

Monroe Township Public Schools

Williamstown, New Jersey

Technology Plan

2010 - 2013
Grades K-12



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Submitted to Board of Education:
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STAKEHOLDERS - Attached to Document	n/a
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II. Executive Summary

This plan reflects the consensus of the Monroe Township Board of Education, administrators, teachers, parents, students and community members on the 3 year Technology Plan Revision Committee. It is intended as a blueprint for the district to follow while undertaking the major task of incorporating today's world into each school building and curricula. In this endeavor, committee members were guided by the New Jersey Core Curriculum Content Standards, the National Educational Technology Standards for Students, the National Educational Technology Standards for Teachers, the Collaborative for Technology Standards for School Administrators, and the National Educational Technology Plan.

Mission Statement:

The Monroe Township Public School District, an educational team, is dedicated to the development of potential & uniqueness of all students to become effective participants in an evolving global society.

Technology Mission:

All Monroe Township Public Schools students will be provided with meaningful technology-enabled environments, including assistive technologies and virtual learning opportunities, which develop their proficiencies in the full range of 21st Century Skills to become lifelong learners.

III. Technology Overview

A. Technology

1. Current Inventory of Technology Networking & Telecommunications Equipment 2009-2010

Network Capacity

Each elementary school, the middle school, and the administration building have a 100MB fiber optic connection to the High School. Each of these buildings has switch to switch fiber connectivity utilizing 3COM and Cisco switches. Each building has a mixture of wireless connectivity using Cisco Aeronet 1100 and 1200 access points and Apple Airport devices.

Technology Maintenance Policies, Plans & Subscriptions

- Self-Maintainer Program in Place for all HP/Compaq Systems
- Tech Support Subscription to Apple for all Apple Desktops, Laptops & Servers
- Skillsource Technical Online Training Course Subscription
- Videoconference Equipment Maintenance Contracts
- Veritas Maintenance Agreement
- McAfee SmartFilter Filtering Software
- Symantec Antivirus, Anti-Spam, Ghost, Backup Exec
- SchoolDude Online Work Order Program
- Hyena Password Protection
- PowerSchool License Support
- vmWare Platinum Coverage for Servers
- Arcmail (email archival system) Maintenance License
- Packeteer Support License
- Mobile Access Asset Inventory Program
- Cisco Hardware Maintenance Agreement for Routers & Switches

Telecommunications Services

1.5 megabit per second fiber optic Internet connection with the ability to burst up to 10 megabits per second on demand

Technical Support

- 5 Full-Time Network/Computer Support Technicians
- 2 Part-Time Technician Assistants

Equipment & Software Per Area

High School Equipment

121	PC Desktop Computers – Teacher/Admin	86	Wireless Access Points/i-Bridge
295	PC Desktop Computers - Student	96	Network Printers
226	PC Laptops – Teacher/Admin	42	Switches
342	PC Laptops - Student	10	Tablet PCs
32	PC Servers- 30 virtual/2 non-virtual	2	Student Response Systems
2	Apple Desktops – Teacher/Admin	8	Document Cameras

60	Apple Desktops - Student	14	Interactive Whiteboards
8	Apple Laptops – Teacher/Admin	54	LCD Projectors
18	Apple Laptops - Student	24	Video Cameras- 12DVD/12miniDV
1	Apple Server	14	Digital Cameras
1	Wide Area Core Switch	7	Scanners
1	Videoconference System	1	Packet Shaping Appliance

High School Software Used for Curricular Support

Teacher Laptops, Offices, Department Offices & Classroom Desktops

Microsoft Vista	Microsoft Office Tools	Windows Photo Gallery
Microsoft Office Word	Windows Movie Maker v6	MS Office PowerPoint
Window Photo Story	Microsoft Office Excel	Internet Explorer
Microsoft Office Publisher	Mozilla Firefox	Microsoft Office Access
Adobe Reader	Microsoft Office InfoPath	InterVideo WinDVD
Microsoft Office Outlook	Roxio Creator Basic v9	Geometer's Sketchpad
Sound recorder	Inspiration 7.5	Audacity
TimeLiner 5.0		

Media Center

Microsoft Vista	Microsoft Office Tools	Windows Photo Gallery
Microsoft Office Word	Windows Movie Maker v6	Microsoft Office Power Point
Window Photo Story	Microsoft Office Excel	Internet Explorer
Microsoft Office Publisher	Mozilla Firefox	Microsoft Office Access
Adobe Reader	Microsoft Office InfoPath	InterVideo WinDVD
Microsoft Office Outlook	Roxio Creator Basic v9	Geometer's Sketchpad
Sound recorder	Inspiration 7.5	Audacity
TimeLiner 5.0		

Library Databases

Destiny Circulation	EBSCOHost	Electric Library
Facts on File Reference	Gale Group Resources	LitFinder
NoodleBib	netTrekker	NewsBank, Inc.

Business & Math Department

MOUS certification	MS C++Express	Microtype
Automated Accounting	Jgrasp	KeyChamp
Southwestern Accounting	ALICE	Visual Basic
Virtual Business Simulation	Quark Xpress	Adobe PhotoShop
Dreamweaver	MOUS Prep	Geometer's Sketchpad

Industrial Technology

Westpoint Bridge Builder	RoboPro	RoboCell
Autodesk Architectural	CNC Base	Wincupl
Autodesk Inventor		CNC Motion
Mechanical Desktop	CIM	MD Solids
No Limits Roller Coaster	SSA1000	Scorebase
AutoCad 2009	EdgeCAM	Multisim 2010

Graphic Arts

Apple OSX	Adobe Suite	Macromedia Director
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Music/Arts

EMagic	Soundtree Software Package
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Middle School Equipment

6	PC Desktop Computers – Teacher/Admin	6	Student Response Systems
8	PC Desktop Computers – Student	1	Document Cameras
5	PC Laptops – Teacher/Admin	11	Interactive Whiteboards
10	PC Laptops – Student	89	LCD Projectors
1	PC Server	15	Video Cameras
46	Apple Desktops – Teacher/Admin	6	Digital Cameras
228	Apple Desktops – Student	10	Scanners
186	Apple Laptops – Teacher/Admin	46	Network Printers
422	Apple Laptops – Student	15	Video Cameras
6	Apple Servers	28	Switches
117	Wireless Access Points	1	Wide Area Appliance
1	Videoconference System		

Middle School Software Used for Curricular Support

Classrooms/Lab/Laptops/Office

Macintosh OSX	Firefox	Safari
Microsoft Office 2004	Finale	Inspiration
Timeliner	Toast	iLife Suite
Proscope Software	USB Shot	Logger ProScience
Geometers Sketchpad	Flash	Remote Desktop
Norton Antivirus	Comic Life	Print Shop
Typing Time	Robolab	Shockwave
Acrobat Reader	Quicktime	Windows Media Player
NXT Mindstorms		

Elementary Schools Hardware

14	PC Desktop Computers – Teacher/Admin	4	Student Response Systems
15	PC Desktop Computers – Student	4	Document Cameras
2	PC Laptops – Teacher/Admin	4	Interactive Whiteboards
0	PC Laptops – Student	38	LCD Projectors
2	PC Servers	17	Video Cameras
16	Apple Desktops – Teacher/Admin	26	Digital Cameras
224	Apple Desktops – Student	20	Scanners
196	Apple Laptops – Teacher/Admin	60	Network Printers
273	Apple Laptops – Student	2	Television studios
15	Apple Servers	34	Switches
57	Wireless Access Points	1	Wide Area Appliance
4	Videoconference System		

Elementary School Software Used for Curricular Support

Classrooms/Lab/Laptops/Office

Macintosh OSX	Microsoft Office 2004	Safari
Canvastic	Comic Life	iLife Suite
Timeliner	PrintShop	Kidspiration
KidPix Deluxe 3X	Bernie's Typing	Scratch
Wimpy FLV Player	PhotoBooth	Adobe Reader

Adobe Flash
Atomic Desktop
iWeb
Windows Media Player

Adobe Shockwave
Canoscan Toolbox
Real Player

Appleworks
Firefox
Stufflt Expander

Elementary Media Centers – PC-Based

Microsoft Vista Microsoft Office 2007
Destiny Accelerated Reader

Central Administration & C.S.T. Hardware

55	PC Workstations – Teacher/Admin	9	Board Member Laptops
29	PC Laptops – Teacher/Admin	2	Apple Workstations – Admin
20	PC Laptops – Students	23	Apple Laptops – Teacher/Admin
3	PC Servers	3	Switches
24	Network Printers	1	LCD Projector

Central Administration & C.S.T. Software

Maple Grove Administration Building

Windows Vista	Microsoft Office 2007	Mocha (AS400)
Print Shop	MicroTrips	Web DOEnet
Policies & Procedures	Adobe Photoshop	EMG

Child Study Team

Windows 2000	Office 2003	Contour Data Trakker
Pagemaker Pro		

District Online Subscriptions Used for Curricular & End User Support

PowerSchool Online Training Support	netTrekker
School Success Web Content Service	Atomic Learning
Animation Factory & Clipart.com	SurveyShare
Global Connect (notification technology)	Reading A to Z
Enchanted Learning	Compass Learning

2. Inventory Needed to Improve Student Academic Achievement Through 2013 2010-2013

Technology Equipment

High School

Document Cameras	Portable Videoconference System
Response Systems	Interactive Whiteboards
LCD Projectors	Tablet PC Notebooks
Refresh of Printers	Robotics Kits for Computer Science Academy

Middle School

vmWare Virtualized Server Environment	Video Production Studio
Portable Videoconference System	Document Cameras
Response Systems	Interactive Whiteboards
LCD Projectors	Tablet PC Notebooks
Refresh of Laptops & Desktops	Refresh of Printers
Netbooks for Special Needs Students	5/6 Media Center Presentation Package
7/8 Media Center Upgrade	

Elementary Schools

Additional Video Production Studios	Document Cameras
Portable Videoconference System	Response Systems
Interactive Whiteboards	LCD Projectors
Tablet PC Notebooks	Refresh of Laptops & Desktops
SmartTables in Preschool Classrooms	Refresh of Printers
Amplification Systems	

District

Replacement of existing switches at High School
 Replacement of proprietary bus tracking software
 Replacement of aging financial software in Board Office

Network Capacity

A network expansion project to be completed and in use by summer 2010. Details include installation of 12 strand single-mode fiber optic network. Internet access will grow from 1.5 mb (burstable to 10 mb) to 50 mb with expansion capability of 100 mb. Network will be connected in a star configuration with the high school serving as the hub.

Software Used for Curricular Support & Filtering

District

Atomic Learning	SurveyShare Pro	netTrekker
Enchanted Learning	Reading A to Z	Compass Learning
SmartFilter N2Hs Filtering Software		

High School

Office

Microsoft Vista	PowerSchool	MS Office 2007
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Media Center

Microsoft Vista	MS Office 2007	Destiny Circulation
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ABC-Clio	Gale Databases	Gale ebooks
NewsBank	Big Chalk eLibrary	Noodlebib
Rosen Health & Wellness	Facts on File	U.S. History & Culture
EBSCOHost	Grolier Online	Reference Suite @Facts.com

Classroom Computers (majority --- all departments)

Microsoft Vista	MS Office 2007	PowerSchool
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Department Offices

Microsoft Vista	MS Office 2007	PowerSchool
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Business Department (and Math as indicated)

MOUS certification	C++	Microtype
Automated Accounting	Java	KeyChamp
Southwestern Accounting	ALICE	Visual Basic
Virtual Business Simulation	Quark Xpress	Adobe PhotoShop
Dreamweaver	MOUS Prep	

Industrial Technology

Westpoint Bridge Builder	RoboPro	RoboCell
Autodesk Architectural	CNC Base	Wincupl
Autodesk Inventor	Revit	CNC Motion
Mechanical Desktop	CIM	MD Solids
No Limits Roller Coaster	SSA1000	Scorebase
AutoCad 2004	EdgeCAM	Multisim 9.0

Graphic Arts

Apple OSX	Adobe Suite	
Final Cut Express	Macromedia Director	

Music/Arts

EMagic	Soundtree Software Package	
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Middle School

General

Windows 7	MS Office 2010	Firefox
Internet Explorer	Inspiration	Timeliner
Geometers Sketchpad	PrintShop	Comic Life
Typing Time		

Media Centers

Facts on File	Gale Databases	Destiny Circulation
Proquest	Noodle Tools	World Book Online

Elementary Schools

Classrooms/Lab/Laptops/Office

Macintosh OSX	Microsoft Office 2011	Safari
Canvastic	Comic Life	iLife Suite
Timeliner	PrintShop	Kidspiration
KidPix Deluxe 3X	Bernie's Typing	Scratch
Wimpy FLV Player	PhotoBooth	Adobe Reader
Adobe Flash	Adobe Shockwave	Appleworks
Atomic Desktop	Canoscan Toolbox	Firefox
iWeb	Real Player	StuffIt Expander

Windows Media Player

Elementary Media Centers – PC-Based

Windows 7 MS Office 2007 Destiny Circulation

Maple Grove Administration Building

Windows 7 MS Office 2007 Adobe Photoshop
Clipart.com Alio Business BusBoss

Child Study Team

Windows 7 MS Office 2007 Contour Data Trakker

Technology Maintenance Policies, Plans and Subscriptions

Self-Maintainer Program HP/Compaq Systems	Compass Support
vmWare Platinum Coverage for Servers	Destiny Service Support
Symantec Backup Exec Agent	Thawte for securing email
SchoolDude Online Work Order Program	Autoloader Service
SchoolDude Online Inventory Program	Hyena Password Protection
Arcmail Maintenance Contract	Smartnet for Core Switches
Symantec Antivirus, Ghost, Express	IT Pro Phone Support
School Success Web Content	Packeteer Support
Veritas Maintenance Agreement	Ironport Support
SmartFilter N2Hs Filtering Software	Substitute Program
Alio Board Office Financial Program & Support	Global Connect
PowerSchool Support	

Telecommunications Services

As a part of the network expansion project, an increase from 1.5 mb (burstable up to 10 mb) to 50 mb (scalable to 100 mb) for telecommunications services. Sunesys Fiber Lease, (Verizon) Ethernet Lines, LSI for Internet Service

Technical Support

- 5 Full-Time Network/Computer Support Technicians
- 1 Help Desk Support Technician
- 4 Part-Time Technicians
- 2 Database Administrators
- 1 Full-Time Inventory Control Secretary
- 1 Full-Time Purchasing Secretary
- 1 Web Site/E-Rate Coordinator

Facilities Infrastructure

The addition of vmWare virtualized servers at the middle school. Expansion of network bandwidth. Completion of switch replacement. Complete installation of wireless (802.11n) at high school and administration building and wireless 802.11g in remaining buildings. The IBM AS400 server used by the board office is being replaced by a virtualized server and new business software.

