing
Initial Research and Analysis	Q3 17
Statewide Survey Design and Feedback	Q4 17
Survey and USAC Data Review and Reconciliation	Q1 18
Findings and Recommendation Report	Q2 18

Digital Equity

Challenge

Despite the preponderance of technology availability and use in Connecticut schools, many students do not have access to broadband outside of the classroom, a challenge referred to as "the Homework Gap." Our state has invested heavily in technology, and personalized learning can take place anytime, but not if students have limited or no access to the Internet at home. The challenge of digital equity — providing access to high-quality devices, broadband, and the skills to use technology effectively — also applies to adult and lifelong learners, as witnessed by the dependence many people have on the technology and training resources offered by their local libraries.

Solution

To identify learners in every community who do not have access to technology outside of schools and libraries, the Commission will develop a Digital Equity Toolkit. This initiative stems from research and guidance by Infrastructure Advisory Council members as well as partners such as the Office of Consumer Counsel, Department of Economic and Community Development, and the Connecticut Economic Resource Center (CERC), pointing to the need to equip families and communities with the resources they need to get online. The Commission will also enlist the resources of commercial carriers to identify and rectify the challenge of providing all learners with broadband access outside of school.

Outputs

In the short term, the Commission will publish and promote a digital Toolkit already in draft form (see https://goo.gl/Miw5BH) that articulates the general need and solutions to getting learners of all ages online. Leveraging a community-based approach, the Toolkit will provide guidance on data collection through schools, libraries, and other anchor institutions to identify resident broadband access needs. As mentioned above, CERC and the team from Project Tomorrow, national leaders in addressing K – 12 equity issues, will assist with the development of surveys that provide state and local-level data around broadband needs and attitudes. In parallel, the Commission has begun design of a statewide WiFi hotspot map, with input by local community leaders, to help learners identify safe locations outside of schools and libraries where they can get online for educational purposes.

Measures

This initiative will include the collection of quantitative and qualitative outcomes such as Toolkit downloads, survey usage by communities, and increased rates of online access, where possible. Developers of the Toolkit, primarily members of the Infrastructure Advisory Council, will gather input from community leaders on their use of the Toolkit and suggestions for improvement through future versions of the document. Launch and analysis of the state WiFi map's usage will provide another set of metrics upon which to gauge impact of this work.

Risks

Historically, district-level broadband surveys have seen low response rates, making measurement of need difficult. Lack of engagement by individuals and families as well as lack of promotion and support by communities around data collection may hamper the impact of this initiative. Ongoing support for the Toolkit content will draw resources from the Advisory Council members; limited input from this group could lead to outdated guidance and resources.

Tasks and Timing

Task	Timing
Equity Toolkit Version 1 — Publication and Promotion	Q3 17
Identification of "Beta" Communities to Use Toolkit	Q3 17
Design of Community-Level Equity Survey	Q1 18
Development and Launch of State Hotspot Map	Q1 18

Educational Technology Standards and Best Practices

Challenge

Ensuring the design, development, operation, and governance of a robust technology infrastructure pose challenges to leaders of schools, libraries, and universities. Technology professionals benefit from having clear sets of standards and best practices to help ensure the efficacy and efficiency of their work in service to students and educators.

Solution

To support the networking (see Statute Section c.2.B) and other technology needs of its constituents, the Commission will curate, publish, and share educational technology standards and best practices. Many research-based standards and frameworks already exist to guide connectivity to and within schools, security, privacy, procurement, and other key facets of planning and supporting technology in educational settings. The Commission will curate and review, with the assistance of CEN staff as well as Advisory Council members and national educational technology leaders, a list of resources to support our state's schools, libraries, and universities.

Outputs

This work will result in the creation of a technology Standards and Best Practices section on the Commission's Web site. Content will provide frameworks, standards, and best practices in core areas of educational technology, including leadership, governance, connectivity, procurement, communications, data management, and privacy. The Executive Director will work closely with CEN and other state and national educational technology organizations to keep content current and promote professional development opportunities.

Measures

Completion of this work will come in the form of a published Web page or pages on the Commission's site. On at least a quarterly basis, the Executive Director will measure use of these resources. Other measures of need and usage will come through monitoring of discussion threads on the Commission's statewide K – 12 listserv, which may drive additional content curation and development on the Commission Web site.

