

Five Town CSD/MSAD# 28

Three Year Technology Plan

2009-2012

**Patricia M. Hopkins, Superintendent of Schools
Michael Weatherwax, Asst. Superintendent of Schools**

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1. Community and Parental Involvement

Because technology continues to play an important role in modern industrial society, integrating technology into the schools will help prepare students to succeed in a rapidly changing world. "Technology is transforming society, and schools do not have a choice as to whether they will incorporate technology but rather how well they use it to enhance learning" (North Central Regional Educational Laboratory & Illinois State Board of Education, 1995). Technology integration also is important because it supports the goals of education. To ensure that technology is effectively integrated into the schools, educators and community members must collaborate to create a formal technology plan. Developing a plan for using technology to support education reform means more than providing for the acquisition of computers and software. To be successful, a technology plan must promote meaningful learning and collaboration, provide for the needed professional development and support, and respond flexibly to change.

In order to improve communication, the Five Town School District community (MSAD #28(Grades K-8), Five Town CSD (Grades 9-12) & Union 69 (Grades K-8)] are now in the sixth year of PowerSchool Student Information System implementation. Parents and students are able to log into the system and retrieve grade reports, homework assignments, project information and student status on local standards and New England Common Assessments Program (NECAP). Numerous teachers utilize their own websites, wikis and Moodle servers to post homework assignments, useful educational links and grading policies.

The Five Town CSD and MSAD #28 have a web site that provides the community with school information, sport activities, current events, board agendas and meeting minutes, board policies and staff directories. Appleton, Hope and Lincolnville, in Union 69, have individual school web sites.

In the spring of 2009, the technology committee developed three surveys for the parents, teaching staff and students to get feedback on the current District Technology Plan. The results are in the Appendix.

The Technology Committee is a diverse group of individuals that represent a cross section of the entire educational community of MSAD #28 and Five Town CSD and Union 69.

The Committee members are:

Sara Burke, Technology Integration Specialist
Matthew Dailey, FiveTown CSD/MSAD #28 Board Member

Kathy Foss, Librarian Camden Rockport Middle School
Thomas Heath, Computer Technician FiveTown CSD/MSAD # 28
Robert Iannuzzi, Director of Instructional Technologies
Nancy Kneedler, Assistant Principal Camden Rockport Elementary School
Dee Kopesky, Computer Teacher & Parent Camden Rockport Middle School
Piet Lammert, Assistant Principal Camden Hills Regional High School
Doug MacWilliams, Computer Technician FiveTown CSD/MSAD # 28
Paul Russo, Principal Lincolnville Central School
Colin Sutch, Computer Integration Teacher Camden Rockport Middle School
Carol Waldron, Computer Integration Specialist and Parent Union 69
Chris Walker-Spenser, Computer Science Teacher Camden Hills Regional High School
Michael Weatherwax, Assistant Superintendent FiveTown CSD/MSAD # 28

2. Vision

The district's vision is to develop life-long learners who value diversity, and are confident in using technology in a variety of ways. More specifically, the district staff believes that:

- Technology is a tool for education to support learners in solving problems, developing critical thinking skills, communicating ideas, and working collaboratively on multi-disciplinary projects.
- Professional development for educators is imperative if technology is to be effectively used in the teaching/learning process.
- Learning is a constructivist process where students create their own knowledge through active participation in complex, meaningful tasks.
- The information explosion demands that we manage and communicate information effectively.
- Advances in communication and transportation have increased global interdependence and therefore a need for cross-cultural cooperation and understanding facilitated through telecommunication technology.
- Technology should help students become active, independent, life-long learners.
- All members of our community need equitable access to information and communication technologies.
- It is vital to develop coalitions with parents, business, and community groups share community technology resources.
- Educators need to keep abreast of new and emerging technologies in order to provide relevant, authentic learning opportunities.

Technology provides a tool to facilitate educational restructuring, which is so necessary to prepare youth for the 21st century. Business as usual will not be sufficient to meet the educational needs of a leading nation in a global society. Technological developments have precipitated the very changes that now demand the use of technology in our nation's schools. To maintain world-class status as a nation, the United States needs to have a world-class educational system, and this means the extensive use of technology.

3. Goals – Articulate specific goals, aligned with the New England Common Assessments Program (NECAP), for using advanced technology to improve student academic achievement.

GOALS	ACTION PLAN	TIMELINE
<p>1. Provide students and staff with technology tools that will enhance their efforts to reach their educational goals.</p>	<p>1A - Provide a one to one computer ratio for students in grades 7-12.</p> <p>1B - Continue to provide K-12 faculty with laptops.</p> <p>1C - Provide one laptop cart per grade for K-6 (twenty for gr. K-4, twenty-five laptops for gr. 5-6).</p> <p>1D - Replace 35% of computer equipment each year.</p> <p>1E - Investigate the replacement of the network infrastructure at CHRHS.</p> <p>1F - Conduct a software needs assessment and replace outdated programs.</p>	<p>1A - Fall 2009</p> <p>1B - Ongoing replacement plan</p> <p>1C - 2009-2010 Budget</p> <p>1D - Yearly budget</p> <p>1E - 2009-10 School Year</p> <p>1F – Yearly before budget requests</p>

GOALS	ACTION PLAN	TIMELINE
<p>2. Integrate technology-based curricula, hardware and software that will support the Maine's Parameters for Essential Instruction, into all K-12 curricular areas.</p>	<p>2A - Continue to integrate Internet research techniques in the library curricula.</p> <p>2B - Research, preview, and purchase software and peripheral devices (for example iPods, interactive whiteboards, etc.) that develop problem-solving and critical thinking.</p> <p>2C - Provide technological curriculum support by providing a technology integrator at CHRHS.</p> <p>2D - Establish, support, and encourage use of student I-Teams in grades 7-12</p>	<p>2A - Ongoing every school year</p> <p>2B – Fall of 2009, 2010 & 2011</p> <p>2C – Fall of 2011 Providing funds are available</p> <p>2D – Fall of 2009</p>
<p>3. Continue to promote community awareness and appropriate, safe use of technology at home and in school.</p>	<p>3A - Review and update District web pages.</p> <p>3B - Investigate working in tandem with parent and community groups to promote safe Internet usage.</p> <p>3C - Develop and incorporate required Internet safety training for parents, faculty, and students receiving laptops at CHRHS and CRMS.</p> <p>3D - Public library cooperation Project</p>	<p>3A - Annually</p> <p>3B – Begin the discussions in the Spring of 2010</p> <p>3C – Fall of 2010</p> <p>3D- Begin Fall 2011</p>

GOALS	ACTION PLAN	TIMELINE
4. Implement and periodically review and update the k-12 Technology curriculum	4A - Share the technology curriculum with grade level teachers/ teams K-12. 4B - Meet annually to review the K-12 technology curriculum.	4A - Fall of 2009 4B - Spring of each school year
5. Provide professional development and technology support for staff on an on-going basis.	5A - Develop an effective technology professional development model. 5B - Fund the professional development	5A – Fall of 2011 5B – Fall of 2012
6. Provide on-going technical training for computer technicians.	6A - Increase funds in the IT department training line to provide technical training.	6A - 2010 – 2011 Budget cycle
7. Establish an evaluation process to ensure the technology plan generates the desired outcomes.	7A - Develop a program to select hardware and software prior to purchase. 7B - Develop tools to measure progress toward technology goals. 7C - Gather the data measuring progress toward technology goals. 7D - Compile and present data to District School Boards regarding goal attainment.	7A - Fall 2011 7B – Spring 2010 7C – Spring 2011 & 2012 7D - June 2012

4. Identify Necessary Technology – Include a technology assessment. Gather information about technology currently in use so that what will be needed to meet new goals can be determined.

