Suggested Instructional Technology Vision Statement

1. The TPSD including all stakeholders desires that students are engaged in rigorous and relative education in a state-of-the art technology classroom.
2. In support of the TPSD vision statement to provide an excellent education for our students and to become a leading school district in our state and nation, we envision using technology as a key to instruction and student success. Classrooms will be collaborative learning environments with multiple instructional delivery methods and timely technology tools that allow students to achieve their personal best. Technology will be key in informing and engaging the community to provide the extra support needed to help students become successful and productive citizens in an ever-changing world.
3. TPSD will effectively use technology to educate and facilitate student learning through limitless technological avenues to access and to process information effectively, productizing lifelong learners, prepared and productive citizens for the ever-changing world.
4. TPSD technologies will enhance the opportunity to become a top district in the nation by: using technology to evaluate and foster performance of staff, students, and community posture. Classrooms will use technology as a tool to differentiate instruction for more inquiry-based learning to compete and interact in an aggressive global society. Students will perform at a proficient level through presenting knowledge that can be evaluated to lead the workforce of the 21st century.
5. We, the Tupelo Public School District envision technology being at the forefront of every classroom. It will be the cornerstone to organizing and delivering meaningful, project-based instruction. Students will perform on or above grade level and parents will be involved through websites, blogs, and networking. Through our efforts, students will be prepared for both their upcoming academic and personal journeys.
6. TPSD will provide every student with a digitally enhanced education across all curricula that promotes critical thinking, problem solving, and decision-making skills while continually adapting to and able to compete in the ever-changing global community.
7. TPSD will be a leading digital school district by transforming our classrooms to the 21st century standards by integrating technology to produce quality work through project based learning experiences within a global learning environment.
8. By 2015, TPSD….. to accomplish this, TPSD will maximize each child's academic potential by engaging them in stimulating academic curriculum via technology that is student centered using project based learning. As a result, students will become effective communicators and collaborators in the future global workforce.

Challenges with Creating Instructional Technology Plan	
Potential Barriers/Pitfalls	**Suggested Strategies**
The process gets stalled because of busy schedules. It's hard to keep everyone informed about where we are.	• Mass email (reminders) • Post updates on web (podcasts, newsletters, icalendar, forum, commons folder) • Implement 60% days bi-monthly • Utilize "Quest" to stay on task during team meetings • Implement district wide collaboration day. • Record minutes from meetings. • Maintain consistent and timely communication. • Share information at grade level and department meetings. • Designate meeting dates per academic year.
We get distracted by other priorities and lose track of where we are in the process.	• Relate distractions to tech • Organize team meeting and delegates responsibilities • Adhere to deadlines • NING.com to create online collaborations within and between your schools. • Form technology committee within schools. • Technology prioritized as primary mode of instruction. • Communicate expectations and prioritize. • Limit the number of committees staff can be assigned to. • Professional development on site and through district technology advisory committee.

With staff turnover, we lose institutional memory about our accomplishments to date.	• In-house professional development follow-up
	• Departmental support
	• Vertical alignment
	• Electronic archive
	• Forum
	• Google Apps
	• Blackboard to share documents, ideas, & files.
	• Hyperlink curriculum to lessons and activities for sharing.
	• Store information to flashdrive/web-based
	• Maintain communications
	• Assign mentors to novice users of technology.
	• Make flex days relevant to new hires.
	  ○ Podcast tutorials
	  ○ Powerpoint (Keynotes)

	• Include instructional technology professional development in new teacher orientation. • Conduct refresher course at the beginning of each year.
We keep bumping into the same problems and get frustrated when we know we've resolved them before.	• Create a networking design. • Improve upon existing programs before considering new ones. • Technology advisory committee troubleshoots.
We try to keep our team meetings brief, but they tend to stretch out way too long because there's so much to cover.	• Draft specific agendas. • Share concerns and agenda prior to each meeting. • Utilize technology. ○ Webcast, webcams, email, facebook • Be goal focused.
We never seem to be able to finalize a project, or move past key decision-making points.	• Committee • Scheduled reviews • Evaluation (on-going) • Prioritize • Taking time to plan and implement the process in its entirety • Clearly define priorities. • Set realistic goals with time constraints. • Provide support throughout the process. • Maintain professionalism. • Perfect or exhaust all possibilities before moving on. • Establish and communicate definite deadlines.