Risks

The research and publication of standards and best practices will require moderate effort for the first iteration of the Commission Web pages, and keeping the site current through the shifting demands of educational technology could prove challenging. Active participation by the Executive Director in state and national educational technology organizations will help identify those standards and best practices that the Commission should add to, remove, or modify from the posted list of resources.

Tasks and Timing

Task	Timing
Research and Vetting of Standards and Best Practices	Q3 17
Draft Web Page(s)	Q4 17
Content Review and Editing	Q4 17
Web Page(s) Publication	Q1 18
Content Additions and Changes	Ongoing

Data and Privacy

The availability of digital tools, devices, and access has expanded the ability of educators — and students themselves — to capture, assess, and act upon educational data. The Commission will continue to champion the effective use of instructional and operational data to further learning while helping to ensure the security and privacy of student and educator information and content. This work will include initiatives that support the effective and responsible use of educational data across a number of initiatives.

Privacy Compliance

Challenge

Legislators and privacy advocates designed Connecticut's first student data privacy law, with provisions that went into effect in October 2016, to ensure the safety and oversight of students' personal information and content. However, compliance with the law has had a significant indirect and direct cost on school districts and led to confusion and inefficiencies among educational software providers. Statewide survey results point to an estimated 80,000 staff hours spent in compliance efforts this year, and many districts have also invested heavily in out-of-pocket legal fees, with no state or regional supports in place.

Solution

The Commission will continue efforts to support schools, software developers, and parents around data privacy. A Privacy Registry, now in design, will provide a platform for software providers to review and vouch compliance against current Connecticut student privacy law. District leaders, teachers, and any interested parties (e.g., parents) will be able to search the Registry to identify the compliance status of the thousands of apps, extensions, and other software currently in use in schools across the state. The Commission will also continue working with the Department of Administrative Services (DAS) Procurement team to vet and negotiate privacy terms with major educational software providers doing business in our state. Through outbound communications, presentations, participation on the State Task Force on student data privacy, and other channels, the Executive Director and members of the Data & Privacy Advisory Council will support school leaders, legislators, and educational technology companies.

Outputs

The body of work in support of this initiative will include a fully functional Privacy Registry that also provides district leaders the ability to review and post information about educational software terms, costs, and efficacy, leading to its more efficient use in schools. A published list of vetted software already resides on the Commission's Web site, where more titles will appear after their providers ensure compliance with our state's law.

Measures

The Executive Director will work closely with Learn Trials, the developers of the Registry platform, to ensure the tracking and reporting of aggregate usage by individuals, district leaders, and software providers. The design phase of the Registry development will help define success measures, with the intent of tracking provider registrations, compliance assurances, and visitor session totals. Impact of this initiative will come in the form of additional compliant software titles, currently staged on the Commission's Web site until such agreements can move to the live Registry.

Risks

As with the rollout of any new software solution, defining and containing scope and timing pose risks to the Registry launch. Lack of use by districts and educational technology companies — not likely but possible — would negatively affect its benefit to schools and software providers. Delays in securing feedback from educational software companies for which districts have requested support could also hamper progress in securing their compliance with Connecticut law.

Tasks and Timing

Task	Timing
Priority Software Review by DAS	Q1 – Q3 17
Privacy Registry Design and Development	Q2 – Q3 17
Privacy Registry Promotion (Districts and Companies)	Q3 – Q4 17
Student Privacy Task Force Service (Executive Director)	Q3 – Ongoing

Privacy Best Practices Framework

Challenge

Compliance with Connecticut's student data law represents just one aspect of a broader privacy framework that educational institutions should follow. Some school and library leaders may have not identified or developed a mature set of practices to ensure the privacy and security of personal information, data, and content, and districts would benefit from having a consistent set of standards.

Solution

Identifying and promoting a framework for protecting student and other types of data would benefit Connecticut schools and libraries by helping to identify areas of risk, reducing the research and due diligence costs of having each institution conduct this work independently, and by strengthening relationships between leaders and the community. The Trusted Learning Environment (TLE) framework from CoSN provides a research-based set of standards and practices that address leadership, procurement, data security, training, and instruction in K – 12 environments. The Commission will work with CoSN to promote the use of the framework and encourage districts to attain the TLE seal through a process of internal and external peer review. Participants in TLE training cohorts will also benefit from learning from and sharing resources with each other during and after training and certification activities.