Other Services – n/a

3. District Integration of Assistive Technology Devices into the Network to Accommodate Student Needs

The Monroe Township School District integrates assistive technology and appropriate devices into the network to accommodate all students' needs. The assessment of individual student's educational needs and the relevance of assistive technology strategies and devices are ongoing throughout the district. This process helps to determine the effectiveness of the assistive strategies and the devices in facilitating the students functioning within the school environment.

The effective integration of technology into curriculum-oriented efforts requires support and assistance. Monroe Township Public Schools believes that assistive technology should be incorporated into the instructional setting in such a way that education is facilitated without calling undue attention to the technology being used, or to its user.

Training in the selection, use and support of assistive technology is an ongoing process which involves a variety of personnel at awareness, skill development and utilization levels. Technology is changing so rapidly, and the skills needed to support many of the available devices are relatively specialized.

The Technology Teachers and Supervisor provide input through meetings, e-mail, and training to the Child Study Team members about assistive technologies, services, training, devices, maintenance, and personnel. This process maximizes sharing related to assistive technology across the district. This procedure enables the teachers to pool resources for high-need training and establishes a brokerage function for linking district schools with trainers and training opportunities.

Assistive Technology Resources

The focus for assistive technology includes both the general education student with reading and/or writing difficulties, as well as the student with disabilities. Many different devices are available for these students depending on the specific learning difficulty. Emphasis may be on mathematics, reading and writing and or a combination; all including literacy.

- ◆ Talking software (Write:OutLoud or IntelliTalk2)
- ◆ Scan and screen readers (Kurzweil 3000 or CAST eReader)
- ◆ Word prediction programs (Co:Writer)
- ◆ Portable word processors (netbooks)
- ◆ Touch screens (TouchWindow)
- ◆ Graphic organizers- software (Inspiration or Kidspiration)
- ◆ Alternative keyboards (IntelliKeys keyboard, Chinese keyboards), track balls
- ◆ Communication boards (BoardMaker)
- ◆ Multimedia programs and e-books (using netbooks)
- ◆ Skill-based software and online sites (Review, Drill and Practice, Specific Skills and Diagnostic Evaluation)
- ◆ Earobics and Simon Spells supporting literacy; speech and hearing
- ◆ On-line search engines and tools (NetTrekker and Atomic Learning)
- ◆ Reading Assistance Devices (scanning pens)
- ◆ Early Reading Programs (FastForward)
- ◆ Universal access on both platforms (PC and Mac)
- ◆ Auditory Amplification Systems

4. Access to Educational Technology in the Instructional Areas

Elementary:

Students have access to educational technology in all learning environments, including classrooms, media centers, and other educational settings. Students have access to internet - capable desktops in their classrooms, computer lab and mobile laptop carts as well other distance learning technology that allow for collaborations with peers, experts and other audiences. Students have access to digital cameras, digital video cameras, and interactive whiteboards and other assistive tools to integrate real world learning with the use of technology.

Middle School:

Computer learning centers equipped with headphones and network accessibility are accessible in many of the classrooms across the grade levels at the middle school. Through the use of in-class computer learning centers, students have access to “just-in-time” learning videos, teacher crafted presentations and on-line student interactives and assessments. Teachers monitor the use of these centers through various sign-outs and checklists and often incorporate formative assessments as an integral part of this access.

Wireless notebooks on mobile carts are available throughout the building accessible through a system of teacher sign-outs. Access to mobile laptops is tied directly to the appropriate curricula use by teachers as evidenced by their lesson plans, which are electronically submitted. Teachers have access to a mobile computer, which can be used both on and off-site as a teaching and learning tool. In addition to mobile computers, there are high speed, networked desktop workstations located in both computer labs and media centers which provide reliable access to both staff and students for specialized projects and research.

Student response systems are available for teachers to use. Access to SRS is global throughout the building, and is available through a sign-out procedure or long-term assignment. Interactive whiteboards are interspersed throughout the building, with a major emphasis on increasing basic skills in math.

High School:

All high school teachers have been issued a laptop that has wireless capabilities. All staff have been in-serviced on available technologies, software and appropriate internet applications. All students have access to a number of technologies such as computer assisted instruction, integrated learning systems, simulations and software that teach higher order thinking, collaborative networked technologies, design and programming technologies which have been proven to show positive gains in achievement on researcher constructed tests, standardized tests, and national tests. The students have access to mobile laptop carts and or computer labs in all content areas. There is also a computer lab housed in the library media center that students may utilize during the school day.

5. Administrator Access to Technology in the Workplace

Administrators have a wealth of technology resources available to them. All are issued laptops. Nearly half have PDAs that are used for scheduling and walk-thru observations. Access to PowerSchool allows them to tap into a wealth of student data. Customized screens have provided them with the ability to share specific information on the parent portal of PowerSchool. The ability to send out messages via the district global messaging system has saved time in tracking down and calling parents. The school web sites provide the administrators with the ability to provide the community with up-to-date information about calendar changes, newsletters, special events, and emergency bulletins. There is even an RSS feature immediately informs those subscribed to the service of changes and/or updates that administrators have made to their school web sites. LCD projectors and speakers are available for presentations. Digital cameras and video cameras enable administrators to get candid shots of school activity.

6. District Web Site Accessibility Plan for All Stakeholders

The district website continues to make great strides in providing accessible information to all of its stakeholders. All page creation has been redesigned to comply with the Federal Accessibility Standards. Each page is designed so that any information conveyed by color and styling is also available without color and styling. Appropriate applets, plug-ins, and viewers are indicated on all pages, and a link to said applet, plug-in, or viewer is provided. Certain technologies, such as JavaScript and frames, have been minimized to reduce accessibility issues. Text equivalents and alternatives are provided for all non-text page elements, e.g., pictures and multimedia presentations, wherever possible. All pre-existing pages were updated the summer of 2009 to comply with Federal Accessibility Standards.

7. Obsolescent Equipment Replacement Schedule

Equipment that is considered obsolete by the district is any client desktop or laptop that is four years of age or older. This equipment will be made available to district teachers for student use but will not be supported on the district network and will not be repaired if the repair costs exceed the value of the machine. All new client desktops and laptops will be acquired through district leases which will be renewed every four years. Servers will be provided with a five to six year life cycle and will be upgraded throughout the life cycle for optimum usage.

District Technology Dept.	2010-2011	2011-2012	2012-2013
Windows Servers	X	n/a	n/a
OSX Servers	n/a	X	n/a
Technician Laptops	n/a	X	n/a
Maple Grove Admin. Bldg.	2010-2011	2011-2012	2012-2013
Administrative Desktops	n/a	n/a	n/a
Administrator Laptops	X	n/a	n/a
Child Study Team Desktops	n/a	n/a	n/a
Child Study Team Laptops	X	n/a	n/a
Williamstown High School	2007-2008	2008-2009	2009-2010
Administrative Desktops	n/a	n/a	X
Administrator Laptops	n/a	n/a	X
Media Center Computers	n/a	n/a	X
Computer Labs	n/a	n/a	X
Teacher Laptops	n/a	n/a	X
Student Laptops	n/a	n/a	X
Williamstown Middle School	2010-2011	2011-2012	2012-2013
Administrative Desktops	n/a	n/a	n/a
Administrator Laptops	n/a	n/a	n/a
Media Center Computers	n/a	n/a	n/a
Computer Labs	n/a	n/a	n/a
Teacher Laptops	n/a	n/a	n/a
Student Laptops	n/a	n/a	n/a
Elementary Schools	2010-2011	2011-2012	2012-2013
Administrative Desktops	n/a	X	n/a
Administrator Laptops	n/a	X	n/a
Media Center Computers	n/a	n/a	n/a
Computer Labs	n/a	X	n/a
Teacher Laptops	n/a	X	n/a
Teacher Classroom Desktops	n/a	X	n/a
Student Laptops	n/a	X	n/a

*Note - All n/a indicate equipment is still under warranty or has not exceeded a 4 year life cycle.

B. Cyber Safety

1. Filtering Method Used

Monroe Township Public Schools uses McAfee's SmartFilter web filtering software. This filter helps protect against viruses, malware, and other security risks while also providing flexibility in policy management. Besides the predefined filtering policies, custom categories can be created, block/allow lists, and exemption of specific URLs by category can be achieved. SmartFilter is also CIPA compliant.

2. Acceptable Use Policies Used for Students & Staff

Students and staff of Monroe Township Public Schools have access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. This network assists in preparing students for success in life and work in the 21st Century by providing them with electronic access to a wide range of resources. Access to the technology network enables students and staff to explore thousands of libraries, databases, web sites, and videoconference locations for purposes of research and exchange of information and ideas with users throughout the world. To gain access to the Monroe Township Public School District electronic network, all students must obtain parental permission and must sign and return both the Acceptable Use Policy Student Agreement Form and the Web Site Posting Parental/Guardian Consent Form. Staff are not required to sign a consent and waiver agreement. Staff have an obligation to abide by district policies and regulations as a part of their employment responsibilities.

Acceptable Use Policy is included in the Appendix of this Technology Plan.

3. Internet Safety Plan

a. Technology Protection Measures:

The district has selected a technology protection measure (McAfee's SmartFilter filtering software) for use with the district Internet system. The filtering software is configured to protect against access to material that is obscene, child pornography and material that is harmful to minors, as defined by the Children's Internet Protection Act. The district or district schools may, from time to time, reconfigure the filtering software to best meet the educational needs of the district or schools and address the safety needs of the students. The district provides student access to Internet resources only in supervised environments.

b. Process for Educating Minors About Appropriate Online Behavior:

Educating minors about appropriate online behavior also includes educating those individuals involved with the minors such as parents, teachers, and school administrators. Monroe Township Public Schools has provided information and training to all of these groups.

Specifically for **the students**, the "Student Acceptable Use Policy" provides guidance in the use of technology. The iSafe and NetSmartz Curriculum has been adopted by the district. During each school year technology teachers provide lessons to students in-class, as well as through assemblies, and assist teachers in the integration of CyberSafety content into regular classroom instruction. Content includes (but is not limited to) lessons related to appropriate interaction on social network websites, interacting with others in chat rooms, and Cyberbullying awareness and response.

Computer Technology Literacy teachers for 6th and 8th grade use iSafe materials (movies and curriculum) to supplement lessons on Internet Safety. Fifth grade Language Arts teachers incorporate iSafe materials & strategies for safe Internet use in their lesson activities using technology. The Student Resource Officer (SRO) created and presented an assembly to all students and teachers highlighting key concepts of Internet safety and the dangers of inappropriate use of technology, especially "sexting". All students received a copy of an Internet Safety book, "NetCetera", as well as a communication sent to each home indicating the content and context of the materials to promote at-home discussion and awareness of Internet Safety.

The high school technology teacher collaborated with the Student Resource Officers (SROs) and other necessary stakeholders in preparing an assembly for students on Internet Safety & Sexting. The SROs have been trained and certified in the Internet Crimes Against Children Task Force Program which helps state and local law enforcement agencies develop an effective response to cyber enticement and child pornography cases.

Specifically *for **the teachers and administrators***, workshops and assemblies have been provided on topics of Internet Safety, Identity theft, Cyberbullying, and Sexting. All teachers and administrators received a copy of the federal booklet, Net Cetera: Chatting with Kids About Being Online. Planned training over the next year includes Social Networking, additional Cyberbullying, safe and responsible use of Web 2.0 Technologies, and an overview of the district Acceptable Use Policy.

Monroe Township Public Schools has provided numerous resources *for parents* regarding online safety. Speakers have provided evening workshops on Internet Safety and Preventing Cyberbullying. A copy of the federal booklet, NetCetera: Chatting with Kids About Being Online was sent home with each student for all parents. Links to Internet Safety sites, the district Internet Safety Plan, and the district Acceptable Use Policy & Regulations (which outlines Internet Safety) are available on the district web site.

4. Date School District Provided Community with Public Notice and Hearing

The original Acceptable Use Policy & Regulation #2361 was adopted by the Monroe Board of Education on 9/17/96. The first revision was adopted by the board of education on 7/17/02. The second revision, which included an Internet Safety Plan incorporating CIPA was adopted on 10/7/02.