The technology committee developed a series of data gathering instruments. The process was completed by April 2009 and the information was used to update this plan and drive future hardware and software purchases. The data collection instruments and the survey results can be found in Appendix I

Table of Current Hardware MSAD # 28

EQUIPMENT	LOCATION	DISTRICT
Networking – T1 Line for Internet access, 1- Router, 10- switches, 47- wireless access points	Camden Rockport Elementary School Grades K-4	MSAD# 28
2 Servers, 1-library & 1- student/staff	Camden Rockport Elementary School Grades K-4	MSAD# 28
47 - administrative computers (7 administrative & 40 teacher laptops)	Camden Rockport Elementary School Grades K-4	MSAD# 28
1- Computer Lab w/22 iMac computers & 1 MacBook laptop	Camden Rockport Elementary School Grades K-4	MSAD# 28
58 - Classroom computers (at least 1/classroom) iMacs /eMacs w/firewire	Camden Rockport Elementary School Grades K-4	MSAD# 28
6 - Library computers – 1 check out unit & 5 OPAC stations	Camden Rockport Elementary School Grades K-4	MSAD# 28
4-Laptop Carts (20 MacBook laptops& 5 iPods/ cart)	Camden Rockport Elementary School Grades K-4	MSAD# 28
24-Interactive Whiteboards	Camden Rockport Elementary School Grades K-4	MSAD# 28
Networking 2-T1 Lines for Internet access, 1- Router, 16- switches, 3- fiber switches, 25- airports. Entire building is wireless -MLTI project	Camden Rockport Middle School Grades 5-8	MSAD# 28
4 - Servers, 1- student/staff, 1-library, 1-District web, 1-mail server w/archive services	Camden Rockport Middle School	MSAD# 28
10 – administrative computers, 8- laptops & 2-iMacs	Camden Rockport Middle School	MSAD# 28

Table of Current Hardware MSAD # 28 (Cont.)

EQUIPMENT	LOCATION	DISTRICT
1 - Computer Lab 25 iMac computers	Camden Rockport Middle School	MSAD# 28
1- MIDI music lab w/4 iMac computers	Camden Rockport Middle School	MSAD# 28
68 - Classroom computers (at least 1/classroom) iMacs	Camden Rockport Middle School	MSAD# 28
9 - Library computers – 1 windows check out unit, 8 iMacs & 1 iBook G4	Camden Rockport Middle School	MSAD# 28
272 - MLTI laptops, 246 student, 22 staff & 4 spares (7 th & 8 th grades)	Camden Rockport Middle School	MSAD# 28
61 - Student laptops, 22 G3 laptops, 19 G4 Laptops & 20 Macbooks	Camden Rockport Middle School	MSAD# 28
11 – MacBooks laptops, 5 th & 6 Th Grade teachers	Camden Rockport Middle School	MSAD# 28
5 - Polycom Interactive WhiteBoards	Camden Rockport Middle School	MSAD# 28

Table of Current Hardware FiveTown CSD

EQUIPMENT	LOCATION	DISTRICT
Networking –2-balanced T1 Lines for Internet access, 1- Router, 14- switches, 22- airports, 1-firewall & 2 hubs	Camden Hills Regional High School Grades 9-12	Five Town CSD
6- Servers, 3- admin, 1-library, 1- PowerSchool (service to CSD, MSAD & Union 69) & 1- student/staff	Camden Hills Regional High School	Five Town CSD
22 – administrative computers	Camden Hills Regional High School	Five Town CSD
4 - Computer Labs w/67 iMac computers, 16 Window computers	Camden Hills Regional High School	Five Town CSD
25 - Classroom computers (15-iMacs & 10eMacs)	Camden Hills Regional High School	Five Town CSD
74- MLTI Teacher Mac Books	Camden Hills Regional High School	Five Town CSD

Table of Current Hardware FiveTown CSD (Cont.)

EQUIPMENT	LOCATION	DISTRICT
19- Library computers – 1 check out unit & 3 OPAC stations	Camden Hills Regional High School	Five Town CSD
40 -Science laptops (4 classroom sets of 10)	Camden Hills Regional High School	Five Town CSD
2- Special Ed laptops (10 iBooks & 10 MacBooks)	Camden Hills Regional High School	Five Town CSD
110 iBook s (5 carts of 22 laptops and 1 printer/cart)	Camden Hills Regional High School	Five Town CSD
5-Polycom Interactive Boards	Camden Hills Regional High School	Five Town CSD

5. Collaboration with Adult Literacy Service Providers –

Describe how the program will be developed, where applicable, in collaboration with adult literacy service providers.

The District actively supports and advocates the use of hardware, network, software and other technology resources by adult learners.

The IT staff works directly with the Adult Education Director and staff to plan and implement relevant new course offerings, to purchase hardware and software, and to recommend instructors and train staff.

The Five Town CSD Adult Education program utilizes Camden Hills Regional High School's technology equipment, computer labs, network, file servers and IT department support to provide quality and interesting course offerings. The two departments are able to pool funds to pay the salary of a computer technician and purchase new hardware and software. The technician works a late shift and is thus able to meet the technology needs of the Adult Education Department by conducting preventive maintenance on file servers, switches and classroom computers during off hours.

The Directors meet regularly to discuss new course offerings and future purchases and this cooperation has positively affected the growth of Adult Education courses. Recently, the IT department has been able to assist Adult Education with their expanded programming at the Bus Barn. Future discussions with Adult Education will include bringing CAD software up an edition that has skills transferable to what industry uses today. We will be looking into other software packages as they become of interest to the community.

The IT Director plans to investigate the possibility of creating a mobile computer cart to be used at local senior facilities. This will provide individuals access to computers and the Internet. Classes could be held at the facilities. I-Team members or students that need to complete community service projects could teach these classes.

6. Strategies for Improving Academic Achievement and

Teacher Effectiveness – Describe how funds, specifically Ed Tech funds where applicable, will be used to improve academic achievement, including the technology literacy of all students attending schools served by the SAU/LEA; and describe how funds expended will improve the capacity of all teachers in schools served by the SAU/LEA to integrate technology effectively into curriculum and instruction.

Ed Tech funding will be used to allow the IT Director and his staff to assist teachers with classroom presentations, and technology projects and to help develop technology-based lessons that embrace both the Maine Parameters for Essential Instruction and local learning standards. In addition, the director, technology lead teachers and the high school MLTI teacher will regularly train teachers in the use of hardware such as interactive white boards, LCD projectors, flash drives, and data storage devices. They also provide training and troubleshoot as needed for software applications that are both generic and content specific.

The staff development group will create a needs assessment instrument, develop courses that integrate technology into all curricular areas, and review and post lesson plans that use technology to meet objectives and standards. These exemplars will be posted on the District web site, and hard copies will be placed in faculty rooms. District and federal funds will be used to send teachers to technology conferences and courses, to develop threaded discussions on” best practices,” and to train staff to use the student information system. In addition, the Ed tech workshop committee is committed to providing their staff with relevant and exciting ways to incorporate technology into their classroom activities.