Outputs

The Executive Director will collaborate with leaders of CTETL to leverage CoSN language and promotional materials to raise awareness of and encourage participation in the TLE program. He will facilitate minimal coordination of schools if significant interest exists to conduct training by CoSN among multiple districts. In addition to leveraging the TLE framework, targeted at K – 12 environments, the Executive Director will curate and share

best practices around privacy and security for other types of educational institutions, such as libraries and adult education centers.

Measures

Success will come in the form of downloads of the TLE framework and self-assessment, data that CoSN can provide. Regional or statewide engagement in TLE training and certification, if adopted, would also allow the Commission to gauge the level of sophistication of district privacy programs and their progression over time in adopting best practices. Aside from the TLE framework, the Executive Director will cull and publish on the Commission Web site a set of resources around protecting data in educational environments.

Risks

District leaders may not have interest in adopting a third-party security framework if they already have practices in place. The relatively low cost of taking the TLE self-assessment ($200) also does not reflect the more significant time impact on district leadership teams to complete the review process.

Tasks and Timing

Task	Timing
Development of TLE Promotional Materials and Messaging	Q3 17
Promotion of TLE Program — District Recruitment	Q4 17
Initial Training Cohort(s)	Q1 18
Development and Web Publication of Security Resources	Q1 18
Usage and Engagement Reporting	Q2 18 – Ongoing

Advocacy

The Commission's long-term goals include strong advocacy for the effective use of technology in all aspects of teaching and learning. This work will include continued service as the liaison among the Office of the Governor, General Assembly, and the broader educational community. The Commission's Executive Director and members will work closely with state leaders on current and future educational technology statutes and programs. Efforts will continue to facilitate productive planning and communications that raise awareness of and enlist stakeholder input on the benefits of technology in education.

Through its Web site, special publications, and presentations of the Executive Director and members, the Commission will share educational technology standards and best practices. Other efforts will include direct engagement with the state's educational technology and leadership organizations, educator preparation programs, and national professional and standards associations. The Commission will share progress against the plans in this document with state and national leaders to communicate these accomplishments and calibrate future work against best practices elsewhere.