Lack of communication with stakeholder.	• Empower parents through
	  ○ blogs,
	  ○ tv station,
	  ○ ustreamtv,
	  ○ wikis,
	  ○ forums

Learning curve	• On-site continuous professional development

The Technology Advisory Committee has begun to design the instructional improvement plan for TPSD in accordance with the National Educational Technology Standards (NETS) for all students and the National Education Technology Plan of the U.S. Department of Education (Toward a New Golden Age in American Education). The ***National Educational Technology Standards*** for students are divided into six broad categories:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators found within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

A major component of the NETS Project is the development of a general set of profiles describing technology literate students at key developmental points in their pre-college education. These profiles reflect the underlying assumption that all students should have the opportunity to develop technology skills that support learning, personal productivity, decision-making, and daily life. These profiles and associated standards provide a framework for preparing students to be lifelong learners who make informed decisions about the role of technology in their lives.

The ***Profiles for Technology Literate Students*** provide performance indicators describing the technology competence students should exhibit upon completion of the following grade ranges:

- Grades Pre-K - 2
- Grades 3 - 5
- Grades 6 - 8
- Grades 9 – 12

These profiles are indicators of achievement at certain stages in Pre K-12 education. They assume that technology skills are developed by coordinated activities that support learning throughout a student's education. These skills are to be introduced, reinforced, and finally mastered, and thus, integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and a productive citizenry.

The standards and performance indicators are based on input and feedback from educational technology experts as well as parents, teachers, and curriculum experts. In addition they reflect information collected from the professional literature and local, state, and national documents.

Technology Foundation Standards for Students

1. Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

2. Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

4. Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

6. Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Profiles for Technology Literate Students

GRADES Pre-K – 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Goals (Prior to completion of Grade 2 students will:)	NETS	Resources (software/hardware)
Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	1	
Use a variety of media and technology resources for directed and independent learning activities.	1,3	
Communicate about technology using developmentally appropriate and accurate terminology.	1	
Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.	1	
Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.	2	
Demonstrate positive social and ethical behaviors when using technology.	2	
Practice responsible use of technology systems and software.	2	
Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	3	
Use technology resources (e.g., puzzles, logical thinking programs, writing tools, and digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.	3,4,5,6	
Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.	4	

Profiles for Technology Literate Students

GRADES 3-5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Goals (Prior to completion of Grade 5 students will:)	NETS	Resources (software/hardware)
Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.	1	
Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.	1,2	
Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.	2	
Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.	3	
Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.	3,4	
Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.	4	
Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.	4,5	
Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.	5,6	
Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	5,6	
Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.	6	

Profiles for Technology Literate Students

GRADES 6-8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Goals (Prior to completion of Grade 8 students will:)	NETS	Resources (software/hardware)
Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.	1	
Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.	2	
Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	2	
Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.	3,5	
Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.	3,6	
Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.	4,5,6	
Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.	4,5	
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	5,6	
Demonstrate an understanding of concepts underlying hardware, software, and connectivity and of practical applications to learning and problem solving.	1,6	
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic sources concerning real-world problems.	2,5,6	

Profiles for Technology Literate Students

GRADES 9-12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Goals (Prior to completion of Grade 12 students will:)	NETS	Resources (software/hardware)
Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.	2	
Make informed choices among technology systems, resources, and services.	1,2	
Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.	2	
Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.	2	
Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).	3,4	
Evaluate technology-based options, including distance and distributed education, for lifelong learning.	5	
Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity.	4,5,6	
Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.	4,5	
Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.	3,5,6	
Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.	4,5,6	