

2022
-2025



Bedford Central School District Instructional Technology Plan



Bedford Central School District
June 2022



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District Mission

The Bedford Central School District shall cultivate curiosity and a passion for learning by providing challenging educational opportunities for all students so they may achieve their full potential as productive and contributing members of society.

Belief Statement

The Bedford Central School District administrators, teachers and staff believe that technology is an integral component of teaching and learning. Teachers and students should have easy access to appropriate technology to support classroom instruction. Students must have the skills and access to explore readily available technology, when needed, in the course of pursuing learning goals. Technology use in the classroom should support an active learner environment where students and teachers engage in creative thinking, research and collaboration with students assuming more responsibility for their learning. The ISTE Standards for Students and Teachers, the New York State Computer Science and Digital Fluency Standards, and the American Association for School Librarians Standards should be used to inform professional practice and curriculum design.

Building Upon Previous Plans

The 2018-2021 Instructional Technology Plan (extended to 2022 by the state of New York, due to the pandemic) focused on building hardware and infrastructure capacity across the district as well as the development of classroom standards in tech skills and digital citizenship.

The 2018 Instructional Technology plan laid out hardware purchases to grow the 1:1 Chromebook program to include grades 5-9, with the intention that the next plan (this current plan) would continue that 1:1 to the lower elementary grades. The 2018 plan also called for the roll-out of interactive panels and soundfield systems for every classroom. The COVID-19 Pandemic caused a shift in that planning. The interactive panel and soundfield system roll-out was suspended for the 2020-21 school year so that funds could be re-allocated to provide a Chromebook for every student in grades K-12. This updated 2022-2025 plan continues the commitment to new interactive technology and soundfield systems in every classroom across the district.

The 2018 Instructional Technology Plan called for a review on online subscriptions, which was completed and expanded upon due to the needs of the COVID-19 Pandemic. Due to the pandemic and staffing challenges, the action items related to the development of a K-12 Computer Science Curriculum and updating the Information & Technology Literacy Curriculum were not completed. The timeline for this work has been reset, along with the entire District Curriculum Review Cycle. The updated 2022 Instructional Technology Plan utilizes the NY State Education Department Computer Science and Digital Fluency Standards implementation plan to focus the curriculum work under this plan. The previous focus on hardware and infrastructure has now positioned the District to focus on the implementation of important curriculum including Computer Science, Information and Digital Fluency.

Response to the COVID-19 Pandemic

The COVID-19 Pandemic forced the District to intensely focus on technology access including access to hardware, the internet from home, and online instructional tools. Professional Development from March 2020 until now has focused on supporting teacher's exploration of approved online tools and matching the tool to the instructional goals. This 2022 Instructional Technology Plan continues to provide the access to devices and the Internet that has been established since March 2020. Access to online tools is continually evaluated for effectiveness and affordability with stakeholder groups. This 2022 plan focuses on the implementation of the NY State Education Department Computer Science and Digital Fluency Curriculum as well as updates to the Information Literacy Curriculum as our guides to build upon the experiences and skills gained through the use of online tools for remote and hybrid learning and how those skills can be used to enhance in-person instruction.

Professional Development

Below is the plan for building the capacity of educators and administrators in the attainment of this instructional technology plan:

The Instructional Technology Council utilizes the District's annual Success Plan goals and the curriculum review cycle, to plan technology related professional development that will support teaching and learning. Additionally, technology professional development is embedded in all other professional development as needed to support the implementation of curriculum and instruction tools and products.

Technology needs and educator capacity are evaluated in many ways including individual teacher APPR evaluations, the annual instructional technology survey that gathers comfort and needs, interest surveys and post professional development surveys to support future planning.

The Bedford Central School District provides professional development in multiple ways. All professional development offerings support the initiatives of this plan while providing opportunities for teachers to collaborate and learn from each other. Below are examples of the coordination of the providers, formats and offerings provided annually.

BCSD Technology Boot Camp - A long-standing professional development offering is the BCSD Technology Bootcamp, offered each summer. This 3 day technology conference focuses on the needs of the teachers and supports the instructional vision of the district each year.

Bedford Staff Development Center Workshops - In partnership with the Bedford Staff Development Center, an organization affiliated with the NYS Teacher Center Network, BCSD teachers offer "Best Practices" workshops to share how they are using technology to support instruction and learn from colleagues. These workshops are offered throughout the year based on needs identified by teachers.