On October 25, 2005 the school district provided the community with public notice and a hearing to address Internet Safety and the Internet Safety Plan. The Internet Safety Plan is posted on the district website and is highlighted in the student AUP documentation. In addition, resources on Internet Safety are available on the district web site.

The Acceptable Use Policy & Regulation #2361 (which contains the Internet Safety Plan) was revised and adopted by the board of education on 5/16/07.

The Acceptable Use Policy & Regulation #2361 is scheduled for review and possible revision during the 2010-2011 school year.

C. Needs Assessment

1. Current Status

The following surveys were used in determining areas of improvement, existing needs and barriers related to using educational technology as part of instruction:

District Technology Plan Survey - a teacher needs assessment was conducted based on the National Educational Technology Standards, the goals of the New Jersey Educational Technology Plan, and our district professional development plan.

Middle School Back-to-School Survey of Interest – This survey engaged the teachers in a reflection of their technology integration practices, past and present and recorded their individual technology teaching and learning goals.

Elementary Professional Development Survey – Elementary teachers were given a survey to complete that asked for training ideas for which they felt a need.

District Professional Development Needs Assessment Survey - The purpose of the survey was to identify information regarding topics teachers are interested in, the type of delivery model they prefer, and concerns they may have about implementing the new concepts.

a. Educator's Current Practices in Integrating Technology Across Curriculum

Currently our staff is using technology in the areas of classroom management, parent communication, community outreach, curriculum development and implementation, action research, differentiated instruction, collaboration, data analysis and professional development.

b. Summary of Educators' Proficiency in Use of Technology within Curriculum

District Technology Plan Survey:

An overwhelming majority (70%) use mobile laptop resources in their classroom environment to support their instruction. Most students (70%) have used word processing in content areas as part of their learning environment.

A majority of the teachers demonstrate proficiency or advanced proficiency in providing a learning environment for the students that is technology rich in hardware and software. Between twenty and twenty-five percent of the teachers are adopters of interactive technologies.

A majority of teachers create and use multi-media programs and presentations in the learning environment. The number of teachers in this area of proficiency increased a small percentage (~3%). Ninety percent of the teachers are locating and using pre-made multi-media resources to support the teaching and learning environment.

Teachers are introducing online assessment and prescriptive learning environments to their students (just under 50% of the teachers polled use them with their students in the Compass Learning environment). netTrekker tools, which include searching, organization and tutorials (including HotMath and BrainPOP) are used by 14% of the teachers as a learning tool.

Most teachers' assessment strategies include tools such as checklists; rubrics and benchmarks as well as objective based tests and performance-based or projects using subjective criteria (essays, rubrics). A small percentage of teachers use electronic portfolios as an assessment instrument.

Middle School Back-to-School Survey of Interest:

An overwhelming number (82%) of teachers at Williamstown Middle School have indicated an interest in participating in project-based learning collaborations with students outside their class. (13 not want to collaborate 58 did want to collaborate)

Teachers at WMS selected areas of technology professional development that would be applied in their classroom. The top five requested topics incorporated making their students' voices heard or seen, either in a Web 2.0 environment or in their classroom environment. The most highly requested topic was student response systems. Teachers also wanted to create highly interactive authentic environments for their students with Web 2.0 tools, such as Wikis, Blogs, Digital Stories, Podcasts and Movies.

Elementary Professional Development Survey:

Teachers at the Elementary schools have expressed the need for additional time to implement technology strategies in their classroom learning environments, including the use of technology learning centers. Teachers top requested area of professional development was the non-specific "technology training", indicating the need for an overall review of existing educational technology options and assistance in planning lessons that incorporate technology into their curriculum and classroom. Teachers have expressed the need for additional classroom management tools training including the use of PowerSchool (the district attendance and grading program), Compass Learning (a K-8 online prescriptive learning environment), and ways to effectively manage technology in the classroom.

District Professional Development Needs Assessment Survey:

At the elementary level, developing common grade level/content area benchmark assessments was an expressed need. In addition, the integration of technology in instruction was the top request for classroom teaching strategies. Creating meaningful learning centers was a front-runner for the area of need under teaching practices. The technology tool most requested from this group of teachers included the use of interactive whiteboards and iPods/podcasting.

The middle school staff results mirrored the information gathered from the back to school survey. Educational Wiki's and blogs as well as interactive whiteboard use and student response systems were deemed the most important technology training they wanted to receive. Developing rubrics for assessment, creating meaningful learning centers, and the integration of technology into instruction all made the top list of in-services requested.

High school teachers requested training on teacher-developed rubrics. The integration of technology in instruction was the number one choice for classroom teaching strategies. Addressing student IEPs as well as interdisciplinary connections were also important topics to the high school teachers. Technology tools of interest were interactive whiteboards, web page design and using Microsoft Excel.

c. Current Educational Environment and Barriers

i. Educators are assured access to technology to facilitate technology integration

Current Educational Environment:

Each teacher has a laptop and access to a projection device to use in his/her classroom. Instructional and non-instructional areas have Internet and network access through a combination of wired and wireless technologies. Computer labs, portable laptop carts, digital media equipment, videoconferencing units, interactive whiteboards, student response systems, and speakers are available for use. Media centers are equipped with banks of desktop and portable computers.

Barriers:

Scheduling the use of instructional technology has reduced the access and availability of current resources within each building. Commonly shared resources become limited during peak usage time, reducing access to groups of educators. As the technology equipment ages, access to consistent, reliable equipment is reduced, and educators become reluctant to use available technology. Teachers lack of effective management of technology resources in an integrated environment in order to be able to handle the many issues that can develop during their limited class time.

ii. Often students have access to technology to support use of 21st century skills in learning environment

Current Educational Environment:

Computer labs, portable laptop carts, digital media equipment, videoconferencing units, interactive whiteboards, student response systems, and speakers are available for use. Media centers are equipped with banks of desktop and portable computers.

Barriers:

Consistent grade level access varies by educator, grade level and building. This results in a lack of exposure to regular classroom technology integration. Additional barriers are presented by way of the lack of technology equipment to meet the demand level. Access to equipment outside class-time is severely limited. Student behavior and pre-requisite knowledge of appropriate use of digital tools often hampers students' access to their use.

iii. The needs of educators are evaluated

Current Educational Environment:

Through needs assessments using online surveys. Technology teachers and district technicians work firsthand with staff and provide key information relative to staff skill level, technical issues, and instructional methodology. The online work order system provides reports that analyze areas of need relative to network and end-user issues. Email and school listservs provide information on upcoming issues, concerns, and staff needs. Atomic Learning and Compass Learning provide usage reports. Administrators conduct formal observations and walkthroughs that provide additional input into the needs of the educators.

Barriers:

Not all educators respond to the surveys. In addition, use of technology isn't always present during observations and walkthroughs that are conducted by building –level administrators.

iv. The needs of the students are evaluated

Current Educational Environment:

Teachers use a combination of assessment tools to evaluate student achievement. Anecdotal information and observations, research and aggregated data, essays, rubrics, electronic portfolios, and true-false, multiple choice, and fill-in-the-blank objective tests are strategies and resources currently in use.

Barriers:

Educators do not have a common articulated checklist of exit level technology skills by grade level that would assist them in student evaluation. Student portfolios are often limited to paper, rather than digital form, preventing the use of on-going evaluation of student projects using digital tools. Consistent access to standardized student assessment information is limited.

v. Past professional development addressed the staff and students' needs for technology integration

Current Educational Environment (2007-2008 Professional Development):

ELEMENTARY – Technology Integration with Math, Identify Theft

MIDDLE SCHOOL – iSafe Curriculum, Technology Integration with Math, Essential Questions, Creating Student Portfolios, Managing Student Data using Excel, Identify Theft, Data Analysis

HIGH SCHOOL – Curriculum Mapping and Common Assessments with Rubrics, Managing Student Data using Excel, iSafe Curriculum NetOp Training, Web Site Revision, EduGame, Student Portfolios, Website Design, Identify Theft, Developing PBL Units, Cross-Content PBL Unit Planning, Geometer's Sketchpad, Developing Media Supports for Classroom Instruction, Developing Student Writing Portfolios, Cross-Content Thematic Unit Planning in Language Arts and Social Studies

Current Educational Environment (2008-2009 Professional Development):

ELEMENTARY – Compass Learning, PowerGrade, Compass Learning Re-Training, Developing Building-Level Media Link Website, Compass Learning Differentiated Instruction Lesson Activities, Compass Learning Activity Creation, Technology Bootcamp

MIDDLE SCHOOL – Compass Learning/Learning Pathways, Intel Master Teacher Training, Data Analysis, Interpreting and Driving Instruction with Compass Learning, Integrating Student Response Systems into Instruction, Wikis, Blogs and Podcasting, Internet Safety, Podcasting Development, Compass Learning, BrainPop, Thinkfinity Unit Planning & Implementation, Developing Building Level Media Center Web Sites, NJ Standards Clarification Project & Exploratorium

HIGH SCHOOL – Microsoft Office 2007, Intel Master Teacher Training, Wikis, Podcasting and Blogs, Podcasting in the Classroom, Developing Building Level Media Center Web Sites, Internet Safety, Knowing Your District Acceptable Use Policy, Movie Maker, Thinkfinity Unit Planning, PowerPoint & Access, NJ Clarifications Project

Barriers:

Cost of Professional Development on site. Inadequate resources for substitute placement. Budget constraints limit the available funding for professional development.

vi. Past professional development for all administrators was provided to further the effective use of technology in the classroom or library media center

Current Educational Environment:

Technology-focused professional development for administrators over the last couple of years was spotty due to over half of the administrative body retiring and the new administrators needing time to adjust to their new roles. Professional development consisted of informational sessions at administrative meetings as well as conference and workshop attendance. Sharing of studies, reports, and other educational technology resources was done primarily through e-mail. Conferences and workshops were attended by administrative staff that focused on E-Rate, CyberEthics, Compass Learning, Distance Learning, iLearn, Virtualization, NJTAP, Crosstech, FETC Online, Atomic Learning

Barriers:

Many of the administrators retiring and having to wait until positions were filled. New administrators needed to get acclimated to their new roles and environments prior to pursuing skill development in technology.

vii. Ongoing, sustained professional development was provided in 2009-2010 for all educators to further the effective use of technology in the classroom or library media center

Current Educational Environment:

ELEMENTARY- Thinkfinity, Compass Learning: At Home Activities, PowerGrade, 21st Century Skill & National Core Standards, NJ ASK Test-Taking & Data Analysis, Destiny

MIDDLE SCHOOL - Compass Learning Tutorial, NJ Technology & Assessment in Proficiency, Web 2.0, Voice Thread, Creating 21st Century Schools, PowerSchool, Compass Learning: Integrating Compass in Science, Compass Learning: Integrating Compass in Social Studies, Infusing Technology into Existing Curriculum, Developing Online Benchmark Assessments using Compass Learning

HIGH SCHOOL - PowerSchool, Web 2.0, Voice Thread, Information Literacy, School Library Website Review, Creating 21st Century Schools, Technology Integration, Review of National Core Standards, GarageBand, Curriculum Mapping, Developing Problem/Project Based Learning Units, Electronic Media Collection System, Developing Benchmark Assessments & Refining Student Portfolios, Audacity, Inspiration, Book Trailers in Language Arts & Social Studies, Using Digital Cameras in the Classroom, Digital Story Telling using Movie Maker, Using the Document Camera within the Classroom, Thinkfinity, Web Cameras: Creative Uses for the Classroom, iMovie, iPhoto & Garage Band for Visual & Performing Arts, Videos in the Classroom; Using TeacherTube and YouTube videos in the Classroom

Barriers:

Cost of Professional Development on site. Inadequate resources for substitute placement. Budget constraints limit the available funding for professional development.

viii. Ongoing, sustained professional development was provided in 2009-2010 for all administrators to further the effective use of technology in the classroom or library media center

Current Educational Environment:

Professional development was provided at most monthly administration meetings. Topics included Internet Safety, Sexting, Proper Use of Social Networks, and Student Cell Phone Use. In addition selected administrators attended training on Moodle, Creating 21st Century Schools, Navigating Legal Landmines, Technology in Language Arts Literacy, Technology in Mathematics, Leadership for 21st Century Learning Environments, School Safety & Security Conference, Videoconference Showcase, and multiple technology sessions at conferences such as Techspo, NJAET, NJSBA.

Barriers:

Time is the biggest barrier for this relatively new administrative staff. The last two years have seen a large number of administrative retirees and the new staff is spending most of their time adjusting to their new positions. This should ease up over the next year as they get settled in to their jobs leaving more time available to devote to technology.

ix. Supports were provided for staff other than professional development

Current Educational Environment:

On-site technology teachers were made available for mentoring, modeling, and low-level technical assistance. On-site and centrally located technicians exist as well as an online technical assistance program.

Barriers:

There is a reluctance of staff to submit technical requests to the online work-order program. Excessive workloads due to a shortage of technical staff and location constraints due to shared services with technicians and technology teachers impede timely support and repairs.

x. Professional development needs and barriers related to using educational technology as part of instruction have been identified

Current Educational Environment:

Teachers have been surveyed. Lesson plans have been evaluated. Feedback from on-site workshops have been analyzed. Follow-up conversations through one-to-one mentoring have taken place.

Barriers:

Validity of self assessment. Lack of time to meet individually. Reluctance of teachers to share opinions.