7. Integration of Technology with Curricula, Instruction, and

Assessment – Describe how technology (including software and electronically delivered learning materials) will be integrated into curricula, instruction, and assessment and include a timeline for this integration.

The teachers are always seeking new ways to deliver curricular materials. They are developing online assessment instruments, designing lesson plans around specific software programs, previewing new software packages and conducting research to discover new technologies that will make learning exciting and relevant. Our science department has purchased a variety of probes that are used in chemistry, biology and physics to gather information, graph data and make assumptions based on the results.

The art teachers use Photoshop software to digitally enhance photos, create journals and design jewelry. Students at the elementary level use computers and other technology in a variety of ways. Students often visit websites to do research or complete activities (games and simulations) that correspond with the content they are studying in the regular classroom. Students use Tux Paint or other creation software to explore and enhance the skills and understanding of how to use the computer and peripherals. They use concept or mind-mapping software (such as Inspiration) for project organization and express new learning. Students practice keyboarding skills by visiting websites and using computer based self-paced software, Type to Learn. Some classes create slideshows to share with their classmates and parents, various programs are used for this project including KidPix and iPhoto. In the future all classrooms will have interactive whiteboards that students and teachers will use regularly. At the middle school level, technology instruction is completely integrated into the curriculum with units that are collaboratively developed between the technology integrator and the classroom teacher. Students and teachers are being exposed to the capabilities of Web 2.0 technologies with units have been built around the use of wikis and blogs and teachers are developing communication tools using wiki resources. Students are also learning how to use presentation software (both Keynote and PowerPoint) in linear and non-linear modes. Other units incorporate the use of spreadsheets for creating graphs, the drawing functions in word processing software for producing art projects and more advanced art projects using digital photography and Photoshop software.

8. Technology Type and Costs, and Coordination with Funding

Resources – Develop a step-by-step action plan, with timeline, that includes goals, activities, required hardware and software, costs, and funding sources. Describe the type and costs of technology to be acquired and how it fits within the current structure (use the list developed in the technology assessment in # 4, above.). Designate sources of funding, specifically Ed Tech funds, E-Rate funds, and coordination with funds from other Federal programs, and state and local sources, that support technology acquisition and integration.

MSAD # 28 Recommended Hardware* & Software Purchases 2009-2010

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIME-LINE
2-PolyVision WhiteBoards (CRMS)	\$8,010	Local*	9/09
22-Acer Notebooks (CRMS)	\$8,788	Local*	9/09
6-MacBook Laptops (CRMS)	\$7,794	Local*	9/09
7- 20" iMacs (1-CRMS & 6-CRES)	\$9,793	Local*	9/09

**MSAD # 28 Recommended Hardware* & Software Purchases
2009-2010 (Cont.)**

1-PC Desktop (Food Services CRES)	\$799	Local*	9/09
3-HP LaserJet P2035N Printers (CRES)	\$900	Local*	9/09
First Class Maintenance	\$2,500	Local	9/09
1-OS X Server Software (CRMS)	\$499	Local	9/09
4-Smart Music Web Subscription (CRMS)	\$240	Local	9/09
1-Finale 2009 Smart Music (CRMS)	\$600	Local	9/09
1-Timeliner XE (CRMS)	\$99	Local	9/09
1-Rosetta Stone French Site License (CRMS)	\$7,100	Local	9/09
1-Atomic Learning District License (CRMS)	\$650	Local	9/09
1-Lexia Cross Trainer (CRMS)	\$500	Local	9/09
1-Lexia Quick Reader (CRMS)	\$400	Local	9/09
4-Lexia SOS (CRMS)	\$2,000	Local	9/09
1-WISC-IV upgrade writer (CRMS)	\$215	Local	9/09
1-Boardmaker Plus (CRMS)	\$399	Local	9/09
5-Woodcock Interpretation & Instruction (CRMS)	\$2,375	Local	9/09
1-Brain Pop web subscription (CRES)	\$255	Local	9/09
1-Typing Master Online (CRES)	\$435	Local	9/09
10-Reading a-z.com subscription (CRES)	\$700	Local	9/09
1-Atomic Learning District License (.5 of cost) (CRES)	\$650	Local	9/09

**MSAD # 28 Recommended Hardware* & Software Purchases
2009-2010(Cont.)**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIME-LINE
10-Primary Multi Age ABC Teach.com subscription (CRES)	\$350	Local	9/09
1-Finale "Allegro" Music 2007 (CRES)	\$199	Local	9/09
1-Enchanted Learning web subscription (CRES)	\$75	Local	9/09
1-Rosetta Stone Level 2 English (CRES)	\$790	Local	9/09
1-Woodcock Interpretation & Instruction (CRES)	\$475	Local	9/09
5-Lexia Reading Flex Suite + Support (CRES)	\$3,720	Local	9/09

**MSAD # 28 Recommended Hardware* & Software Purchases
2010-2011**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIME-LINE
22-iMac Computers (CRMS Lab)	\$29,576	Local*	9/10
First Class Maintenance	\$2,500	Local	9/10
General Software (CRMS)	\$18,500	Local	9/10
2-PolyVision WhiteBoards (CRMS)	\$8,010	Local*	9/10
1-Firewall Unit (CRMS)	\$1,500	Local*	9/10
1-Web Server	\$2,500	Local*	9/10
22- Teacher MacBook Laptops (CRES)	\$28,578	Local*	9/10
45-iMac Computers (CRES)	\$59,000	Local*	9/10
Destiny Library Circulation Software (1-CRMS & 1-CRES)	\$10,000	Local	9/10
General Software (CRES)	\$12,500	Local	9/10

**MSAD # 28 Recommended Hardware* & Software Purchases
2011-2012**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIME LINE
1-Student/Staff Server (CRMS)	\$4,000	Local*	9/11
22-iMac Computers (CRMS Cart)	\$31,576	Local*	9/11
First Class Maintenance	\$2,500	Local	9/11
General Software (CRMS)	\$15,500	Local	9/11
2 HP Printers (CRMS Lab & Office)	\$6,000	Local	9/11
22- Teacher MacBook Laptops (CRES)	\$28,578	Local	9/11
45-iMac Computers (CRES)	\$59,000	Local*	9/10
1-Student/Staff Server (CRES)	\$4,000	Local*	9/11
1-Firewall Unit (CRES)	\$1,500	Local*	9/11
General Software (CRES)	\$10,500	Local	9/11

**Five Town CSD Recommended Hardware* & Software
Purchases 2009-2010**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIMELINE
680-Student Laptops	\$168,000	Local Share	9/09
3-PolyVision WhiteBoards	\$12,015	Local*	9/09
T ₃ Data Connection	\$5,000	Local	9/09
5-Hitachi Projectors	\$3,750	Local*	9/09

**Five Town CSD Recommended Hardware* & Software
Purchases 2009-2010(Cont.)**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIMELINE
1-PC Desktop	\$799	Local*	9/09
1-Barracuda Web Filter 610 w/3 yr updates	\$14,332	Local*	9/09
3-MLTI Printers	\$6,300	Local	9/09
3- 20" iMacs	\$5,596	Local*	9/09
2- Acer Notebooks	\$790	Local	9/09
First Class Maintenance	\$2,500	Local	9/09
21-OSX 10.5.6 upgrades (CAD Lab)	\$1,029	Local	9/09
21-Parallels 4	\$1,260	Local	9/09
1-Symphony Math 3yr site license	\$1,300	Local	9/09
1-Rosetta Stone English	\$799	Local	9/09
1-Planet Wobble reading/writing	\$324	Local	9/09
1-Dragon Naturally Speaking	\$145	Local	9/09
10-Microsoft Office	\$1,029	Local	9/09