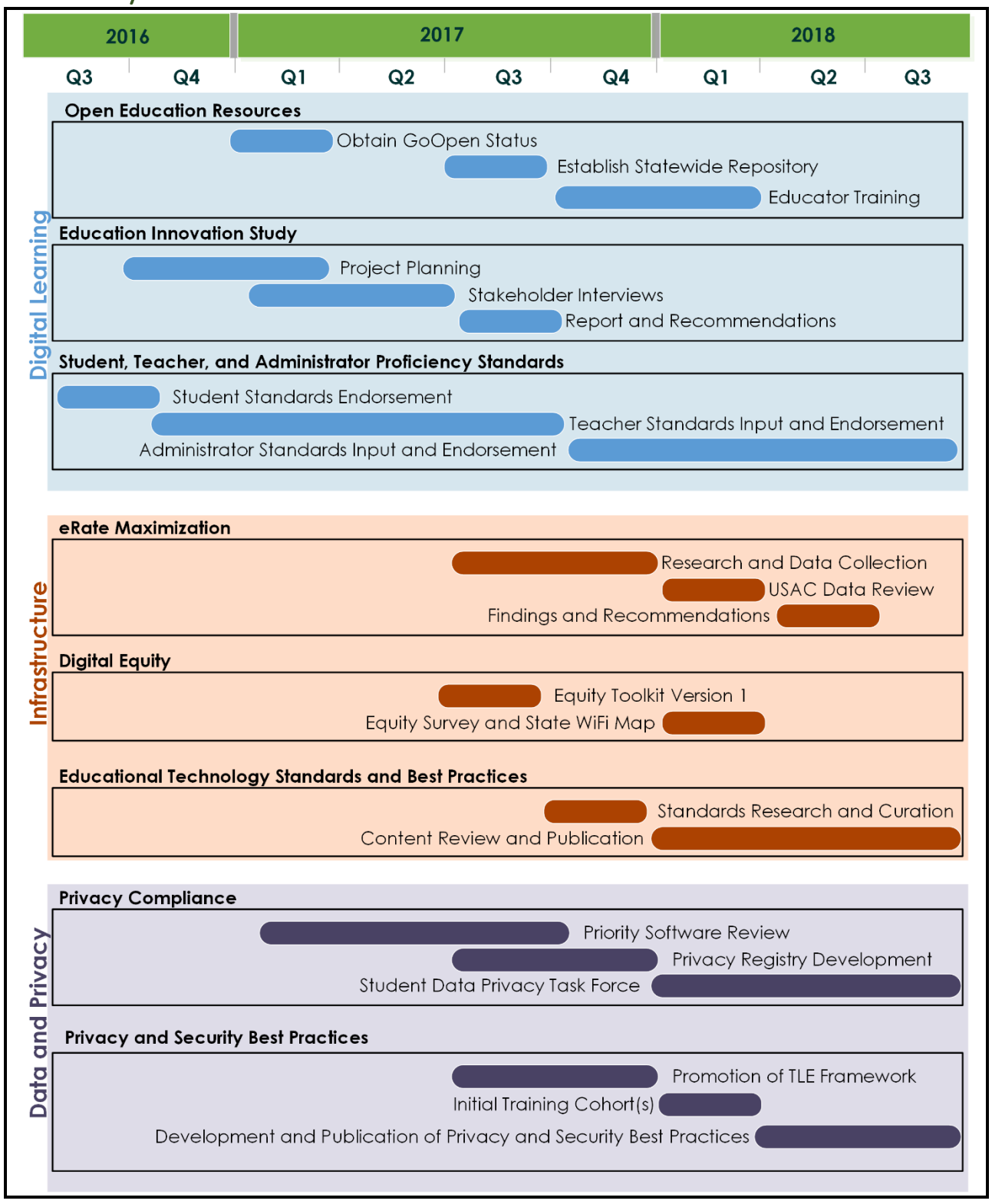
Funding

Across all three Focus Areas, the Commission will continue efforts to help educational organizations optimize current funding resources and identify additional supports to support teaching and learning in the digital age. In partnership with other organizations in Connecticut, the Commission will pursue cost-saving opportunities statewide and for individual towns, schools, colleges, and libraries.

Work will continue to encourage private sector and philanthropic support of learning in Connecticut. The Hume-funded Education Innovation Study should position the Commission to seek additional resources from national philanthropies in support of effective teaching and learning. Initial efforts to encourage the formation of education innovation clusters in the state will also support public-private partnerships.

In the area of efficiencies and cost savings, the Privacy Registry will not only help ensure and minimize efforts to protect student data but also provide a network in which schools and perhaps higher education and libraries can compare and negotiate favorable terms and pricing for educational technology products. The Commission will also work with the Registry platform developers to share de-identified data on software use and efficacy to help educators make better decisions about procuring and using educational technology.

Summary Timeline



About the Commission for Educational Technology

Members

The Commission for Educational Technology was established in 2000 by Public Act 00-187 and includes the following members:

Name and Position	Representing or Appointed By
Mark Raymond, CIO, Chairman	Department of Administrative Services
Catherine Smith, Commissioner	Department of Economic and Community Development
Michael Mundrane, CIO	University of Connecticut
Ken Wiggin, State Librarian	Connecticut State Library
Ellen Cohn, Deputy Commissioner	Connecticut State Department of Education
Scott Zak, Senior Director of Learning Technologies	CT Board of Regents for Higher Education
John Vittner, Director of IT Policy	Office of Policy and Management
Bill Vallee, State Broadband Policy and Program Coordinator	Office of Consumer Counsel
Jennifer Widness, President	CT Conference of Independent Colleges
Nick Caruso, Senior Staff Associate	CT Association of Boards of Education
Scott Shanley, General Manager, Town of Manchester	CT Conference of Municipalities
John Elsesser, Town Manager, Town of Coventry	CT Council of Small Towns
Colleen Bailie, Director, West Haven Public Library	CT Library Association
Bart Stanco, Vice President, Gartner	Governor's Office
Russell Feinmark, CT General Assembly	Speaker of the House
Rich Mavrogeanes, President, Discover Video	President Pro Tem of the Senate
VACANT	Minority Leader of the Senate
Jeffrey Kitching, Executive Director, EdAdvance	Governor's Office
Tom Dillon, Founder, Flagship Networks	Minority Leader of the House