2. Needs of the District to Improve Academic Achievement of All Students Through the Integration of Technology Across All Curricular Areas

- Database and spreadsheet advanced training.
- Creating multimedia presentations as well as Podcasts
- Creating meaningful learning centers that integrate technology
- Copyright & Intellectual Property
- Peripheral devices such as scanners, response systems, interactive whiteboards, document cameras
- Student and Teacher ISTE Standards as well as revised NJCCCS
- Independently implementing technology-infused lessons/units
- Online Collaborative Projects and other Web 2.0 Technologies
- Videoconferencing Fields Trips & Projects
- Atomic Learning, NetTrekker and Compass Learning
- Student Electronic Portfolios
- Differentiated Instruction using Technology
- Using Research and Aggregated Data to analyze technology and methodology impact on student achievement
- AUP, Internet Safety, Laptop Agreement, Cell Phone, and Appropriate Technology Use
- Training in the creation of and use of effective assessment tools.
- Training for administrators and teachers in the use of technologies in a teaching and learning environment.
- Expand release time for teachers to attend professional development workshops, seminars and conferences.
- Provide additional technician support.
- Provide additional support in the use of technology tools and resources.
- Teachers need training on effective management of technology resources in an integrated environment
- Social networking

3. Prioritization of Identified Needs

1. Upgrade infrastructure, technology tools and resources as needed to provide environment conducive to achieve the instructional goals of the technology plan.

2. Provide administrator, teacher, and support staff training in the use of technologies in a teaching and learning environment as they apply to national and state standards.
3. Provide additional release time for teachers to attend training.
4. Train administrators and teachers in the use of technologies to analyze student achievement data.
5. Provide training and assist teachers in the creation and implementation of multiple types of assessment that utilize technology.
6. Train staff in acceptable use of technology.
7. Provide additional technical and instructional support.
8. Provide training and support in the use of web 2.0 technologies.
9. Assist teachers with effectively managing technology resources.

IV. Three-Year Goals & Objectives

A. History Goals & Evaluation 2007-2010

Goal 1 - Students

All students will attain the educational technology and information literacy skills that will assist them in achieving the New Jersey Core Curriculum Content Standards and succeed in the workplace of the 21st century regardless of the student's race, ethnicity, religious affiliation, gender, family income, geographic location, or disability.

Success: The district curriculum and technology department staff work together to ensure technology is integrated into curricula. Students participate in student-centered project-based learning activities that incorporate higher order thinking skills in a technology-infused multidisciplinary environment. Technology teachers work with classroom teachers in the development of these lessons and assist in the implementation. Building administrators visit classrooms and conduct observations to make sure this goal is being met.

Continuation: With the new standards and emphasis on 21st century skills the partnership between curriculum and technology will continue.

Issues: None.

Goal 2 - Staff

All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the district educational community.

Success: The curriculum and technology department staff have worked together to ensure the teachers and administration have received continuous professional development relative to emerging technologies, with a focus on infusing technology into curricula as well as instructional methodology. Information about conferences, workshops, seminars, etc. is shared with the staff. Secretaries, aides, support staff, technical staff, and other related personnel employed by the district have received on-site technology training relative to their area of focus.

Continuation: Professional development is an ongoing process. New technologies, practices, research studies, and state curricula create a need for continuing studies.

Issues: Funding has been the biggest barrier for the district relative to providing sufficient professional development needed to achieve this goal. Additional money would fund additional opportunities for staff to receive training.

Goal 3 - Access

All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.

Success: All students and educators have equitable access to the Internet and videoconference technology. Wireless capability is available in all buildings. All teachers and administrators have laptops. Portable laptop carts and assistive technology devices are available in all district schools. Technicians are assigned to each building and an online work order system is in place.

Continuation: Continue to provide access to technology resources for students and staff. Continue to provide technical support.

Issues: Keeping up with the increasing demand of technology use of the staff has been a challenge. The staffing of the technology department has remained flat over the course of the 2007-2010 plan but the technology resources available have nearly tripled. Technology staff is burdened with work orders and the ability to provide timely fixes for staff has deteriorated.

Goal 4 - Infrastructure

Monroe Township Public Schools will establish and maintain the technology infrastructure necessary for students and educators to access electronic information and to communicate freely via technology.

Success: The district has maintained a broadband, high-speed wired & wireless network and reliable Internet access to enable students and educators to support their curricula activities. Videoconferencing equipment is in each building to provide distance learning opportunities. All district teachers and administrators have laptops. Portable laptop carts, labs, peripherals, and digital media are available in all buildings.

Continuation: The technology department will continue to provide staff with quality hardware/software and the network to provide capacity and capability to support successful learning in classrooms, media center and throughout the learning environments.

Issues: The district technology department is still understaffed. It is difficult to meet the demands of the end users.

Goal 5 - Community Outreach

Relationships will be established with parents, local community members, public agencies and entities, education institutions, community-based organizations and private corporations to increase opportunities for sustained technology access and broad, collaborative learning environments.

Success: The district and all schools have high-quality, highly-informative, user-friendly web sites. There is a subscription to Atomic Learning and netTrekker which provides community use of technology resources related to web-surfing and technology learning modules. A senior citizen program to provide technology skills to community seniors is run each year. Workshops are provided for parents through the curriculum department. The PowerSchool portal for parents has been launched K-12. Compass Learning is available for students to use after school in grades K-8.

Continuation: All of the services provided to the community have been successfully and optimistically received. All services are to be continued.

Issues: None.

Goal 6 - Funding

Establish, maintain and implement an annual district technology budget and pursue additional alternative funding sources.

Success: State and local funds were used to support the technology budget. The use of leases as a means to keep equipment up-to-date has allowed the district to stay current. Several state grants have allowed the district to further expand the available technology.

Continuation: The district will continue to use federal, state, local and other sources of funds to help ensure that students have access to technology and that teachers are prepared to integrate technology effectively into curricula and instruction.

Issues: Reductions in state aid have made it more difficult to fund technology as now an increase in local funds must be used to make up the difference. The purchasing requirements continue to become more complex making the purchase of technology a time-intensive process.

Goal 7 - Evaluation

Review and revise the district technology plan in order to provide the district with a flexible, timely document that reflects the effective utilization of technology as it applies to the integration of technology into curricula and instruction, enables students to meet challenging state academic standards and develop life-long learning skills.

Success: The district technology plan has proven to be a document that has been utilized in order to set and implement district goals. Yearly evaluation of the document has shown the district is on track with meeting objectives and timelines.

Continuation: The technology plan is being revised and expanded to accommodate growth within the district related to technology goals and curricular goals.

Issues: There have been no noticeable barriers to the achievement of the goals in the 2007-2010 technology plan. The district, when provided with possible barriers related to shortage of funds has been able to move priorities within the entire budget in order to accomplish goals within the technology plan. It is unlikely that this will continue in the 2010-2013 plan.

B. Goals & Objectives

2010-2013

**Timeline & Indicators for integration of goals can be found in the activity tables.*

Students

Goal 1 All students will attain the 21st century skills necessary to be successful in the workplace, community, and global society.

Objective 1.1 All district curricula will be infused with the most current NJCCCS, ISTE National Education Technology Standards and focus on student-centered, problem-based, real-world scenarios to attain 21st century skills.

Objective 1.2 All students will achieve grade-appropriate proficiency in the use of 21st century skills based on the national and state educational technology standards and meet the NCLB requirement that all students be technologically literate by the end of grade eight.

Objective 1.3 Technology access is assured for all learners through universally designed instruction and content materials (assistive technologies) to support 21st century learning communities.

Objective 1.4 All students will demonstrate responsible, ethical, and discerning behavior when obtaining and using information and media technology resources.

Staff

Goal 2 All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.1 All educators will be provided with ongoing, sustained, high-quality professional development opportunities and technology support focused on infusing 21st century skills into curricula and instructional practices.

Objective 2.2 All educators will plan, create, and implement lessons and units that focus on the integration of technology into the curriculum as required by the NJCCCS, and include 21st century skills, and national and state standards into curricula and instructional practices.

Objective 2.3 All educators will use data-analysis and other evaluative tools for assessment of effective use of educational technology for student achievement of NJCCCS and 21st century skills.

Objective 2.4 All administrators will inspire, model and lead the development and implementation of a shared vision for integration of technology to support excellence and transformation throughout the district.

Objective 2.5 All administrators will promote an environment of professional learning and innovation to empower educators as they infuse technology into the instructional program.

Objective 2.6 All administrators will provide leadership and management to improve the district through the effective use of information and technology resources.

Objective 2.7 All district support staff will demonstrate achievement of technology skills necessary to complete tasks relative to employment responsibilities.

Objective 2.8 All staff will model acceptable use of, and facilitate, understanding of social, ethical, and legal issues related to an evolving digital landscape.

Objective 2.9 All schools will be assigned technology teachers that offer timely, onsite guidance, mentoring and modeling to assist staff in using and managing technology-based resources.

Access

Goal 3 All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools, and other educational settings.

Objective 3.1 All students will be provided with equitable, ubiquitous access to online resources, distance learning and other technology tools and applications (including assistive technologies), enabling them to pursue academic excellence within and beyond the school walls.

Objective 3.2 All educators will be provided with access to email, online resources, distance learning and other technology tools and applications (including assistive technologies) to provide authentic, real-world, student-centered, inquiry based learning environments within and beyond school walls.

Objective 3.3 All administrators will be provided with access to email, online resources, distance learning and other technology tools and applications (including assistive technologies) to create, promote, and sustain a digital-age learning culture that provides engaging and relevant learning experiences for all students.

Objective 3.4 All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain the operation of technology equipment.

Objective 3.5 The district will ensure that all students, teachers and administrators are able to use technology tools, online resources and media in a safe, ethical and secure manner.

Infrastructure

Goal 4 Monroe Township Public Schools will establish and maintain the technology infrastructure necessary for all students and staff to safely access electronic information and to communicate globally via technology.

Objective 4.1 The district will provide a broadband, high-speed network with reliable Internet access.

Objective 4.2 The district will provide technology resources to support successful implementation of national and state technology standards, as well as 21st century learning skills and learning communities.

Objective 4.3 The district will provide sufficient technical personnel for the operation of the district technology department.

Community

Goal 5 Through the use of technology, increase communication and outreach with the local and global community.

Objective 5.1 Promote parental and community involvement and communication through technology access.

Objective 5.2 Maintain high-quality, highly informative, user-friendly district and school web sites.

Students

Goal 1: All students will attain the 21st century skills necessary to be successful in the workplace, community, and global society.

Objective 1.1: All district curricula will be infused with the most current NJCCCS, ISTE National Education Technology Standards and focus on student-centered, problem-based, real-world scenarios to attain 21st century skills.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Assign district tech committee members to district curriculum committees.	Supervisor of Technology	Curriculum committee member lists	Δ	Δ	Δ
B. Assigned tech members will assist curriculum committee members with revisions.	Assigned tech committee members	Sign-in sheets for curriculum meetings	Δ	Δ	Δ
C. Continue to revise curriculum maps & guides to integrate and infuse technology	Curriculum Supervisors, classroom teachers	Curriculum maps & guides (in-progress)	Δ	Δ	Δ
D. Assigned tech members will verify district curriculum guides and maps, include technology indicators in all areas and ensure alignment with NJ Educational Technology Standards, ISTE Standards for Students, and the 21st Century Learning Skills.	Assigned tech committee members	Completed curriculum guides and maps	Δ	Δ	Δ
E. Create a shared collaborative online environment for staff access to curriculum guides and maps resources.	Supervisor of technology, Supervisors of Curriculum, Web Site Manager, teachers	Internet site established, user accounts established, documents & templates published	Δ	Δ	Δ
F. Teachers will share and collaborate collegially to create and share problem-based, real-world scenarios and lesson ideas to be shared as part of the online curriculum resources.	Classroom teachers, building-technology teachers, Web Manager, Curriculum Supervisors	Lesson plans, posted ideas, peer evaluative checklists	Δ	Δ	Δ
G. Exemplary & representative student work will become part of the online curriculum resource	Classroom teachers, building-technology	Student work, lesson plans & evaluative checklists	Δ	Δ	Δ

environment to promote best practices in the student-centered environment.	teachers, Web Manager, Students				
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Students

Goal 1: All students will attain the 21st century skills necessary to be successful in the workplace, community, and global society.

Objective 1.2: All students will achieve grade-appropriate proficiency in the use of 21st century skills based on the national and state educational technology standards and meet the NCLB requirement that all students be technologically literate by the end of grade eight.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. All teachers will develop and deliver lessons and units for all students that incorporate standards and performance indicators relative to the students' grade level.	Teachers Administrators	Lesson Plans Units	Δ	Δ	Δ
B. All teachers will develop and deliver technology-infused lessons relative to their curricular area.	Teachers Administrators	Lesson Plans	Δ	Δ	Δ
C. All students will complete student-driven projects, which incorporate technology relative to standards.	Teachers Students Administrators	Lesson Plans Student Completed Projects	Δ	Δ	Δ
D. All students will be provided with learning opportunities that incorporate technology to assist them in becoming capable information seekers, analyzers and evaluators.	Teachers Students Administrators	Lesson Plans Student Coursework	Δ	Δ	Δ
E. All students will utilize technology in their learning environment for communication, research, collaboration, and publishing.	Teachers Students Administrators	Lesson Plans Student Coursework	Δ	Δ	Δ
F. All students will be provided with learning opportunities that make connections between school and community.	Teachers Students Administrators	Lesson Plans Student Coursework	Δ	Δ	Δ
G. Groups of students will work collaboratively on technology-rich multidisciplinary projects.	Teachers Students Administrators	Lesson Plans Completed Group Projects	Δ	Δ	Δ
H. Assessment of student achievement relative to the 21st century skills is provided through multiple measures.	Teachers Students Administrators	Student interviews, portfolios, observations, NJ performance based tests of computer literacy skills.	Δ	Δ	Δ

Students

Goal 1: All students attain the 21st century skills necessary to be successful in the workplace, community, and global society.