**Five Town CSD Recommended Hardware* & Software
Purchases 2010-2011**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIMELINE
680-Student Laptops (2 nd installment)	\$168,000	Local Share	9/10
3-PolyVision WhiteBoards	\$12,015	Local*	9/10
1-Firewall Unit (CHRHS)	\$1,500	Local*	9/10
1- Student/Staff Server	\$4,000	Local*	9/10
10 HP Gig 48 port Switches	\$11,000	Local*	9/10
3- Hitachi Projectors	\$2,355	Local	9/10
First Class Maintenance	\$2,500	Local	9/10
General Software	\$18,000	Local	9/10

**Five Town CSD Recommended Hardware* & Software
Purchases 2011-2012**

HARDWARE/SOFTWARE	COST	FUNDING SOURCE	TIMELINE
680-Student Laptops (3 rd installment)	\$168,000	Local Share	9/11
3-PolyVision WhiteBoards	\$12,015	Local*	9/11
10 HP Gig 48 port Switches	\$11,000	Local*	9/10
1-PC Server	\$3,200	Local*	9/11
First Class Maintenance	\$2,500	Local	9/11
General Software	\$18,000	Local	9/11

*Funds are procured thru leased purchase

9. Supporting Resources – Describe the supporting resources such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

MSAD # 28 and Five Town CSD's Instructional Technology Department is comprised of a Director of Instructional Technologies and four computer technicians. The department is responsible for network infrastructure, server maintenance, desktop repairs, software upgrades, general troubleshooting, NWEA testing, new equipment installation, staff in-service, District web site administration, wireless networks, phone system @ Camden Hills Regional High School, Adult Education technical support, and email system maintenance.

The IT staff will introduced a new help desk in the fall of 2008 that will support MSAD 28 and Five Town CSD staff members. Staff will be able to send requests for repairs; CHRHS cart sign up and get answers to problems.

10. Steps to Increase Accessibility – Describe the steps being taken to ensure that all students and teachers have increased access to technology. The description must include how Ed Tech funds, if applicable, will be used to help students in high-poverty and high-needs schools, or in schools identified for improvement or corrective action under Section 1116 of Title I; and how the steps taken will ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

As stated in the three-year plan, the districts are ensuring that all students will have equal access to computers during school hours. The equipment will be state of the art and will have software that will help them meet local and state standards.

The CSD is committed in expanding the MTLI project to include all 9-12 students and staff. The project will be funded with local and state funds.

The IT Director works closely with the Special Education Director to meet the technological needs of students with IEP's. We have provided students with laptops, Palm Pilots, word processors, adaptive devices and voice-activated software.

All K-12 students and staff are provided with an account that allows them to store and retrieve data from local servers. They also have daily opportunities to access computers, printers and other peripheral devices in classrooms, labs or libraries. Computer labs in the middle and high school are also open for student use after school.

11. Promotion of Various Curricula and Teaching Strategies that Integrate Technology

– Describe how various curricula and teaching strategies that integrate technology effectively into the general curriculum and instruction will be identified and promoted based on a review of relevant research, and promoted to leading to improvements in student academic achievement.

As teachers are creating assessment tools, writing curriculum and developing teaching strategies, they must be cognizant of hardware and software programs that will help them achieve their goals. The district's major technology goal is that all teachers use technology effectively and integrate it into daily classroom activities. This is a continuation of the teacher training pillar, with a few additional stipulations: (1) The need for training is ongoing and must be about not only how to use technology, but also how to support student learning; and (2) pre-service teacher education must be transformed to include training in the use of classroom technologies. Research, development, and evaluation will shape the next generation of technology applications for teaching and learning. As the use of technology in education becomes more commonplace, it becomes critical to understand what we are learning about what works and what doesn't. The delivery of education and related services over the Internet is being touted as the next most innovative application" and fostering such innovation is key to long-term educational success. The Districts will develop technology standards for teachers, provide "hands-on" training, infuse technology into new curricula and support technology projects.

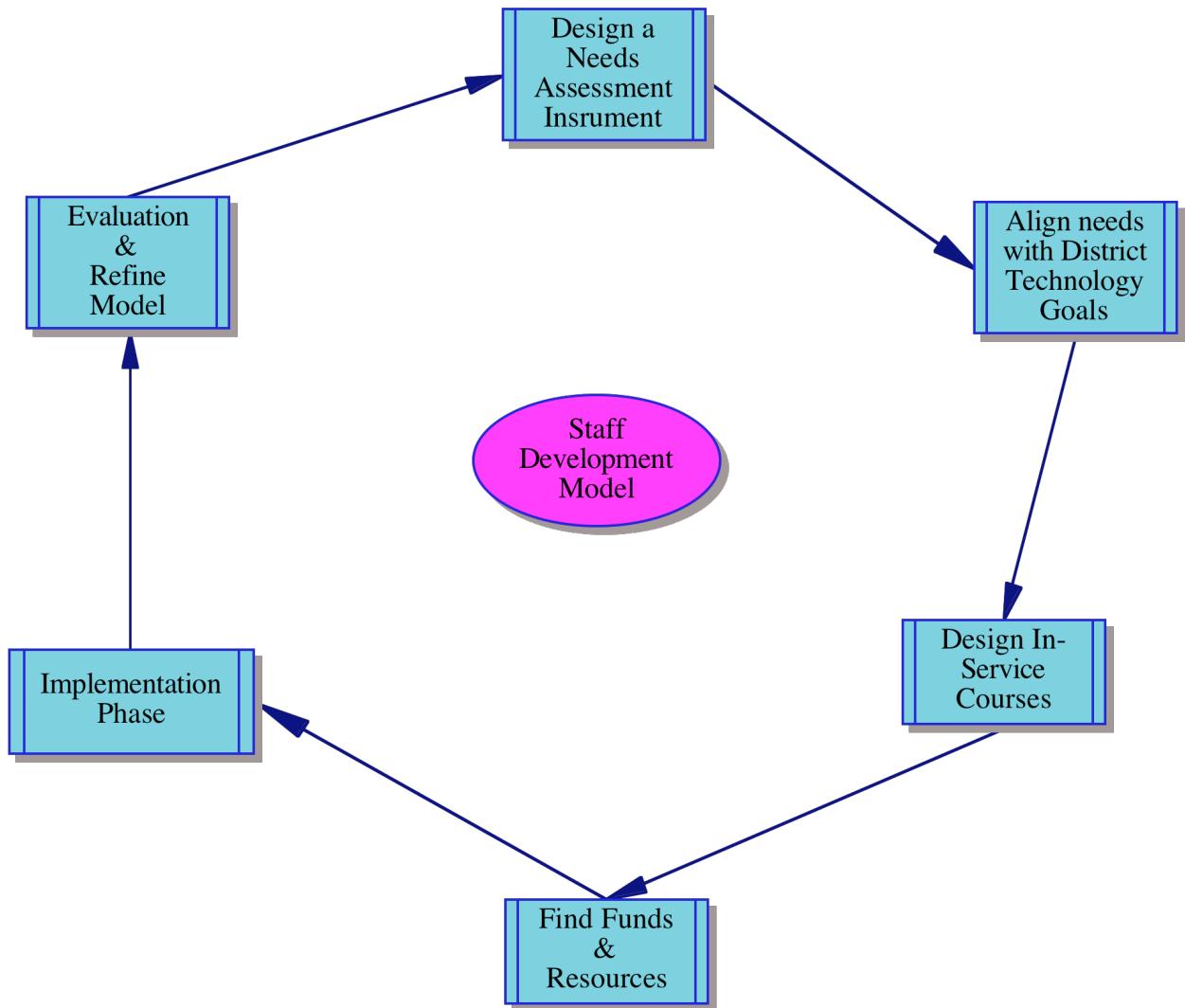
12. Professional Development

– Describe how on going, sustained professional development for teachers, principals, administrators, and school library media personnel will be provided to further the effective use of technology in the classroom and library media center.