School Based Professional Development - The BCSD UDL and AT Coordinators collaborate with Principals and other District Leaders, annually, to provide workshops and learning sessions to support the goals of the Technology Plan and needs of teachers in the school or department.

Conferences and Regional Opportunities - The District supports teacher attendance at workshops and conferences hosted by regional partners such as BOCES or other Teacher Centers that are aligned with District goals, including this Instructional Technology Plan.

Professional Development effectiveness is evaluated through

- The tracking of data from the annual instructional technology survey
- Post professional development feedback surveys
- Tracking usage of technology tools
- Tracking support requests related to specific technology tools

The district engages in on-going support before, during and after implementation of the new tool through formal and informal follow-up including one on one check-ins; classroom visits and co-teaching; and school or team based meetings.

Statewide Learning Technology Plan Goals

The [2010 Statewide Learning Technology Plan](#) set forth a number of goals. The New York State Education Department has asked Districts to self-assess the extent to which the District has achieved these goals at the local level. The responses in bold and highlighted indicate the BCSD self-assessment based on the annual Instructional Technology Survey Data.

For reference, the Mission and Vision of the Statewide Learning Technology Plan is included as Appendix A to this plan.

Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.		
The district has met this goal: Minimally Moderately Significantly Fully	Supporting Survey Data:	
	Category	A few times a month or more
	Access online Curriculum or Textbooks	62% of teachers
	Use Online Applications	77% of teachers

Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.		
The district has met this goal: Minimally Moderately Significantly Fully	Supporting Survey Data:	
	Collaborate with others online	81% of students 69 % of teachers
	Create Projects or Presentations using Technology	81% of students 67% of teachers

Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.

The district has met this goal: Minimally Moderately Significantly Fully	Supporting Survey Data:	
	Access to devices to complete assignments and classwork	Usually or Always: 95% of students and parents 99% of teachers 100% of school leadership
	Quality of Internet Speed	Average or Above Average: 89% of Teachers 95% of School Leadership

Leadership – The District Instructional Technology Plan is in alignment with the [Statewide Learning Technology Plan vision](#).

The district has met this goal: Minimally Moderately Significantly Fully	Supporting Data: See Instructional Technology Plan Goals and Action Items
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Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal: Minimally Moderately Significantly Fully	Supporting Data: In the spring of 2021, the community was surveyed to identify areas of improvement for the BCSD website. The areas identified were addressed during a website upgrade in August 2021. There is a follow-up survey being planned for later in 2022
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Goals

Goal 1 - Student Digital Proficiency

To have a guaranteed and viable, curriculum-embedded roadmap that students, teachers and leaders follow to inspire innovation, empower student voice, and ensure that learning is a student-driven process through the implementation of the NYS Computer Science and Digital Fluency Standards

New York State Education Department goal that best aligns with this goal:

- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

Target Student Population(s):

- All students

Measurement and Evaluation of this goal:

The District will develop a Computer Science and Digital Fluency committee who will research and develop curriculum to meet the Computer Science and Digital Fluency standards. This committee will visit neighboring districts to observe current implementation practices of these standards in order to develop a comprehensive approach within our own District. Teachers on the committee will complete summer work to create a K-12 scope and sequence and finalize curriculum resources and assessment tools to be utilized across K-12 grades. The Computer Science and Digital Fluency Standards are currently embedded in our Curriculum Review Cycle and will be regularly monitored and assessed through our curriculum review process. Student assessments will be administered as part of the full implementation in order to assess student learning and acquisition of skills related to these standards. The Educational Technology Specialist will compile and analyze district-wide data in collaboration with the Computer Science and Digital Fluency Committee, under the direction of the Assistant Superintendent for Curriculum and the Director of Technology.