Objective 1.3: Technology access is assured for all learners through universally designed instruction and content materials (assistive technologies) to support 21st century learning communities.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. All teachers will arrange equitable access to appropriate technology resources that enable students to engage successfully in learning activities across subject and or content areas and grade levels.	Administrators Teachers	Lesson Plans Unit Plans Rubrics	Δ	Δ	Δ
B. All teachers will engage in ongoing planning of lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the learning of subject matter and student technology standards.	Administrators Teachers	Lesson Plans Unit Plans Rubrics	Δ	Δ	Δ
C. All teachers will develop and deliver technology-infused multidisciplinary projects, and utilize alternative and innovative approaches with their instruction.	Administrators Teachers Students	Lesson Plans Unit Plans Rubrics Student Coursework	Δ	Δ	Δ
D. All students will have equitable access to appropriate technology resources that enable them to engage successfully in learning activities across subject and or content areas and grade levels.	Teachers Students	Lesson Plans Student Completed Projects Rubrics	Δ	Δ	Δ
E. All students will engage in ongoing lesson sequences that effectively integrate technology resources and are consistent with current best practices for integrating the	Teachers Students	Lesson Plans Student Coursework Rubrics	Δ	Δ	Δ

learning of subject matter and student technology standards.					
F. All students will participate in technology-infused lessons in an environment that encompasses alternative and innovative approaches to their instruction.	Teachers Students	Lesson Plans Student Coursework	Δ	Δ	Δ
G. All teachers will generate and utilize multiple instruments that assess the effectiveness of their technology-infused lessons and units on student achievement on an ongoing basis.	Teachers Students Administrators	Observations, rubrics, portfolios, classroom interviews	Δ	Δ	Δ
H. Multiple measures will be utilized to assess student achievement of goals and objectives relative to project-based learning, technology-infused units and lessons, as well as other innovative approaches to learning.	Teachers Students Administrators	Observations, rubrics, self- assessment, portfolios, student work, classroom interviews	Δ	Δ	Δ

Students

Goal 1: All students will attain the 21st century skills necessary to be successful in the workplace, community, and global society.

Objective 1.4: All students will demonstrate responsible, ethical, and discerning behavior when obtaining and using information and media technology resources.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. The district will maintain, and update when necessary, an Acceptable Use Policy for all students, staff, and community members.	Supervisor of Technology	Document published, board approved and in-place	Δ	Δ	Δ
B. All students (and their guardian) will sign an Acceptable Use Policy Agreement before access to grade-appropriate online resources can be obtained.	Students, Parents/Guardians Technology Teachers Building Principals	Completed Agreement Forms	Δ	Δ	Δ
C. The district will maintain, and update when necessary, the Internet Safety Plan.	Supervisor of Technology	Internet Safety Plan	Δ	Δ	Δ
D. Students will participate in Internet Safety Lessons that provide an understanding of human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Supervisor of Technology Technology Teachers Teachers Media Specialists	iSafe Curriculum Netsmartz Curriculum School-wide and or grade-wide assembly program	Δ	Δ	Δ
E. Students will participate in Internet Safety Lessons that provide and exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	Supervisor of Technology Technology Teachers Teachers Media Specialists	iSafe Curriculum Netsmartz Curriculum School-wide and or grade-wide assembly program	Δ	Δ	Δ
F. Students will demonstrate personal responsibility for lifelong learning.	Supervisor of Technology Technology Teachers Teachers Media Specialists	iSafe Curriculum Netsmartz Curriculum School-wide and or grade-wide assembly program	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.1: All educators will be provided with ongoing, sustained, high-quality professional development opportunities and technology support focused on infusing 21st century skills into curricula and instructional practices.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Training that focuses on the integration of technology into curriculum relative to NJCCCS will be provided during district in-services.	Supervisor of Technology Supervisor of Curriculum	In-service Training Schedules Sign-in sheets	Δ	Δ	Δ
B. Information about conferences, workshops, seminars, after school training, etc. relative to educational technology and 21 st century skills will be shared with staff.	Supervisor of Technology Supervisor of Curriculum	Copies of literature E-mail	Δ	Δ	Δ
C. District-generated technology training will include topics on learning environments and strategies.	Supervisor of Technology Supervisor of Curriculum	Training materials Sign-in sheets	Δ	Δ	Δ
D. District-generated technology training will include topics on student-driven project-based projects with an emphasis on collaboration and infusion of 21 st century skills and themes into the curriculum.	Supervisor of Technology Supervisor of Curriculum	Training materials Sign-in sheets	Δ	Δ	Δ
E. District-generated technology training will include topics on classroom management of technology resources, assessment and lesson/unit plan development.	Supervisor of Technology Supervisor of Curriculum	Training materials Sign-in sheets	Δ	Δ	Δ
F. Teachers will share and collaborate collegially to create and share problem-based, real-world scenarios and lesson ideas to be shared as part of the online curriculum resources.	Classroom teachers, building-technology teachers, Web Manager, Curriculum Supervisors	Lesson plans, posted ideas, peer evaluative checklists	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.2: All educators will plan, create, and implement lessons and units that focus on the integration of technology into the curriculum as required by the NJCCCS, and include 21st century skills, and national and state standards into curricula and instructional practices.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Provide information to teachers with examples of technology infused, 21 st century learning environments that utilize higher order thinking skills and problem solving strategies.	Supervisor of Technology Technology Teachers	Copies of information e-mail	Δ	Δ	Δ
B. Provide staff development training and support and mentoring in the planning and implementation of technology infused learning environments that utilize higher order thinking skills, 21 st century skills and themes, and problem solving strategies.	Supervisor of Technology Technology Teachers Outside Vendors	Training schedule Calendars	Δ	Δ	Δ
C. All teachers collaboratively develop and implement lesson plans and units that demonstrate technology infused, 21 st century learning environments that utilize higher order thinking skills and problem solving strategies.	Teachers Administrators Technology Teachers	Lesson plans Observations Collaborative unit plans	Δ	Δ	Δ
D. All students participate in lessons that are infused with technology and provide opportunities for utilizing higher order thinking skills and problem solving developed by the teachers.	Students	Completed projects and completed coursework from units, student portfolios.	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.3: All teachers will use data-analysis and other evaluative tools for assessment of effective use of educational technology for student achievement of NJCCCS and 21st century skills.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Lesson plans will be submitted and reviewed by building-level administrators that show evidence of appropriate technology infusion into daily curricular activities.	Teachers, Building-Level Administrators Department Chairs	Lesson Plans	Δ	Δ	Δ
B. Professional Improvement Plans will be individualized to include the development of skills necessary to infuse technology into daily practice.	Building-Level Administrators, Teachers	Professional Improvement Plans	Δ	Δ	Δ
C. All teachers will participate in collaborative communication tools (online surveys, shared documents, etc.) to determine current technology integration levels and practices, and generate professional development plans for following school year.	Teachers, Administrators Technology Supervisor	Online Survey Results, Collaborative Documents, Prescriptive Plan	Δ	Δ	Δ
D. All teachers will be trained in the creation and use of multiple types of evaluation tools in order to determine the effectiveness of technology-infused lessons.	Curriculum Supervisors Technology Supervisor Technology Teachers Classroom Teachers	Training agendas, Evaluation tools	Δ	Δ	Δ
E. All teachers will use multiple evaluative practices to determine the effectiveness of technology infused lessons implemented.	Curriculum Supervisors Technology Supervisor Technology Teachers Classroom Teachers	Completed projects and completed coursework from units, technology evaluative checklists	Δ	Δ	Δ
F. All teachers will be trained in how to analyze student data to assess successful implementation of technology-infused lessons and achievement of the NJCCCS.	Curriculum Supervisors Technology Supervisor Technology Teachers	Training agendas, Data results and summaries	Δ	Δ	Δ

	Classroom Teachers				
G. All teachers will analyze student data to assess successful implementation of technology-infused lessons and achievement of the NJCCCS.	Curriculum Supervisors Technology Supervisor Technology Teachers Classroom Teachers	Training agendas, Data results and summaries	Δ	Δ	Δ
H. Curriculum department will analyze and assess yearly student progress of the NJCCCS in order to chart effectiveness of educational technology program.	Curriculum Supervisors Technology Supervisor Technology Teachers	Completed projects and completed coursework from units	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.4: All administrators will inspire, model and lead the development and implementation of a shared vision for integration of technology to support excellence and transformation throughout the district.

Implementation Activity	Person(s) Responsible	Documentation - Indicator	Timeline		
			10-11	11-12	12-13
A. Administrators will receive information and training relative to the revised NJCCCS and 21 st Century Skills.	Supervisor of Technology, Superintendent, Curriculum Supervisors	Email, Sign-up Sheets, Registration Copies	Δ	Δ	Δ
B. Administrators will receive and research information and attend training on emerging technologies, integration of technology, safe and ethical use of technology, and administrative use of technology tools.	Supervisor of Technology, Central Administration, Building-Level Administrators	Meeting Agendas, Email, Sign-up Sheets, Registration Copies, Copies of Research Studies	Δ	Δ	Δ
C. All administrators will use technology resources in their everyday environment.	Administrators	Tools in Place, Email, Presentations	Δ	Δ	Δ
D. Administrators will support effective instructional practice.	Administrators	Copies of Teacher Evaluations, Observations	Δ	Δ	Δ
E. Administrators will provide teachers with learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.	Child Study Team Supervisor, Building-Level Administrators, Supervisor of Technology, Curriculum Supervisors	Tools in place and in use by students and teachers	Δ	Δ	Δ
F. Administrators will digitally participate in local, national, and global learning communities.	District Administrators	Email, Videoconference Schedules, Meeting Notes, Blog entries.	Δ	Δ	Δ
G. Administrators will advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused learning environment.	District Administrators	Email, Communication Documentation, Grants, Meeting Agendas	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.5: All administrators will promote an environment of professional learning and innovation to empower educators as they infuse technology into the instructional program.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Administrators will provide time, resources, and access to teachers in order to ensure ongoing professional growth in technology fluency and integration.	District Administrators	Professional Development Schedules, Signed Copies of Workshop & Conference Requests	Δ	Δ	Δ
B. Administrators will facilitate and participate in learning communities that support administrators, faculty, and staff in the study and use of technology.	District Administrators	Listservs, Voicethread, other web 2.0 technologies	Δ	Δ	Δ
C. Administrators will use digital-age tools when communicating and collaborating with stakeholders	District Administrators	PDA's, Laptops, Interactive Whiteboards, Response Systems, Web 2.0 tools	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.6: All administrators will provide leadership and management to improve the district through the effective use of information and technology resources.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Administrators will establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.	Curriculum Supervisors, Building-Level Administrators, Supervisor of Technology	Surveys, Test Results, Spreadsheets, Portfolios	Δ	Δ	Δ
B. Administrators will recruit and hire personnel with proficient and creative technology skills that can advance academic and operational goals.	District Administrators	Interviews, Resumes, Board Agendas with Requested Personnel	Δ	Δ	Δ
C. Administrators will establish and leverage strategic partnerships to support systemic improvement.	District Administrators	Partnerships, Alliances, Agreement Forms	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.7: All district support staff will demonstrate achievement of technology skills necessary to complete tasks relative to employment responsibilities.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. All district support staff will receive information relative to the technology standards.	Supervisor of Technology	Copies of information E-mail	Δ	Δ	Δ
B. All district support staff will complete the online survey online each year to determine their level of technology integration.	Supervisor of Technology, Classroom Teachers, Building Level Administrators, Technology Teachers	Survey results	Δ	Δ	Δ
C. All district support staff will be provided training and support strategies to ensure that the staff has the appropriate competencies and continuous support needed to use educational technology to deliver and support instruction.	Supervisor of Technology, Curriculum Supervisors Building Level Administrators, Technology Teachers	Training schedule	Δ	Δ	Δ
D. All district support staff will be provided educators with access to professional development in the use of educational technology in order to prepare them to help students meet high academic standards	Supervisor of Technology, Curriculum Supervisors, Technology Teachers Building Principals	Training schedule	Δ	Δ	Δ
E. Participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning	Supervisor of Technology, Curriculum Supervisors, Technology Teachers Building Principals	Copies of literature, email, web site postings of training schedules	Δ	Δ	Δ

Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.8: All staff will model acceptable use of, and facilitate, understanding of social, ethical, and legal issues related to an evolving digital landscape.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. The district will maintain, and update when necessary, an Acceptable Use Policy (AUP) for all students, staff, and community members.	Supervisor of Technology, Designated district personnel, Technology Teachers	AUP Published, board approved and in place.	Δ	Δ	Δ
B. The district will provide training to staff on the AUP so personnel will understand their role as users of technology.	Supervisor of Technology, Technology Teachers Selected District Administrators	Building-level meetings, in-service days, information on district web site.	Δ	Δ	Δ
C. All district staff will comply with , and enforce, the district AUP.	All Staff	Acceptable Use Policy	Δ	Δ	Δ
D. The district will maintain, and update when necessary, the Internet Safety Plan	Supervisor of Technology, Designated Personnel Technology Teachers	Surveys, Observations	Δ	Δ	Δ
E. The district will provide information to the staff regarding Internet Safety	Supervisor of Technology, Designated Personnel, Technology Teachers, Webmaster	Internet Safety Plan on website. Internet Safety resources on district website, workshops	Δ	Δ	Δ
F. All district staff will comply with, and enforce the Internet Safety Plan	All Staff	Surveys, Observations	Δ	Δ	Δ
G. The district will create, maintain and update policies relative to acceptable usage of new and emerging technologies by students and staff such as Social Networking, Cell Phone, Copyrights, etc.	Supervisor of Technology, Designated Personnel, Technology Teachers, Media Specialists	Policies in place and Board Approved.	Δ	Δ	Δ
H. The district will provide information and training to staff regarding all new technology-type policies.	District Administration, Technology Teachers, Media Specialists	Building-level meetings, administrative meetings, in-service days, information on district web site.	Δ	Δ	Δ

I. All district staff will comply with, and enforce, the new technology-type policies.	All Staff	Surveys, Observations	Δ	Δ	Δ
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Staff

Goal 2: All staff will attain the technology skills and knowledge necessary to effectively prepare them for their roles as members of the global community.