Advisory Council Members

The Commission also convenes Advisory Councils of subject-matter experts who provide guidance on the three Commission Focus Areas: Digital Learning, Infrastructure, and Data and Privacy. Members of the Advisory Councils appear below:

Digital Learning Advisory Council

- Nick Caruso (Chair) — Senior Staff Associate for Field Service, CABE
- Katie Bauer — Director of Library Research Services & Collections, Trinity College
- Kevin Corcoran — Executive Director, Connecticut Distance Learning Consortium
- Larry Covino — Director, Bristol Adult Education
- Jonathan Costa — Assistant Executive Director, EdAdvance
- Andy DePalma — Director of Technology, EASTCONN
- Sarah Edson — Director of Technology, Ethel Walker School
- Josh Elliott — Director of Educational Technology Graduate School of Education and Allied Professions, Fairfield University
- Barbara Johnson — Library Media Specialist, Colchester Public Schools
- Jason Jones — Director of Educational Technology, Trinity College
- Jae-Eun Joo — Director of Neag Online Programs, University of Connecticut - Neag School of Education
- Karen Kaplan — Director of Technology and Communications, Hamden Public Schools
- Marijke Kehrhahn — Head of School, Independent Day School
- Clint Kennedy — Supervisor of Innovation, Personalized Learning and Magnet Program, New London Public Schools
- Dawn Lavalle — Director of the Division of Library Development, Connecticut State Library System
- Shannon Marimón — Division Director - Educator Effectiveness and Professional Learning, CT State Department of Education
- Laura McCaffrey — School Support and Academic Services, Archdiocese of Hartford
- Greg Mcverry — Professor, Southern Connecticut State University
- Karen Skudlarek — Educational Technologist, University of Connecticut
- Josh Smith — Superintendent, New Milford Public Schools
- Jim Spafford — Coordinator of Business Services and Partnerships, Manchester Adult Education
- Shelly Stedman — President, Connecticut Association of School Librarians
- Chinma Uche — Computer Science Teacher, CREC Academy of Aerospace and Engineering and President, Connecticut Computer Science Teachers Association
- Jennifer Widness — President, CT Conference of Independent Colleges
- Scott Zak — Senior Director of Learning Technologies, CT State Colleges and Universities

Infrastructure Advisory Council

- Tom Dillon (Chair) — Founder, Flagship Networks
- Colleen Bailie — Library Director, West Haven Public Library
- Joe Campbell — Educational Technology Consultant, CT Technical High School System
- George Claffey — Chief Information Officer, Charter Oak State College
- Robert DeVito — Technology Director, University of Hartford
- John Elsesser — Town Manager, Town of Coventry
- Aaron Herold — Director of Technology, New Fairfield Public Schools
- Fred Kass — Director of Networking & Infrastructure Services, Trinity College
- Kerri Kearney — Supervisor of Instructional Technology, Manchester Public Schools
- Ryan Kocsondy — Director, Connecticut Education Network
- Michael Mundrane — Vice Provost and CIO, University of Connecticut
- Susan Shellard — Chief Administrative Officer, Department of Economic and Community Development
- Sabina Sitaru — Retired Chief Innovation Officer, Metro Hartford Information Systems
- Bill Vallee — CT Broadband Policy and Programs Coordinator, CT Office of Consumer Counsel
- Rick Widlansky — System Manager, Libraries Online
- Rob Wilson — Director of Technology and Information Services, Somers Public Schools

Data and Privacy Advisory Council

- Jeffrey Kitching (Chair) — Executive Director, EdAdvance
- Brian Czapla — Superintendent, Somers Public Schools
- Ben FrazziniKendrick — Associate, Shipman & Goodwin
- Brian Kelly — Chief Information Security Officer, Quinnipiac University
- Scott Matchett — Director of Technical Operations & Services, South Windsor Public Schools
- Jason Pufahl — Chief Information Security Officer, University of Connecticut
- Bethany Silver — Director of Assessment, Evaluation, and Research, Bloomfield Public Schools
- Michael Swaine — Northeast Regional Manager, Gaggle