Goal 1 Action Plan

Action Step - Category	Action Step - Description	Responsible Stakeholder(s)	Anticipated date of completion	Anticipated Cost
Staffing	Propose the hiring of an Education Technology Specialist to support the implementation of the NYS Computer Science and Digital fluency Standards, particularly at the elementary level	Director of Technology	August 2022	\$105,000
Curriculum	Build capacity among all K-12 teachers, focused on Curriculum Development, resource acquisition & professional development related to the NYS Computer Science and Digital Fluency Standards	Assistant Superintendent for Curriculum and Instruction	August 2023	\$6,000
Curriculum	Ensure that credit bearing Computer Science courses will be aligned with the NYS Computer Science and Digital Fluency Standards, as required by the NYSED timeline	6-12 Science & Technology Coordinator <i>(Curriculum and Instruction Leader)</i>	September 2023	\$4,000
Curriculum	Achieve full implementation of the NYS Computer Science and Digital Fluency Standards ensuring implementation in all grade bands K-12, as required by the NYSED timeline	Assistant Superintendent for Curriculum and Instruction	September 2024	\$25,000

Goal 2- Equitable and Accessible Learning Environments

Build and curate a library of technology resources and tools to support the needs of all learners by removing barriers and providing curriculum access for all.

New York State Education Department goal that best aligns with this goal:

- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

Target Student Population(s):

- All students

Additional Target Populations:

- Teachers/Teacher Aides

Measurement and Evaluation of this goal:

Through the development of materials and curating of technology resources we anticipate a growth in use and adoption of tools and resources. The effectiveness of the materials and tool curation will be measured through regular review of usage rates. The District's Classlink LaunchPad offers an analytics platform that will collect usage of all tools by group and user. This information will be reviewed on a regular basis by the Instructional Technology Council and used to make adjustments in the availability of tools and resources. This goal will be considered accomplishment when the annual Brightbytes survey shows all schools as "Proficient" or above in the environment category of the C.A.S.E. model and the ISTE lense dashboard shows each category as "Proficient".

Goal 2 Action Plan

Action Step - Category (NYS Options)	Action Step - Description	Responsible Stakeholder(s) (NYS Options)	Anticipated date of completion	Anticipated Cost
Curriculum	Work with Curriculum Leaders to expand technology enhanced curriculum materials when selecting new or updating curriculum materials	Assistant Superintendent for Curriculum and Instruction	September 2024	\$60,000
Policy/Protocols	Develop a rubric for the evaluation of technology resources to ensure that resources are accessible for all learners	<i>UDL Coordinator</i>	September 2023	\$0.00
Evaluation	Establish an annual process of reviewing software usage statistics and reporting to BCSD Leadership Team	Director of Technology	September 2023	\$0.00
Planning	Identify strategies and best practices for teachers to provide all instructional materials in an accessible manner, utilizing technology when appropriate	<i>UDL Coordinator</i>	September 2023	\$105,000

Goal 3- Teacher Digital Proficiency

To provide Professional Development that supports ongoing development and updating of curriculum that inspire innovation, empower student voice, and ensure that learning is accessible and a student-driven process.

New York State Education Department goal that best aligns with this goal:

- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

Target Student Population(s):

- All students

Additional Target Populations:

- Teachers/Teacher Aides
- Administrators

Measurement and Evaluation of this goal:

This goal will be measured for effectiveness through the use of the annual Instructional Technology survey and a review of the survey platform Professional Development report as well as a review of the data through the SAMR and ISTE Lenses. Additionally, professional development offerings will include evaluation forms to collect data on the effectiveness of the workshop and how future workshops can be changed to better support teachers. This goal will be considered accomplished when all schools have achieved a level of "Proficiency" or higher in the "4 Cs" category of the annual Brightbytes survey.

Goal 3 Action Plan

Action Step - Category	Action Step - Description	Responsible Stakeholder(s)	Anticipated date of completion	Anticipated Cost
Professional Development	Evaluate and update the new teacher onboarding process to include required technology professional development to build teacher digital proficiency	Director of Technology	September 2023	\$0.00
Planning	Develop an annual selection of Professional Development offerings that support intentional implementation of the ISTE Standards	<i>UDL Coordinator</i>	September 2023	\$5,000
Planning	Develop an annual selection of Professional Development offerings that support implementation of the NYS Computer Science and Digital Fluency Standards	Assistant Superintendent for Curriculum & Instruction	September 2023	\$5,000
Professional Development	Implement identified strategies and best practices, from Goal 2 that provides support for teachers to develop instructional materials in an accessible manner, utilizing technology when appropriate	<i>UDL Coordinator</i>	September 2024	\$20,000

Goal 4- Devices, Infrastructure and Support

Build upon the existing technology infrastructure and support structure to provide consistent, reliable access to appropriate technology tools, for all students and provide strong school to home support.