Objective 2.9: All schools will be assigned technology teachers that offer timely, onsite guidance, mentoring and modeling to assist staff in using and managing technology-based resources.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. The district will ensure that there are sufficient technology teachers assigned to all K-12 buildings.	Monroe BOE, Supervisor of Technology	Technology Teachers on Staff	Δ	Δ	Δ
B. Skill development will be reinforced through in-class assistance and support provided by the technology teachers.	Supervisor of Technology, Technology Teachers	Training, Schedules	Δ	Δ	Δ
C. Technology Teachers will provide guidance with lesson plans, teaching strategies, and problem-solving as needed, in class.	Technology Teachers	Lesson plans, Observations, Schedule	Δ	Δ	Δ
D. The Technology Teachers will share expert knowledge in using technology in the classroom and assist teachers informally through one-on-one partnerships.	Technology Teachers	Schedule	Δ	Δ	Δ
E. Technology Teachers will provide, when requested, professional development workshops for district in-services.	Technology Teachers, Curriculum Supervisors	Schedules	Δ	Δ	Δ
F. Technology Teachers will provide assistance on curriculum committees and other committees in the district that further advance the integration of technology into	Technology Teachers, Various Committee Chairs	Meeting Notes, Schedules	Δ	Δ	Δ

instruction and support 21 st century skills.					
G. Technology Teachers will learn how to use new, emerging technology tools and resources in order to turnkey to staff.	Technology Teachers	Use of Technology Tools and Resources by Classroom Teachers	Δ	Δ	Δ
H. Technology Teachers will assist classroom teachers with the implementation of the revised NJCCCS and 21 st century skills.	Technology Teachers, Curriculum Supervisors	Workshops, Training Schedules, Surveys	Δ	Δ	Δ

Access

Goal 3: All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools and other educational settings.

Objective 3.1: All students will be provided with equitable, ubiquitous access to online resources, distance learning and other technology tools and applications (including assistive technologies), enabling them to pursue academic excellence within and beyond the school walls.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Internet will be available in all instructional areas for use by students to provide them with the ability to access online resources.	Supervisor of Technology, Technicians, Internet Service Provider	ISP Contract, Internet access	Δ	Δ	Δ
B. District will provide students access to interactive communication areas, such as blogs, message boards, etc., for defined educational purposes.	Supervisor of Technology, Technicians	Access to Interactive Communication Areas	Δ	Δ	Δ
C. Videoconferencing will be available for all students in all district buildings.	Supervisor of Technology, Technicians, Technology Teachers	Access to videoconferencing technologies	Δ	Δ	Δ
D. Assistive Technologies that meet Universal Design Standards will be provided to students, as needed.	Child Study Team Supervisor, Special Education Supervisor, Supervisor of Technology, Technology Teachers	Assistive Technologies	Δ	Δ	Δ
E. All students will have access to portable laptops and other technology tools such as interactive whiteboards, lcd projectors, response systems and digital cameras for use with students.	Supervisor of Technology, Technicians	Laptop, peripheral devices	Δ	Δ	Δ
F. All students will be provided with software and other technology resources, as budgeted, specific to area of need.	Supervisor of Technology, Administrators, Technicians, Technology Teachers	Software, resources in place	Δ	Δ	Δ

Access

Goal 3: All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools and other educational settings.

Objective 3.2: : All educators will be provided with access to email, online resources, distance learning and other technology tools and applications (including assistive technologies) to provide authentic, real-world, student-centered, inquiry-based learning environments within and beyond school walls.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. All educators will be provided with an e-mail account and access to this account both in-district and remotely.	Supervisor of Technology District Technicians Contracted Vendor	E-mail accounts established with access provided in-district and remotely	Δ	Δ	Δ
B. Internet will be available in all district areas for use by educators to provide them with the ability to access online resources.	Supervisor of Technology, Technicians, Internet Service Provider	ISP Contract, Internet access	Δ	Δ	Δ
C. District will provide educators access to interactive communication areas, such as blogs, message boards, etc., for defined educational purposes.	Supervisor of Technology, Technicians	Access to Interactive Communication Areas	Δ	Δ	Δ
D. Videoconferencing will be available for all educators in all district buildings.	Supervisor of Technology, Technicians, Technology Teachers	Access to videoconferencing technologies	Δ	Δ	Δ
E. Assistive Technologies that meet Universal Design Standards will be provided to educators, as needed.	Child Study Team Supervisor, Special Education Supervisor, Supervisor of Technology, Technology Teachers	Assistive Technologies	Δ	Δ	Δ
F. All educators will be provided with a laptop and have access to technology tools such as interactive whiteboards, lcd projectors, response systems and digital cameras for use with students in order to create a 21 st century environment.	Supervisor of Technology, Technicians	Laptop, peripheral devices	Δ	Δ	Δ

G. All educators will be provided with software and other technology resources, as budgeted, specific to area of need.	Supervisor of Technology, Administrators, Technicians, Technology Teachers	Software, resources in place	Δ	Δ	Δ
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Access

Goal 3: All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools and other educational settings.

Objective 3.3: All administrators will be provided with access to email, online resources, distance learning and other technology tools and applications (including assistive technologies) to create, promote, and sustain a digital-age learning culture that provides engaging and relevant learning experiences for all students.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. All educators will be provided with an e-mail account and access to this account both in-district and remotely.	Supervisor of Technology District Technicians Contracted Vendor	E-mail accounts established with access provided in-district and remotely	Δ	Δ	Δ
B. Internet will be available in all district areas for use by administrators to provide them with the ability to access online resources.	Supervisor of Technology, Technicians, Internet Service Provider	ISP Contract, Internet access	Δ	Δ	Δ
C. District will provide administrators access to online interactive communication for defined educational purposes.	Supervisor of Technology, Technicians	Access to Interactive Communication Areas	Δ	Δ	Δ
D. Videoconferencing will be available for all administrators in all district buildings.	Supervisor of Technology, Technicians, Technology Teachers	Access to videoconferencing technologies	Δ	Δ	Δ
E. Assistive Technologies that meet Universal Design Standards will be provided to administrators, as needed.	Child Study Team and Special Education Supervisors, Supervisor of Technology, Technology Teachers	Assistive Technologies	Δ	Δ	Δ
F. All administrators will be provided with a laptop and peripheral devices to sustain a 21 st century environment.	Supervisor of Technology, Technicians	Laptop, peripheral devices	Δ	Δ	Δ
G. All administrators will be provided with software and other technology resources, as budgeted, specific to area of need.	Supervisor of Technology, Technicians, Technology Teachers	Software, resources in place	Δ	Δ	Δ

Access

Goal 3: All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools and other educational settings.

Objective 3.4: All educators will have easy access to technical support via a technician and/or electronic assistance that is necessary to maintain the operation of technology equipment.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Provide adequate on-going technical support of hardware and software in all buildings by district technicians.	Supervisor of Technology District Technicians	District technicians hired	Δ	Δ	Δ
B. District technicians and technology staff will continually be trained in the operation and management of the technology resources they are (or will be) responsible for.	Supervisor of Technology, District Technicians, Technology Staff	Training notes, sign-in sheets, registration forms	Δ	Δ	Δ
C. Online work order server will continue to be made available for staff to submit requests online.	Supervisor of Technology District Technicians	Work order program in place and operational	Δ	Δ	Δ
D. District technicians will attend training in the use of the online work order system, when needed.	Supervisor of Technology, District Technicians, District Technology Staff	Agendas, sign-in sheets	Δ	Δ	Δ

Access

Goal 3: All students, teachers and administrators will have access to educational technology in all learning environments, including classrooms, media centers, schools and other educational settings.

Objective 3.5: The district will ensure that all students, teachers and administrators are able to use technology tools, online resources and media in a safe, ethical and secure manner.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Assessment SY		
			10-11	11-12	12-13
A. Filtering software is utilized throughout the entire K-12 district.	Supervisor of Technology District Technicians	Filtering Software in place and operation	Δ	Δ	Δ
B. Acceptable Use Policy is maintained, and enforced to provide guideline for safe use of district WAN and Internet.	Supervisor of Technology, Building Level Administrators, Teachers	Acceptable Use Policy in Place	Δ	Δ	Δ
C. District Internet Safety Plan is maintained, and updated when necessary.	Supervisor of Technology	Internet Safety Plan in place	Δ	Δ	Δ
D. Internet and related technology safety training sessions (to include iSafe curriculum) will be provided to students, teachers, administrators and community members.	Supervisor of Technology Technology Teachers Trainers	Agendas, Flyers, Curriculum	Δ	Δ	Δ
E. The district will create, maintain, and update policies relative to acceptable usage of new and emerging technologies by students and staff such as Social Networking, Cell Phones, and Copyright.	Supervisor of Technology, Designated Personnel, Technology Teachers, Media Specialists	Policies in Place and Board Approved	Δ	Δ	Δ
F. The district will provide information and training to staff and students regarding all new technology-type policies as it applies to them in the educational environment.	District Administration, Technology Teachers, Media Specialists	Building-level Meetings, administrative meetings, in-service days, lesson plans, district-web site.	Δ	Δ	Δ

Infrastructure

Goal 4: Monroe Township Public Schools will establish and maintain the technology infrastructure necessary for all students and staff to safely access electronic information and to communicate globally via technology.

Objective 4.1: The district will provide a broadband, high-speed network with reliable Internet access.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Maintain, upgrade, replace, and expand network infrastructure components, as necessary to accommodate growth.	Supervisor of Technology District Technicians	Updates in place, purchase orders	Δ	Δ	Δ
B. Maintain an ongoing plan based upon current timeline for expanding and replacing network infrastructure components.	Supervisor of Technology District Technicians	Technician Logs Plan document	Δ	Δ	Δ
C. Update budget, based upon timeline and plan, for upgrading, expanding and replacing network infrastructure components, including licensing.	Supervisor of Technology District Technicians	Budget completed	Δ	Δ	Δ
D. Implement the timeline for upgrading, expanding and replacing network infrastructure components.	Supervisor of Technology District Technicians	Upgrades and replacements completed and network is operational	Δ	Δ	Δ
E. Provide ongoing training, as needed, for technical staff to keep skills current for operation of network and network components and devices.	Supervisor of Technology District Technicians	Training certifications	Δ	Δ	Δ

Infrastructure

Goal 4: Monroe Township Public Schools will establish and maintain the technology infrastructure necessary for all students and staff to safely access electronic information and to communicate globally via technology.

Objective 4.2: The district will provide technology resources to support successful implementation of national and state technology standards, as well as 21st century learning skills and learning communities.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Maintain and implement the schedule for upgrading and replacing obsolete and aging equipment and software in the district.	Supervisor of Technology District Technicians Technology Teachers	Schedule	Δ	Δ	Δ
B. Create the purchase orders and leases, as necessary, for upgrading and replacing obsolete and aging equipment and software.	Supervisor of Technology District Technicians Technology Teachers	Schedule, purchase orders, lease copies	Δ	Δ	Δ
C. Provide videoconferencing capability in each district school.	Supervisor of Technology Designated District Personnel Contracted Vendor	Videoconferencing equipment in place and operational	Δ	Δ	Δ
D. Provide current software and peripherals relative to curricular area as well as e-mail, and access to select web 2.0 technologies and global collaboration environments.	Supervisor of Technology Technology Teachers	Software and peripherals in place and operational, web sites available for use	Δ	Δ	Δ
D. Provide all teachers and administrators with laptops with wireless Internet capability.	Supervisor of Technology District Technicians Technology Teachers	Laptop systems in place and operational	Δ	Δ	Δ
E. Provide access to select web 2.0 technologies and other 21 st century resources that support instructional goals.	Supervisor of Technology, District Technicians, Technology Teachers	Web 2.0 technologies available online	Δ	Δ	Δ

Infrastructure

Goal 4: Monroe Township Public Schools will establish and maintain the technology infrastructure necessary for all students and staff to safely access electronic information and to communicate globally via technology.

Objective 4.3: The district will provide sufficient technical personnel for the operation of the district technology department.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Determine personnel needs based on technology growth in district.	Supervisor of Technology	Needs assessment document	Δ	Δ	Δ
B. Establish job descriptions, as needed, for new technology positions.	Supervisor of Technology Board of Education	Approved job descriptions	Δ	Δ	Δ
C. Post, interview, and recommend personnel for new technology positions, as needed.	Supervisor of Technology Core Technology Team District Technicians	Advertisement Recommendation letter Interview notes Applications	Δ	Δ	Δ
D. Hire, as needed, new technology personnel.	Board of Education	Board minutes	Δ	Δ	Δ

Community Outreach

Goal 5: Through the use of technology, increase communication and outreach with the local and global community.