Staff development generates the changes in curriculum and instruction that pull students into higher states of growth. —Bruce Joyce, Emily Calhoun, and David Hopkins

MSAD # 28 and Five Town CSD districts are supportive of technology staff development and believe that without in-service offerings technology will lay dormant in classrooms and labs. We also need to prepare our staff for the technological age. They must be ready to embrace technology and use it as a tool for developing lessons, creating assessment documents, grade and standards recording and planning meaningful "real life experiences" for students.

The Technology Committee will use the following model to create appropriate and content rich technology courses for all staff members of MSAD #28 and Five Town CSD:



13. Innovative Delivery Strategies —Articulate Describe how the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance-learning technologies, will be encouraged, particularly in areas that would not otherwise have

access to such courses or curricula due to geographical distances or insufficient resources.

Issues of learning and technology are more critical today than ever before. Technology changes how information and resources get to schools. Electronic publishing allows many different kinds of information providers to serve schools. Printed textbooks may no longer be schools' primary sources of content. This reconfiguration must be planned with our learning goals for students.

Educators must look at learning experiences that promote:

- meaningful learning and collaboration involving challenging and real-life tasks
- technology as a tool for learning, communication, and collaboration.

As mobile devices become more prevalent as a substitute for laptops, the district will investigate how they can be used to access and store educational content. The district is piloting a computer-based foreign language and reading program at the middle level.

As the new elementary school comes online in the Fall of 2009, the staff will have access to interactive whiteboards in classrooms and five mobile labs outfitted with laptops and iPod Touch handhelds. With such an investment in hardware, the next step will be to develop collaborative projects with schools around the world.

At the secondary level, the MLTI project will allow schools in Maine to share more exclusive content such as AP classes through distance learning. In addition, opportunities will exist through the University of Maine System for students to take courses for credit via distance learning networks.

14. Accountability Measures — Describe the process and accountability measures which will be used to evaluate the extent to which the plan activities are effective in integrating technology into curriculum and instruction, increasing the ability of teachers to teach, and enabling students to reach Maine's *Learning Results*.

Technology implementation is a continuous process that adapts to the organization's changing circumstances and includes ongoing evaluation. Effective evaluation will force planners to rethink and adapt objectives, priorities, and strategies as implementation proceeds. Continuous evaluation also facilitates making changes if aspects of the plan are not working.

Evaluating the implementation of the technology plan can be conducted by various means. Simple observations, both negative and positive, that have been made by students and teachers using the technology are the most helpful. Interviews and informal meetings with both teachers and students can draw out the lessons that both groups have learned

from using the technology. A simple written survey can assist in measuring the extent to which the plan has met its original objectives and expected outcomes. The Technology Committee will develop an evaluation instrument by March 2010 that will be used to monitor the success of the plan.

The following questions will be addressed when planning the evaluation instrument:

- How and when will the tech committee evaluate the impact the technology plan implementation has on student performance?
- Who will be responsible for collecting ongoing data to assess the effectiveness of the plan and its implementation?
- What windows of opportunity exist for reviewing the technology plan? (For example, the plan might be reviewed during curriculum review cycles.)
- How will accountability for implementation be assessed?
- How will the team assess the level of technological proficiency gained by students, teachers, and staff?
- How will technology be used to evaluate teaching and learning?
- What is the key indicator of success for each component of the plan?
- How will the team analyze the effectiveness of disbursement decisions in light of implementation priorities?
- How will the team analyze implementation decisions to accommodate for changes as a result of new information and technologies?

Appendix

Student Survey Results

FiveTown Student Technology Survey CSD/HAL/MSAD #28

1. What grade level are you in?		
Answer Options	Response Frequency	Response Count
K-2	0.9%	1
3-4	13.0%	15
5-8	51.3%	59
9-12	34.8%	40
<i>answered question</i>		115
<i>skipped question</i>		0

2. Gender		
Answer Options	Response Frequency	Response Count
Male	52.2%	60
Female	47.8%	55
<i>answered question</i>		115
<i>skipped question</i>		0

3. I have Internet access at home.		
Answer Options	Response Frequency	Response Count
Yes	98.3%	113
No	1.7%	2
<i>answered question</i>		115
<i>skipped question</i>		0

4. Think about all of your classes and subjects.

How often have you used each type of technology in school this year?

Answer Options	Not At All	Once A Month	Once A Week	Every Day	Don't Know	Response Count
Computer	0	7	28	61	5	101
Television	15	36	15	28	6	100
Hand Held Devices	42	13	10	22	13	100
Digital Cameras	51	32	3	4	11	101
CD-ROMs/DVDs	39	32	17	6	7	101
Ipods and MP3 Players	47	7	13	24	10	101
Internet	0	4	31	60	6	101
Cell Phones	62	3	5	24	7	101
Gaming Stations	69	6	8	8	9	100
<i>answered question</i>						101
<i>skipped question</i>						14

5. In which subjects or classes do you use computers?

Answer Options	Not At All	Once A Month	Once A Week	Every Day	Don't Know	Response Count
Art/Music	59	21	9	4	8	101
English/Writing/Reading	6	26	30	35	4	101
Social Studies/History	16	19	22	36	8	101
Math	41	33	14	6	7	101
Science	11	29	28	29	4	101
Health	37	18	23	5	18	101
Business	53	2	13	11	22	101
Foreign Language	47	30	12	3	9	101
Physical Education	89	4	0	1	7	101
<i>answered question</i>						101
<i>skipped question</i>						14

6. Has technology improved your abilities in any of the following?

Answer Options	Not at all	A little	Some	A lot	Response Count
Studying	13	22	27	35	97
Writing	14	19	24	40	97
Reading	28	27	27	15	97
Solving Problems	22	23	27	25	97
Communicating	19	13	23	42	97
Information Gathering	5	8	26	58	97
<i>answered question</i>					97
<i>skipped question</i>					18

7. Do you enjoy any of these subjects or classes more as a result of using technology?

Answer Options	Not at all	A little	Some	A lot	Response Count
Art/Music	59	13	13	12	97
English/Writing/Reading	24	24	20	29	97
Social Studies/History	22	19	22	34	97
Math	43	23	16	15	97
Science	23	16	34	24	97
Health	57	16	13	11	97
Business	55	17	12	13	97
Foreign Language	56	16	13	12	97
Physical Education	77	7	6	7	97
<i>answered question</i>					97
<i>skipped question</i>					18