New York State Education Department goal that best aligns with this goal:

- **Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders**

Target Student Population(s):

- All students

Additional Target Populations:

- Teachers/Teacher Aides
- Administrators

Measurement and Evaluation of this goal:

Each year, the District administers the BrightBytes Teaching and Learning Survey which includes questions related to the technology environment and technology support. Data related to this goal will be reviewed annually by the Director of Technology and senior support team. This goal will be accomplished when the survey data shows Support in the "Advanced" category and Access from School in the "Exemplary" category in each school.

Goal 4 Action Plan

Action Step - Category	Action Step - Description	Responsible Stakeholder(s)	Anticipated date of completion	Anticipated Cost
Budget	Continue the Instructional Technology Lease refresh cycle to maintain a current and reliable inventory	Director of Technology	June 2025	\$700,000 Annually
Budget	Continue to provide Internet Hotspots for students without reliable access to the Internet outside of school	Director of Technology	June 2025	\$9,000 Annually
Infrastructure	Utilize remaining Smart Schools Bond funds and budget funds, as available, to provide WiFi in outdoor instructional spaces	Director of Technology	June 2024	\$100,000
Communications	Implement technologies to improve translation services between teachers and parents	Director of Technology	June 2023	\$20,000
Planning	Develop an annual series of parent technology education sessions, scheduled throughout the year.	Director of Technology	June 2023	\$0.00

Alignment with NYSED Initiatives

The NY State Education Department asks each District to provide responses to the questions below when submitting the Instructional Technology Plan

1. Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

Over the past two years, as the global pandemic has forced us all to reexamine everything we know about teaching and learning, the District's use of instructional technology has played a crucial role in our comprehensive and sustained effort to support rigorous academic standards and performance for our students. We have quickly transitioned to a 1:1 device learning environment. Students utilize their devices on a daily basis for creating and consuming content. Software tools have allowed for continuity of instruction while students learn remotely from home, when this has been necessary. Google Meet has allowed us to stay connected with our students and for students to engage with their teachers and peers in meaningful ways during fully remote, hybrid and quarantined instruction. Technology tools, such as Google Classroom and SeeSaw have created new environments for posting, completing, and submitting daily assignments. Students are regularly utilizing technology tools to create new content and demonstrate understanding through original music, art, written pieces, and mathematical models. Students utilize technology to collaborate with peers through shared Google documents and other interactive, collaborative tools. Teachers utilize a variety of technology tools to monitor and measure student academic progress and to inform instructional goals for individual students, small group and whole class instruction. Technology tools are also being used to create opportunities for Universal Design for Learning (UDL) so that all students have access to the general education curriculum.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

The Bedford Central School District has a number of strategies currently in place as well as some action items included in this plan to expand equitable access "everywhere, all the time". Some current strategies include:

- A Chromebook is provided for every student K-12. Grades 3-12 take the chromebook home each day and parents of children in younger grades may request that their child bring the device home.
- Internet Hotspots are available upon request for home Internet access.
- Every school has technical support staff for "just in time" support, including available loaners so that students are not without a device.
- An online student and parent help desk is available to provide technical support remotely
- Teachers have access to Professional Development in Universal design for Learning

(UDL) practices to continue to make their curriculum accessible to all learners.

The strategies included in this plan to continue to support “everywhere, all the time” learning include:

- Expansion of the BCSD wireless network to outdoor instructional areas
- Continued UDL Professional Development Opportunities

3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.

Instruction is differentiated using technology to support the individualized learning needs of Special Education Students in the following ways:

- All students have access to technology that supports their individual needs (i.e. Touch screen computers, Tablets, etc..) for all domains within their school day (i.e. reading, writing, math, communication).
- Special Education teachers and students have access to online learning management systems that allow for the creation of assignments that are differentiated to meet the specific student’s individualized learning needs.
- Students have access to robust writing and literacy supports through online applications that can be accessed from any device from school and at home. Supports include Text-to-Speech, Speech-to-Text, Word Prediction, Translation and others.
- Devices are assigned to students with specific communication needs, including iPads, with various speech generating applications, Tobii Eye Gaze, Logan Proxtalker, and others.

4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ✓ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ✓ Assistive technology is utilized.

- ✓ Technology is used to increase options for students to demonstrate knowledge and skill.
- ✓ Learning games and other interactive software are used to supplement instruction.