Objective 5.1: Promote parental and community involvement and communication through technology access.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Atomic Learning, School Success and NetTrekker subscriptions will be renewed and provided for use to students, their families, and community members with links from the district web site.	Supervisor of Technology, Website Coordinator	In place and operational	Δ	Δ	Δ
B. Parent resources will be available daily from the district web site and all school web sites.	Website Coordinator	Parent resources posted on web sites	Δ	Δ	Δ
C. Resources, sample student projects, and e-mail links to teachers and administrative staff will be online in order to increase parental involvement and increase communication.	Building-level Administrators, Selected Staff, Website Coordinator	Grant Web Sites	Δ	Δ	Δ
D. Workshops for senior citizens will be provided through the ACE Center based on community need and funding resources.	ACE Facilitator	ACE Workshop Schedule	Δ	Δ	Δ
E. Workshops related to technology topics will be provided to parents and community members.	Technology Supervisor, Curriculum Supervisors	Schedule	Δ	Δ	Δ
F. PowerSchool's Parent Access is available for parents to check their child's grades and attendance online.	PowerSchool Database Coordinator, Website Coordinator	Link active online	Δ	Δ	Δ
G. Online school newsletters, online conference registration and an RSS feed provide timely information to parents and community members.	Website Coordinator, Building Administrators	Newsletters, registration area and RSS feeds active and online	Δ	Δ	Δ

Community Outreach

Goal 5: Through the use of technology, increase communication and outreach with the local and global community.

Objective 5.2: Maintain high-quality, highly informative, user-friendly district and school web sites.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Timeline		
			10-11	11-12	12-13
A. Utilize universal design guidelines and standards to ensure cross-browser compatibility and accessibility of web site pages.	Web Site Manager	Copies of guidelines, W3C web site, Web Standards Group web site	Δ	Δ	Δ
B. Attend conferences, training events, and web resources on how to make improvements to the web sites that include universal design features and Web 2.0 technologies.	Supervisor of Technology Trainers Web Site Manager	Training schedule, sign-in sheets, web site resources list, training completion certificates	Δ	Δ	Δ
C. Creation of universal design standards for district reference.	Web Site Manager	Copies of guidelines	Δ	Δ	Δ
D. Incorporate technologies and equipment to allow collection of data and information via web-based forms and surveys.	Supervisor of Technology Web Site Manager Network Administrator	Web site contains pages with functioning forms and/or surveys	Δ	Δ	Δ
E. Track page stats and analyze in order to track effectiveness of specific pages and/or sections of web site.	Web Site Manager	Statistical documentation	Δ	Δ	Δ
F. Provide interactive calendar of district events.	Web Site Manager Supervisor of Technology	Calendar, software application license and/or subscription information	Δ	Δ	Δ
G. Make available information regarding the Board of Education, yearly budget, public notices, events and activities, community workshops, construction, school closings, special alerts and district news.	Web Site Manager	Individual web site pages, RSS Feeds, The Messenger online publication	Δ	Δ	Δ

Funding Plan 2010-2011

(Local Funds)

To help ensure that students have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Technology Department Budget

Schools Technology Budget

<u>Category</u>	<u>Cost</u>	<u>Category</u>	<u>Cost</u>
Educational Services: technician training, planning meetings, trainer fees	\$7,000	Educational Services: videoconferencing field trips, online subscriptions	\$70,907
Technical Services: maintenance contracts, licensing, virus protection, filtering software, help desk, Internet & network fees, inventory	\$126,550	Technical Services: Repairs, Internet & network fees, software, installation fees	\$121,757
General Supplies: ink cartridges, office consumables, spare parts, repair parts, technical periodically subscriptions, technical consumables	\$33,050	General Supplies: replacement ink, laptops, speakers, headsets, cables, mounts, document cameras, LCDs, projectors, digital cameras, scanners, response systems, Interactive Whiteboards	\$234,991
Non-instructional Equipment: raid, server	\$12,000	Textbooks: NIMAS* compliance text resources	\$700
Memberships/Dues: Cosn, ISTE, GSDLA	\$1,575	Memberships/Dues: ISTE	\$600
Lease/Purchases: computers, switches, wireless devices, servers	\$796,698		

** Additional funding & purchasing to comply with NIMAS is provided through the Special Education Budget*

Total District Technology Budget: \$1,405,828

Funding Plan 2010-2011

(ARRA Funds)

To help ensure that students have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Elementary (K-4)	
Compass Learning	\$83,980
MAP (including training, program, and hardware)	\$28,949
Compass Learning "translator" for integration with MAP (including training)	\$8,850
Operating System upgrades in elementary labs to conduct MAP	\$3,480
Network printers for student use (elementary & middle school)	\$57,128
Interactive Whiteboards	\$22,500
LCD projectors, cables, mounts, carts	\$9,750
Response system	\$14,850
Document Cameras	\$11,300
Laptop Carts	\$134,865
Response System Training	\$1,500
Laptop training	\$22,500
Interactive Whiteboard training	\$1,000
Technology Safety training	\$1,000
Substitutes & professional planning time	\$14,800
TOTAL 2010-2011:	\$416,452

Middle School (5 – 8)	
Interactive Whiteboards	\$25,900
Response Systems	\$33,229
LCD Projectors	\$13,000
Response Remotes for presentations	\$1,400
Speaker sets w/cables and mini jacks	\$6,060
Digital video cameras & batteries	\$3,500
Digital still cameras with memory cards, cases, batteries	\$4,000
Document cameras	\$2,600
Server for Moodle	\$3,000
Media center amplification/presentation system	\$10,561
Ink for printers	\$3,605
Interactive whiteboard, projector, mounts, speakers for resource room	\$2,700
Distance learning field trips	\$4,000
Installation of media center amplification/presentation system	\$2,445
Substitutes for teachers involved in technology training	\$17,500
Prep for turnkey trainers	\$1,485
K-8 Technology Nights for Parents	\$3,536
TOTAL 2010-2011:	\$138,521

Special Education PreK-8	
Fast Forward (Holly Glen & Whitehall Elementary Schools)	\$55,000
Includes Training, Software	
Smart Tables for Preschool Handicap Program	\$30,056
Includes Amplification Systems in Preschool classrooms	
Interactive Whiteboards for Middle School Special Needs Classrooms	\$3,600
24 Netbooks for Middle School Special Needs Classrooms	\$8,640
2 Laptop carts for Middle School Special Needs Classrooms (for netbooks)	\$3,600
Reading/Scanning Pens for Middle School Special Needs Classrooms	\$9,120
TOTAL 2010-2011:	\$110,016

Projected Funding Plan 2011-2013

(Local Funds)

To help ensure that students have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Technology Department Budget	2011-2012	Schools Technology Budget	2011-2012
<u>Category</u>	<u>Cost</u>	<u>Category</u>	<u>Cost</u>
Educational Services: technician training, planning meetings, trainer fees	\$7,105	Educational Services: videoconferencing field trips, online subscriptions	\$71,971
Technical Services: maintenance contracts, licensing, virus protection, filtering software, help desk, Internet & network fees, inventory	\$128,448	Technical Services: Repairs, Internet & network fees, software, installation fees	\$123,583
General Supplies: ink cartridges, office consumables, spare parts, repair parts, technical periodically subscriptions, technical consumables	\$33,546	General Supplies: replacement ink, laptops, speakers, headsets, cables, mounts, document cameras, LCDs, projectors, digital cameras, scanners, response systems, Interactive Whiteboards	\$238,516
Non-instructional Equipment: raid, server	\$12,180	Textbooks: NIMAS* compliance text resources	\$710
Memberships/Dues: Cosn, ISTE, GSDLA	\$1,599	Memberships/Dues: ISTE	\$609
Lease/Purchases: computers, switches, wireless devices, servers	\$796,698		
Total District Technology Budget:	\$1,414,965	<i>*Additional funding & purchasing to comply with NIMAS is provided through the Special Education Budget</i>	

*Budget for the 2011-2012 School Year is anticipated to show only a modest growth based on potential increases in pricing. Budget categories have remained nearly the same each year with only slight increases or decreases. An increase of 1.5% is reflected for this school year, not including the lease which is a fixed price.

(Local Funds)

To help ensure that students have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

Technology Department Budget	2012-2013	Schools Technology Budget	2012-2013
<u>Category</u>	<u>Cost</u>	<u>Category</u>	<u>Cost</u>
Educational Services: technician training, planning meetings, trainer fees	\$7,212	Educational Services: videoconferencing field trips, online subscriptions	\$73,051
Technical Services: maintenance contracts, licensing, virus protection, filtering software, help desk, Internet & network fees, inventory	\$130,375	Technical Services: Repairs, Internet & network fees, software, installation fees	\$125,437
General Supplies: ink cartridges, office consumables, spare parts, repair parts, technical periodically subscriptions, technical consumables	\$34,049	General Supplies: replacement ink, laptops, speakers, headsets, cables, mounts, document cameras, LCDs, projectors, digital cameras, scanners, response systems, Interactive Whiteboards	\$242,094
Non-instructional Equipment: raid, server	\$12,363	Textbooks: NIMAS*	\$721
Memberships/Dues: Cosn, ISTE, GSDLA	\$1,623	Memberships/Dues: ISTE	\$618
Lease/Purchases: computers, switches, wireless devices, servers	\$796,698		
		<i>*Additional funding & purchasing to comply with NIMAS is provided through the Special Education Budget</i>	
Total District Technology Budget:	\$1,424,241		

*Budget for the 2012-2013 School Year is anticipated to show only a modest growth based on potential increases in pricing. Budget categories have remained nearly the same each year with only slight increases or decreases. An increase of 1.5% is reflected for this school year, not including the lease which is a fixed price.

Funding Sources

To help ensure that students have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

2010-2011

Funding Sources for District Technology Budget

- Local Funds
- NCLB Title II Part D
- E-Rate
- ARRA
- Perkins*

2011-2012

Funding Sources for District Technology Budget

- Local Funds
- NCLB Title II Part D
- E-Rate
- Perkins*

2012-2013

Funding Sources for District Technology Budget

- Local Funds
- NCLB Title II Part D
- E-Rate
- Perkins*

*Funds from this program are not used toward district budget but pay for additional equipment and services above and beyond the technology budget.

E. Technology Plan Creation Date

Date: April 28, 2010

Elements:

1. Goals and Strategies for Using Telecommunications and Information
(Section IV, Part B and Section V of Technology Plan)
2. Professional Development Strategy
(Section VII of Technology Plan)
3. Assessment of Telecommunications Services, Hardware, Software, & other services needed
(Section III, Part A of Technology Plan)
4. Budget Resources
(Section VI of Technology Plan)
5. Ongoing Evaluation Process
(Section VIII of Technology Plan)

VII. PROFESSIONAL DEVELOPMENT

A. Staff Responsible for Coordinating Professional Development Activities Relative to Technology Plan

Diane Bernstein	Supervisor of Technology
Carol Mizrahi	Elementary Supervisor of Curriculum & Instruction
Lesley McGiboney	Secondary Supervisor of Curriculum & Instruction
Mary Beth Hobbs	Technology Teacher (Secondary)
Denise Milam	Technology Teacher (Secondary)
Theresa Bradley	Technology Teacher (Elementary)
Lori Catania	Technology Teacher (Elementary)

B. Planned Professional Development Activities for Teachers, Administrators, and School Library Media Personnel

1. How ongoing, sustained professional development for all administrators will be provided to further the effective use of technology in all learning environments.

All administrators have wireless laptops, and access to LCD projectors, digital cameras and digital video cameras, scanners, PDAs and iPods. All buildings are wireless so administrators can access the Internet at all times in any school building in the district. There are desktop computers and networked printers available for the administration.

Technology trends, projects, issues, and resources are shared at monthly administration meetings. With over half of the current administrators new to their positions there will be a tremendous amount of training conducted. Administrators will serve on policy committees that address technology issues such as social networking, Internet safety, and cell phone use. They will continue to receive instruction through the monthly meetings, and will have opportunities to attend local meetings, trainings, and conferences relative to 21st Century Learning, emerging technologies, and the NJCCCS. They will also participate in scheduled teacher in-services, receive technical assistance from the technology teachers, and assist in presenting technology topics to staff at faculty meetings.

2. How ongoing, sustained professional development for all educators will be provided that furthers the effective use of technology, models 21st century skills and demonstrates global outreach and collaboration in the classroom or library media center.

Technology teachers will provide guidance with the creation of lesson plans, model effective teaching strategies, and assist with problem-solving activities. They will provide “expert knowledge” to the educators relative to the effective use of technology. Educators will attend professional development workshops and conferences that focus on 21st century skills. Technology teachers will assist educators with videoconferencing and other communication-type technology projects that support outreach and collaboration with the global community. In-services will provide opportunities for technology growth as well as faculty meetings, assemblies, and online collaborative training. The curriculum department will provide resources on their web site for staff.