8. Has technology improved any of the following for you?

Answer Options	Not at all	A little	Some	A lot	Response Count
Your participation in class	34	29	21	13	97
Your grades	19	25	26	27	97
Your attendance	61	11	12	13	97
Your attitude about going to school	49	16	17	15	97
Your feelings about yourself	61	13	16	7	97
Your creativity	42	20	17	18	97
Your organizational skills	29	24	20	24	97
Your ability to work with other people	42	23	16	16	97
<i>answered question</i>					97
<i>skipped question</i>					18

9. What are some things you'd like to learn or do using technology next year?

Response Answers

I'd like to have more opportunities to take digital photos.
I'd like to have a laptop that really works well, with a good working mouse, and charger - and a battery that doesn't die after I've charged it over night. I wish Mr. Sutch taught more classes in tech stuff, I learn really good from him.
research projects photography design
how to upload dvds to computer
I'd like to learn more about how to make your own website.
How to program better.
how to do graphic designing and movies
Computers
I'm not sure exactly, but I do know that it will be a lot harder to organize my papers without a laptop. I think that laptops made school work so much easier.
i would like to learn how to write in cursive! i think with computers now, not that many kids know how to write in cursive or have good hand writing. BECAUSE OF COMPUTERS!!! we need to stop using them so much!! especially for writing!
how to make a business
um....maybe to type better....but I'm not really interested in technology....it's just not my thing.
Photoshop!!! :D
and how to edit photos :o
that would be really awesome o.o
my dad how works with computers for a living already taught me.
Movies. Facebookk
Photoshop
nothing just more web sites
Umm, I don't know. Whatever I need to know about computers and etc I already know. [:
.....new cool things not related to school.
I would like to learn how to use technology more suffictiontly especially PC's.
How to make websites
I would love to have laptops next year
:)))
Wrote in pages and went on the internet a lot.
I want to know how to write computer programs.
I would like to learn how to edit films more and a how to use special applications on the computer that you would

normally not use.

face book

I would like to learn more about online chatting things; facebook, IM ect. I also want to do more with taking pictures for projects.

webcams facebook WEBKINZ!!!!!! games

I would like to take more quizzes on the laptops. I would like to use photo shop more at school, and taking pictures in projects!

programing

???

I would like to learn how to use like Itunes and like hoe to put songs on and like some other websites that are related to firefox or safari because I think that there are more out there

I enjoy making movies and working with video cameras in our CT (technology) class.

Something Cool

i would like to learn how to use dream weaver

how to play games

I good at where I am at on technology and it is used for all the right classes

what's happening in the world

play games

I will be in college next year, thus this question does not apply to me.

Use it more

To write a Digital Audio Workstation program so that I can record music the way I want to.

To mute teachers in the classroom

how to look up things.

play games typing GMail youtube

how to do e-mail

How to make a presentaiton

Become a Youtube member.

how to make a web page

youtube, games

How to make a website.

More game websites.

more game web sites

Staff Survey Results

1. What is the primary building you teach at?		
Answer Options	Response Frequency	Response Count
AVS	0.0%	0
CRES	26.8%	30
HES	0.0%	0
LCS	8.9%	10
CRMS	22.3%	25
CHRHS	42.0%	47
<i>answered question</i>		112
<i>skipped question</i>		0

2. I am able to open and exit programs; including starting up and shutting down the computer properly.		
Answer Options	Response Frequency	Response Count
Almost Never	0.0%	0
Sometimes	0.9%	1
Usually	7.1%	8
Almost Always	92.0%	103
<i>answered question</i>		112
<i>skipped question</i>		0

3. I am able to save and retrieve a file from the hard drive; including saving the file to a designated folder.		
Answer Options	Response Frequency	Response Count
Almost Never	0.9%	1
Sometimes	6.3%	7
Usually	11.6%	13
Almost Always	81.3%	91
<i>answered question</i>		112
<i>skipped question</i>		0

4. I am able to print to a desktop printer and to a network printer, including using print preview to modify my product prior to printing.		
Answer Options	Response Frequency	Response Count
Almost Never	1.8%	2
Sometimes	3.6%	4
Usually	12.5%	14
Almost Always	82.1%	92
<i>answered question</i>		112
<i>skipped question</i>		0

5. I am able to create directories and folders; including changing file names, deleting files, copying files, and navigating a folder hierarchy.		
Answer Options	Response Frequency	Response Count
Almost Never	5.4%	6
Sometimes	9.8%	11
Usually	16.1%	18
Almost Always	68.8%	77
<i>answered question</i>		112
<i>skipped question</i>		0

6. I am able to locate software for instruction; including selecting the most appropriate software for classroom objectives.		
Answer Options	Response Frequency	Response Count
Almost Never	12.8%	14
Sometimes	17.4%	19
Usually	24.8%	27
Almost Always	45.0%	49
<i>answered question</i>		109
<i>skipped question</i>		3

7. I am able to perform the following operations in a word processing program select, cut, copy, paste, change size/ style, and spell check text.

Answer Options	Response Frequency	Response Count
Almost Never	0.9%	1
Sometimes	3.7%	4
Usually	8.3%	9
Almost Always	87.2%	95
<i>answered question</i>		109
<i>skipped question</i>		3

8. I am able to format paragraph text, columns, tables, margins, and tab settings.

Answer Options	Response Frequency	Response Count
Almost Never	7.3%	8
Sometimes	13.8%	15
Usually	24.8%	27
Almost Always	54.1%	59
<i>answered question</i>		109
<i>skipped question</i>		3

9. I am able to perform the following operations in a word processing program select, cut, copy, paste, change size/ style, and spell check text.

Answer Options	Response Frequency	Response Count
Almost Never	0.9%	1
Sometimes	3.7%	4
Usually	8.3%	9
Almost Always	87.2%	95
<i>answered question</i>		109
<i>skipped question</i>		3

10. I am able to import clip art and special characters into a variety of programs, including word processing, spreadsheets, and web pages.		
Answer Options	Response Frequency	Response Count
Almost Never	16.5%	18
Sometimes	17.4%	19
Usually	22.9%	25
Almost Always	43.1%	47
<i>answered question</i>		109
<i>skipped question</i>		3

11. I am able to make backup discs, including file backups and system backups.		
Answer Options	Response Frequency	Response Count
Almost Never	25.7%	28
Sometimes	22.9%	25
Usually	14.7%	16
Almost Always	36.7%	40
<i>answered question</i>		109
<i>skipped question</i>		3

12. I am able to create a presentation and deliver it using appropriate software.		
Answer Options	Response Frequency	Response Count
Almost Never	25.7%	27
Sometimes	9.5%	10
Usually	22.9%	24
Almost Always	41.9%	44
<i>answered question</i>		105
<i>skipped question</i>		7

13. I am able to access the Internet, including performing searches, setting bookmarks, following links, and downloading/capturing video and saving PDF files.		
Answer Options	Response Frequency	Response Count
Almost Never	1.9%	2
Sometimes	9.5%	10
Usually	18.1%	19
Almost Always	70.5%	74
<i>answered question</i>		105
<i>skipped question</i>		7

14. I am able to use word processing software to prepare class materials, including tests, handouts, and other materials.		
Answer Options	Response Frequency	Response Count
Almost Never	3.8%	4
Sometimes	3.8%	4
Usually	16.2%	17
Almost Always	76.2%	80
<i>answered question</i>		105
<i>skipped question</i>		7

15. I am able to create a presentation and deliver it using appropriate software.		
Answer Options	Response Frequency	Response Count
Almost Never	25.7%	27
Sometimes	9.5%	10
Usually	22.9%	24
Almost Always	41.9%	44
<i>answered question</i>		105
<i>skipped question</i>		7