5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ Technology to support writers in the elementary classroom
- ✓ Technology to support writers in the secondary classroom
- ✓ Choosing assistive technology for instructional purposes in the special education classroom
- ✓ Using technology to differentiate instruction in the special education classroom
- ✓ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
- ✓ Multiple ways of assessing student learning through technology
- ✓ Electronic communication and collaboration
- ✓ Integrating technology and curriculum across core content areas

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ✓ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ✓ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ✓ Home language dictionaries and translation programs are provided through technology.

- ✓ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- ✓ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- ✓ Learning games and other interactive software are used to supplement instruction.

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

- ✓ In the 5 languages most commonly spoken in the district

8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ Technology to support writers in the elementary classroom
- ✓ Technology to support writers in the secondary classroom
- ✓ Enhancing children's vocabulary development with technology
- ✓ Writer's workshop in the Bilingual classroom
- ✓ Reading strategies for English Language Learners
- ✓ Using technology to differentiate instruction in the language classroom
- ✓ Multiple ways of assessing student learning through technology
- ✓ Integrating technology and curriculum across core content areas

9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ If available, online enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ✓ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity\
- ✓ Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- ✓ Provide students a way to protect and charge any devices they are provided with by the district.
- ✓ Replace devices that are damaged or stolen as needed.
- ✓ Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- ✓ Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class website or learning management system).
- ✓ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ✓ Make sure technology support is offered in multiple languages.

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- ✓ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ✓ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ✓ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ✓ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

Administrative Management Plan

Below is the Full-Time Equivalent (FTE) count as of the writing of this plan, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

Role	FTE
District Technology Leadership	1.0
Instructional Support	1.0
School-Based Technical Support	9.0
District Technical Support	5.0

Investment Plan

Investment Plan

Provide a three-year investment plan to support the vision and goals.

Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source(s)
End User Computing Devices	\$700,000	Annual	District Operating Budget
Internet Connectivity	\$ 139,500	Annual	District Operating Budget E-Rate
Network and Infrastructure (Outdoor Wireless)	\$100,000	One-Time	Smart Schools Bond Act District Operating Budget
Staffing	\$1,180,000	Annual	District Operating Budget
Professional Development	\$25,000	Annual	BOCES Co-Ser Purchase
Instructional and Administrative Software	\$325,000	Annual	BOCES Co-Ser Purchase District Operating Budget

Appendix A

New York State Board of Regents Statewide Learning Technology Plan

Mission

The education technology mission of the Board of Regents is to develop policies, recommend practices, advocate for resources, and create incentives for action that turn our vision into reality. Our mission, through the University of the State of New York (USNY)*, is to provide a user-friendly and seamless technology-enhanced learning environment that serves the increasing needs of our citizens.

Vision of Technology for Teaching and Learning

The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.

USNY will provide learning technologies that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.

All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and use technology to work with others from diverse backgrounds and locations. Our students will develop innovative approaches to communicate and collaborate.

Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

Technology is a path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology; when various elements of technology will be taught; and how to embed technology in learning throughout the curriculum. These standards will be visible to the public to drive the standards even higher.

**The University of the State of New York (USNY) is the most complete, interconnected system of educational services in the United States. USNY includes 7,000 public and private elementary and secondary schools; 248 colleges and universities; 251 for-profit schools; nearly 7,000 libraries; 750 museums; the State Archives, Library and Museum; vocational rehabilitation services for adults with disabilities; State schools for the blind and for the deaf; 25 public broadcasting facilities; and more than half a million licensed professionals*

Appendix B

District Technology Planning Structure

Inst. Technology Council

Develop Goals and Action Plans aligned to the BCSD Success Plan and Technology Plan

Review annual survey data to inform planning

Provide feedback on District policies and procedures related to technology

BETA Tech Team

- Research and select new Technology tools for exploration
- Become early adopters and supports of new Technology Tools
- Propose PD plans for the introduction of new Technology Tools

3-4 meetings a year

Curriculum Council Subcommittee

- Identify required standards to be incorporated into existing curriculum
- Propose a scope & sequence of skills and how those skills can be incorporated into existing lessons (i.e. presentation skills through a science project)
- Develop exemplars and best practices to be shared with other teachers

8 meetings a year *(curriculum council)*

School or Grade Level Technology Teams

Provide Feedback on plans and proposals from other groups

Learn new technologies that are adopted and share with school or grade level colleagues

Develop PD plans that meet the need of the school or grade level