16. I am able to apply electronic search strategies, including the use of keyword searches.		
Answer Options	Response Frequency	Response Count
Almost Never	4.9%	5
Sometimes	6.9%	7
Usually	21.6%	22
Almost Always	66.7%	68
<i>answered question</i>		102
<i>skipped question</i>		10

17. I am able to participate in electronic communities as a learner, initiator, contributor, or mentor.		
Answer Options	Response Frequency	Response Count
Almost Never	29.4%	30
Sometimes	15.7%	16
Usually	23.5%	24
Almost Always	31.4%	32
<i>answered question</i>		102
<i>skipped question</i>		10

18. I am able to create charts and tables using spreadsheets and databases, including publishing the information in the most appropriate form.		
Answer Options	Response Frequency	Response Count
Almost Never	22.8%	23
Sometimes	26.7%	27
Usually	21.8%	22
Almost Always	28.7%	29
<i>answered question</i>		101
<i>skipped question</i>		11

19. I am able to use multiple technology tools, including CD-ROM, digital still and video cameras, scanners, digital cameras, electronic white board, etc.		
Answer Options	Response Frequency	Response Count
Almost Never	31.7%	32
Sometimes	29.7%	30
Usually	20.8%	21
Almost Always	17.8%	18
<i>answered question</i>		101
<i>skipped question</i>		11

20. I am able to use a database; including adding records, sorting records, adding fields, editing fields, and creating simple layouts.		
Answer Options	Response Frequency	Response Count
Almost Never	36.6%	37
Sometimes	22.8%	23
Usually	18.8%	19
Almost Always	21.8%	22
<i>answered question</i>		101
<i>skipped question</i>		11

21. I am able to use e-mail, including send/receive, forward/reply, save/ archive, create/use address books, and send attachments.		
Answer Options	Response Frequency	Response Count
Almost Never	0.0%	0
Sometimes	3.0%	3
Usually	19.8%	20
Almost Always	77.2%	78
<i>answered question</i>		101
<i>skipped question</i>		11

22. I am able to locate/retrieve information from remote sources; including assessment data, i.e. NWEA data.		
Answer Options	Response Frequency	Response Count
Almost Never	16.8%	17
Sometimes	24.8%	25
Usually	30.7%	31
Almost Always	27.7%	28
<i>answered question</i>		101
<i>skipped question</i>		11

23. I am able to publish information in a variety of ways and for a variety of audiences.		
Answer Options	Response Frequency	Response Count
Almost Never	14.9%	15
Sometimes	24.8%	25
Usually	31.7%	32
Almost Always	28.7%	29
<i>answered question</i>		101
<i>skipped question</i>		11

24. I am able to use technology to make my class more active and more interesting for students.		
Answer Options	Response Frequency	Response Count
Almost Never	10.9%	11
Sometimes	31.7%	32
Usually	27.7%	28
Almost Always	29.7%	30
<i>answered question</i>		101
<i>skipped question</i>		11

25. I am able to use sophisticated data collection strategies (i.e. -- using online surveys in conjunction with database activities).		
Answer Options	Response Frequency	Response Count
Almost Never	47.5%	47
Sometimes	20.2%	20
Usually	15.2%	15
Almost Always	17.2%	17
<i>answered question</i>		99
<i>skipped question</i>		13

26. I am able to experiment with technology to create unique and different products.		
Answer Options	Response Frequency	Response Count
Almost Never	34.3%	34
Sometimes	26.3%	26
Usually	17.2%	17
Almost Always	22.2%	22
<i>answered question</i>		99
<i>skipped question</i>		13

Parent Survey Results

1. Where does your son/daughter attend school. (You may select multiple buildings for different children)		
Answer Options	Response Frequency	Response Count
AVS	3.3%	6
CRES	10.5%	19
HES	1.1%	2
LCS	5.0%	9
CRMS	59.7%	108
CHRHS	49.7%	90
<i>answered question</i>		181
<i>skipped question</i>		0

2. Do you have a computer at home?		
Answer Options	Response Frequency	Response Count
Yes	99.4%	180
No	0.6%	1
<i>answered question</i>		181
<i>skipped question</i>		0

3. We have Internet access at home.		
Answer Options	Response Frequency	Response Count
Yes	98.3%	178
No	1.7%	3
<i>answered question</i>		181
<i>skipped question</i>		0

**4. If you answered yes to the above question, what do you use your computer for?
(You may select more than one choice.)**

Answer Options	Response Frequency	Response Count
Work	88.2%	157
Email	98.3%	175
Homework	70.2%	125
Games	54.5%	97
Music	77.0%	137
Videos	50.6%	90
Other (please specify)		32
<i>answered question</i>		178
<i>skipped question</i>		3

Number	Response Date	Other (please specify)
1	04/03/2009 14:41:00	Design
2	04/03/2009 14:44:00	photography own web site
3	04/03/2009 14:44:00	skype calls
4	04/03/2009 15:00:00	Social networks--Facebook, mainly.
5	04/03/2009 17:06:00	eCommerce, News, chatting, banking
6	04/03/2009 17:07:00	Community service
7	04/03/2009 18:11:00	internet research, online surveys, shopping, networking
8	04/03/2009 18:33:00	photography
9	04/03/2009 18:56:00	Business
10	04/03/2009 19:08:00	skype, social networks, news reports,
11	04/03/2009 19:56:00	I have a work computer and my two children (grades 7 and 11) both use for homework assignments.
12	04/03/2009 20:09:00	Skype
13	04/03/2009 20:19:00	news, social networking
14	04/03/2009 21:36:00	shopping and gaining information off the web
15	04/03/2009 22:25:00	Filing, calculating, record keeping, photo storage & displaying.
16	04/03/2009 23:12:00	news
17	04/03/2009 23:24:00	My kids use our homwe computer for games,videos,music,e-mail,facebook and photos.
18	04/03/2009 23:36:00	commerce and news
19	04/04/2009 13:09:00	website searches
20	04/04/2009 18:36:00	Internet research
21	04/04/2009 22:45:00	Map/directions
22	04/05/2009 13:35:00	to look on power school
23	04/05/2009 16:56:00	Information source, News, Blogs, Tutorials, Education
24	04/05/2009 20:46:00	cooking/recipes/shopping
25	04/06/2009 20:18:00	Research

26	04/07/2009 00:36:00	research, commerce, weather
27	04/07/2009 10:12:00	News, shopping research ie trip planning reservations events
28	04/08/2009 02:32:00	share photos with family.
29	04/08/2009 16:01:00	gaining general info @y, events, any medical stuff
30	04/17/2009 04:57:00	Facebook, watching television programs on the internet, news
31	04/27/2009 23:51:00	News, weather

5. Do you have good computer skills?		
Answer Options	Response Frequency	Response Count
Yes	87.3%	158
No	12.7%	23
<i>answered question</i>		181
<i>skipped question</i>		0

6. Do you feel comfortable learning and working with different technologies?		
Answer Options	Response Frequency	Response Count
Yes	84.0%	152
No	16.0%	29
<i>answered question</i>		181
<i>skipped question</i>		0

7. Does your son/daughter have a personal E-mail account?		
Answer Options	Response Frequency	Response Count
Yes	82.9%	150
No	17.1%	31
<i>answered question</i>		181
<i>skipped question</i>		0

8. Your son/daughter uses the computer for which of the following?

Answer Options	Response Frequency	Response Count
Email	80.3%	143
Homework	96.1%	171
Games	75.8%	135
Video	56.7%	101
Other (please specify)		50
<i>answered question</i>		178
<i>skipped question</i>		3

making own videos; photography; making Web sites; iChat; buying and selling stuff; and probably more...
music
Music composition, Facebook, Photography
Work
gmail
music
music
music
Music
facebook
music/news/weather
primarily facebook
social network, skype, music
music
Video/photo editing
Chat
music downloads
IM
Creative interests and looking at things on line.
photos, music, shopping
music
Facebook
itunes, social media, shopping
commuicating with friends, photos, writing
internet,facebook, photos -they both take a lot of pictures,
chat
text messaging
facebook, photo booth
music
Music
Sports links
programming
robotics
Mostly for music, and to chat with her friends here and in California. She also does most

homework on the computer!
Information source
music
Music - iTunes
music
current events of all types - from music to film to politics.
social networking
IM, Facebook, Music
he is editing a movie, a hobby. Also they research things they are interested in
Please note the answers below reflect my middle school child not my high schoolchild.
making movies
It seems that most children have facebook at crms. My son keeps pressuring us to get it and we feel it is unsafe and unwise. Please educate the children of the dangers assoc. with this practice. They are encouraged at school to increase all their technological skills to the point where we believe you are indirectly encouraging unsafe practices and more peer pressure to comply with others who are allowed much too much freedom on the internet.
to pursue interests - research
Facebook
In the questions below my CRMS child is less prepared than my CHRHS child. CRMS=female CHRHS=male
Facebook
social networking

9. In your opinion, how well is your son/daughter prepared, by the school, to use the computer and internet for class projects/homework?		
Answer Options	Response Frequency	Response Count
No at all prepared	1.7%	3
Somewhat prepared	23.6%	42
Moderately prepared	27.0%	48
Very well prepared	47.8%	85
<i>answered question</i>		178
<i>skipped question</i>		3

10. My son/daughter would be more excited about school if they used more technology.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	2.8%	5
Disagree	7.3%	13
Neutral	36.5%	65
Agree	35.4%	63
Strongly Agree	18.0%	32
<i>answered question</i>		178
<i>skipped question</i>		3

11. My son/daughter is getting the technological training they need for their future.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	1.7%	3
Disagree	13.5%	24
Neutral	31.5%	56
Agree	45.5%	81
Strongly Agree	7.9%	14
<i>answered question</i>		178
<i>skipped question</i>		3

12. My son/daughter learns more when using technology.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	3.9%	7
Disagree	9.0%	16
Neutral	41.6%	74
Agree	34.8%	62
Strongly Agree	10.7%	19
<i>answered question</i>		178
<i>skipped question</i>		3

13. My son/daughter is more engaged with teachers who use technology during class.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	3.4%	6
Disagree	13.5%	24
Neutral	40.4%	72
Agree	33.1%	59
Strongly Agree	9.6%	17
<i>answered question</i>		178
<i>skipped question</i>		3

14. My son/daughter does homework more often and faster when they use technology.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	4.3%	7
Disagree	17.8%	29
Neutral	29.4%	48
Agree	36.2%	59
Strongly Agree	12.3%	20
<i>answered question</i>		163
<i>skipped question</i>		18

15. Technology helps my son/daughter learn better.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	3.7%	6
Disagree	14.1%	23
Neutral	35.6%	58
Agree	36.8%	60
Strongly Agree	9.8%	16
<i>answered question</i>		163
<i>skipped question</i>		18

16. Teaching with technology would keep my son/daughter's attention.		
Answer Options	Response Frequency	Response Count
Strongly Disagree	3.7%	6
Disagree	11.7%	19
Neutral	33.1%	54
Agree	39.9%	65
Strongly Agree	11.7%	19
<i>answered question</i>		163
<i>skipped question</i>		18

17. For your son/daughter academically, indicate the level of importance for the following statements.

Answer Options	None	Low	Medium	High	Response Count
Deciding what use of technology is appropriate for an assignment	9	21	76	57	163
Effective/ethical use of the Internet	5	12	35	111	163
Working with assignments that incorporate technology and the Internet	4	25	88	46	163
Access to software specifically created for content area learning (math, reading, science, etc.)	7	26	65	65	163
Web page design and development	16	54	61	32	163
Other (please specify)					21
<i>answered question</i>					163
<i>skipped question</i>					18

17. Written responses

Response Date	Other (please specify)
04/03/2009 14:44:00	Software programming
04/03/2009 14:48:00	making movies, photography, etc. (see previous questions)
04/03/2009 15:19:00	Question is poorly worded, not sure how to answer.
04/03/2009 15:46:00	Would like to see more computer programming and networking design - in lieu of Mac App specific education
04/03/2009 18:21:00	utilize a search engine without advertisements like Botox
04/03/2009 19:41:00	emphasis on subject content vs presentation technology
04/03/2009 20:03:00	Having two kids in the system with very different needs it is hard to assess the needs.
04/03/2009 20:15:00	Understanding that technology connects people across geographic lines and makes it possible to be part of a worldwide learning community.
04/03/2009 21:18:00	Comment about the use of computers: With the increased use of computers my daughter's eyes have changed and she is now near-sighted and needs glasses. The eye doctor specifically asked if she is on the computer a lot. Will the schools start paying for vision correction along with this heightened use of "technology"?
04/03/2009 23:12:00	Technology skills are critical in our world today, however, when the laptop doesn't work - students use this excuse for not doing any work. Pencil and paper are obsolete in their opinion = except in math.
04/03/2009 23:58:00	this section makes no sense, gang. check wording.
04/04/2009 23:14:00	opportunities to design and create and test computer programs and robotics programs

04/05/2009 14:04:00	If it used at a tool and becoming an end in itself
04/05/2009 17:02:00	Every child's needs a basic understanding of computer's and networks. It's NOT like driving a car. A basic understanding is important.
04/06/2009 19:53:00	question doesn't make sense
04/07/2009 00:41:00	much creativity is lost, everything is so accessible and often things are simply transcribed rather than researched from various sources
04/09/2009 22:54:00	Learning reading, writing and math first the "old fashioned" way then put technology in after!
04/26/2009 19:53:00	With all these questions I am still unsure how much technology is actually used in each subject. I don't know if she or he does better than before. There is no data. I can not answer # 18
04/28/2009 18:29:00	Minimal use of computer at school. None for homework!

18. Over the last year, what changes in academic achievement/performance have you noticed in your son/daughter as a result of using technology in their classes, if any, that may be related to the general increase in the use of technology?

Answer Options	None	Low	Medium	High	Response Count
The breadth of understanding of his/her subjects	40	38	69	16	163
The depth of understanding of his/her subjects	42	42	66	13	163
The amount of time spent working with other classmates on collaborative projects	42	48	62	11	163
More positive attitude towards learning	41	44	59	19	163
His/her involvement in classroom activities	42	41	61	19	163
The quality of project work on assignments where technology is used	27	27	63	46	163
The quality of his/her writing	38	42	56	27	163
The amount of initiative taken outside class time doing extra research, etc. for projects involving technology	32	32	59	40	163
Use of Internet resources for research	15	18	63	67	163
Problem-solving skills	38	48	66	11	163
A joy of learning with technology	26	27	64	46	163
<i>answered question</i>					163
<i>skipped question</i>					18