3. The professional development opportunities and resources that exist for technical staff.

Vendor specific trainings, (e.g. Apple Technologies, conferences such as MICCA, From My Classroom to Yours, NJAET, regional training centers, ETTC & EIRC, and various consortiums, including the Garden State Distance Learning Consortium) are all avenues for professional growth for the technical staff. A partnership with technical staff in California schools has allowed the

district to receive reduced-fee online technical classes. Webinars and area business workshops by Cisco, HP, Angelbeat and other technical companies and organizations offer low-cost/no-cost ways to keep existing technical staff up to date on emerging technologies.

4. How professional development is provided to all staff on the application of assistive technologies to support all students in their learning.

Training in the selection, use and support of assistive technology is an ongoing process that involves a variety of personnel at awareness, skill development and utilization levels. Technology is changing so rapidly, and the skills needed to support many of the available devices are relatively specialized.

The Technology Teachers and Supervisor provide input through meetings, e-mail, and training to the Child Study Team members and Curriculum Supervisors about assistive technologies services, training, devices, maintenance, and personnel. The Child Study Team Supervisor and staff are responsible for funding and supporting the assistive technologies, although the technology department will provide funds when needed. The communication between curriculum, special education, and technology maximizes the resource pool when selecting appropriate tools. Educators are trained in the use of the technology based upon type. In some instances the Child Study Team members provide training, at other times it is through the Curriculum Department, and sometimes through technology teachers and/or technical staff. All three areas are involved in making sure assistive technologies are used appropriately in the classroom environment.

C. Based on educators' proficiency and the identified needs for professional development, describe only the ongoing, sustained, high-quality professional development opportunities planned for 2010-2011 as it relates to the infusion of technology into the curricular process. Include a description of in-class support such as coaching that is used to ensure effective use of technology to improve learning. Also, include a description of the involvement of all partners associated with professional development for the district.

Need: Use of technologies in a teaching and learning environment as they apply to national and state standards

Training Description: Scheduled sessions between classroom teachers and technology teachers for planning. Formal workshops conducted by partners during district in-services.

In-Class Support/Partner Involvement: Technology teachers will work one-on-one with classroom teachers on projects that incorporate technology in the classroom. Level of support will be based on individual teacher need. It may include modeling, assisting in the classroom as support, offering technical assistance, finding resources, or assisting in the creation of the planned activity/lesson/project incorporating national and state standards. In-service training through partners such as Apple, EIRC, ETTC, or other content provider will occur.

Need: Analyzing student achievement data

Training Description: Scheduled sessions between classroom teachers and technology teachers. Articulation meetings, in-service day sessions, out-of-district workshops, webinars.

In-Class Support/Partner Involvement: Technology teachers will assist classroom teachers in manipulating the data and in understanding the data results. Structured training through workshops given by administrators, in-district staff and outside vendors will be provided via articulation meetings, faculty meetings, in-service days, and webinars.

Need: Creating and implementing multiple forms of assessment that utilize technology

Training Description: Small group and on-on-one training provided by technology teachers. Workshops and training provided through articulation meetings, faculty meetings, in-service day sessions, and webinars.

In-Class Support/Partner Involvement: Technology teachers will assist classroom teachers in small groups and one-on-one in creating and generating assessment instruments. They will assist classroom teachers in how to assess specific student skills based on lesson/unit goals. Structured training through workshops given by administrators, in-district staff and outside vendors will be provided via articulation meetings, faculty meetings, in-service days, and webinars.

Need: Acceptable and safe use of technology

Training Description: Large group, small group, and one-on-one training to staff based on topic and area of need. Use of in-service days, faculty meetings, online learning, articulation meetings, assemblies, and in-class presentations.

In-Class Support/Partner Involvement: Technology teachers will model appropriate use of technology for all staff. They will provide large group, small group, and one-on-one training to staff based on topic and area of need. Outside presenters, district administration, law enforcement, webinars, videoconferences, online resources will be used to assist teachers in understanding this topic.

Need: Web 2.0 technologies

Training Description: Small group and one-on-one instruction by technology teachers and turnkey trainers. Presentations and hands-on training at district in-services to staff by outside presenters/partners and technology teachers will be conducted. District administration will provide assistance at faculty and articulation meetings. Online courses and tutorials will be made available as well as workshops and seminars outside of district.

In-Class Support/Partner Involvement: Technology teachers and turnkey trainers will demonstrate, support, and guide classroom teachers in small groups and one-on-one in the use of web 2.0 technologies. Outside presenters, district administration, and online tutorials will be used. Resources related to workshops and seminars outside of district will be provided to staff.

Need: Classroom management of technology resources

Training Description: One-on-one and small group training will be provided to staff on an as-needed basis. Information will be provided at faculty meetings and through resources gathered and shared relative to management of technology.

In-Class Support/Partner Involvement: Technology teachers will work one-on-one and in small group settings to provide staff with assistance in the management of technology resources. Assistance in the creation of sign-up sheets, basic maintenance, and other essential skills will be provided. Information regarding equipment management will be disseminated at faculty meetings and through email.

Need: Basic technology operations and concepts

Training Description: Large group, small group, and one-on-one hands-on training sessions will be conducted by technology teachers, outside presenters, and peer teachers. Online training and

resources will be made available to teachers for anywhere, anytime assistance. In-service training, workshops, seminars, and conferences will be made available to staff in learning new district technologies such as interactive whiteboards, response systems, or podcasting. Smaller, hands-on-training will be conducted with an emphasis on how the tools, operations and concepts can be used within the curriculum while planning lessons and units. This smaller, focused training will be conducted through in-class support by technology teachers and peer teachers.

In-Class Support/Partner Involvement: Technology teachers, outside presenters and peer teachers will provide classroom teachers with training in basic technology skills. New technologies will be provided initially in larger groups through in-services, workshops, seminars, and small groups. Small group and one-on-one training on existing tools where larger training has already taken place will be provided on an as-needed basis. Online resources such as Atomic Learning, netTrekker, and Thinkfinity will be available for use by the staff.

D. Professional Development Activities 2011-2013

Teachers

The combination of training opportunities focusing on developing technology proficiency provided to teachers. Examples of delivery methods:

- District In-Service Days
- Grade-Level Articulation Meetings
- Out of District Workshops
- Peer Coaching by Technology Teachers
- Collaboration with Another Teacher
- On-Site Presenter
- Collaborative Study Groups

Information will be disseminated to teachers on the following training opportunities outside of the district:

- Conferences
- Workshops
- Seminars
- Online courses

Areas of Concentration will include:

- Use of technologies in a teaching and learning environment as they apply to national and state standards
- Analyzing student achievement data
- Creating and implementing multiple forms of assessment that utilize technology
- Acceptable and safe use of technology
- Web 2.0 technologies
- Classroom management of technology resources
- Basic technology operations and concepts

Administration

A combination of training opportunities focusing on developing proficiency on administration technology goals will be provided. Examples of delivery methods:

- Summer Training
- Monthly Training Mini-Sessions at Administration Buildings
- Scheduled Targeted Training on an As-Needed Basis

Information will be disseminated to administrators on the following training opportunities outside of the district:

- Conferences
- Workshops
- Seminars
- Online courses

Areas of concentration include:

- Emerging Technologies
- Integration of Technology into Classroom Instruction
- Assessing Teacher & Student use of Technology
- Safe & Ethical Use of Technology
- Online Collaboration
- Collecting, Analyzing, and Interpreting Student Data Using Technology
- Administrative Use of Technology Tools
- Revised NJCCCS & 21st Century Skills
- Assessment and Evaluation
- Social, Legal, and Ethical Issues Surrounding Technology

Support Staff

A combination of training opportunities focusing on developing technology skill proficiency for completing office operations will be provided. Examples of delivery methods:

- Summer Training
- District In-Service Training
- After School Training

Information will be disseminated to support staff on the following training opportunities outside of the district:

- Conferences
- Workshops
- Seminars
- Online courses

Areas of concentration include:

- E-mail
- Word Processing and Mail Merge
- Spreadsheet Creation and Management
- Database Creation and Management
- Desktop Publishing
- Safe & Ethical Technology Use

Training Partners 2010 - 2013

- Apple Professional Development Staff
- Local ETTCs
- EIRC
- In-House Staff including Technology Teachers
- Rowan University Staff
- Pearson Training Team
- Contracted Speakers/Trainers with Specific Topic Expertise

VIII. Evaluation Plan

The Process to Regularly Evaluate this Plan as Effectively...

a. Integrating Technology

- Technology integration will be a component of all teachers professional development plans.
- Administrators will observe, formally and informally, lessons that integrate technology into instruction.
- Curriculum and Technology Supervisors will provide training for staff in the use of technology in the educational environment.
- Technology teachers will assist curriculum committees with revisions in order to include technology integration.
- Teachers will create, and implement, lessons and units that incorporate the use of technology into instruction.
- Administration will evaluate both staff lesson plans and student projects that include performance assessments, checklists, rubrics, technology presentations, inquiry-based learning activities.
- Superintendent and Business Administrator will work with Board of Education to ensure appropriate resources are allocated toward integration of technology.
- Software, hardware, online services and a high-speed telecommunications network will be in place as detailed in the inventory (pgs 3 - 9) and access (pgs 48 -53) sections of this technology plan.

b. Enable Students to Meet Challenging State Academic Standards

- Administrators and teachers will analyze student performance data from multiple sources including state standardized tests, portfolios, classroom interviews, observations, student work to ensure students are meeting standards. A few examples include Compass Learning, Learnia, MAP.
- Assigned technology teachers will review and verify district curriculum guides and maps, include technology indicators in all areas, and ensure alignment with NJ Educational Technology Standards, ISTE Standards for Students, and 21st Century Learning Skills.
- Training provided that addresses incorporating 21st Century Skills and NJCCCS into instructional environment.
- Software, hardware, online services and a high-speed telecommunications network will be in place as detailed in the inventory (pgs 3 - 9) and access (pgs 48 -53) sections of this technology plan.
- Teachers will utilize multiple instruments that assess the effectiveness of their technology-infused lessons and units on student achievement on an ongoing basis as evidenced through observations, rubrics, student work, teacher-generated tests, student outcome from standardized tests.

c. Develop Life-Long Learning Skills (21st Century Skills)

- Professional development will be provided that focuses on skills and strategies teachers need to create learning environments that assist students in becoming life-long learners.
- A shared collaborative online environment for staff is created and used enabling teachers to share and collaborate on problem-based, real-world scenarios and lesson ideas.
- Student work, as a result of the online environment, will become a part of the online curriculum resource.

- Students will be provided with internet safety curriculum so they can develop responsible, ethical, and discerning behavior when obtaining and using information and media technology resources.
- Students will use technology in their environment for communication, research, collaboration and publishing as noted in classroom observations, lesson plans, student portfolios and other assessment tools.

Additional in-depth information, documentation, and timelines can be found throughout all of the activity tables on pages 30 through 58.

Below is the district's process for evaluation of the entire technology plan.

Implementation Activity	Person(s) Responsible	Documentation - Indicators	Assessment SY		
			10-11	11-12	12-13
A. District technology committee will annually review the district technology plan to determine if goals and objectives were met.	District Technology Committee Members	Meeting notes	Δ	Δ	Δ
B. Committee will analyze, review, <u>and</u> generate recommendations and modifications to the plan in order to meet upcoming year goals and objectives.	District Technology Committee Members	Modifications, recommendations list	Δ	Δ	Δ
C. Committee will provide review results, modifications and recommendations to the board of education, district administration, and district staff, as requested.	District Technology Committee Members	Review results, modifications and recommendations list, meeting agendas	Δ	Δ	Δ
D. Complete and submit the annual state technology school survey with a copy submitted to district technology office.	Building Administrators	Copies of technology surveys	Δ	Δ	Δ
E. State technology survey results will be analyzed to determine if additional modifications to the educational technology program or plan need to be addressed.	Supervisor of Technology, Technology Teachers, Curriculum Supervisors, District Technicians	Meeting notes, modifications in place	Δ	Δ	Δ
F. All curriculum committees will have technology personnel as members in order to make sure all curricular activity address the new jersey educational technology standards, innovative learning styles, higher order thinking skills, 21st century learning skills and other research-based data.	Supervisors of Curriculum, Supervisor of Technology, Curriculum Committee Members	Meeting notes, curricula, projects, presentations, etc.	Δ	Δ	Δ

G. Analysis of correlation between student achievement data, technology plan implementation, and technology-infused curriculum is conducted annually in order to determine where adjustments in program (technology, curriculum, training, etc.) need to be made for following year.	Supervisors of Curriculum, Supervisor of Technology	Analysis data, meeting notes	Δ	Δ	Δ
H. Program modifications within the curriculum, training, technology purchasing, etc. based on analysis of student achievement, will be documented and deployed in following school year by appropriate personnel and means.	Supervisors of Curriculum, Supervisor of Technology	Modification list	Δ	Δ	Δ

Appendix



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BOARD OF EDUCATION MONROE TOWNSHIP

PROGRAM

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

Acceptable Use of District Electronic Network, Computers, and Related Resources

Purpose

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred those changes will alter the nature of teaching and learning. Access to telecommunications will allow users to explore databases, libraries, the Internet, interactive communication areas, and the like while exchanging information with individuals throughout the world. The Board supports access to information sources but reserves the right to limit in school use to material appropriate to educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board provides access to the district electronic network, computers and related resources for educational purposes only. The Board retains the right to restrict or terminate user access to the district electronic network, computers and related resources at any time, for any reason. The Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and insure its proper use.

Internet Safety and Protection

The school district is in compliance with the Children's Internet Protection Act and has addressed specific methods for compliance with Regulation 2361. Technology protection measures for all computers in the district are installed that block and/or filter visual depictions that are obscene as defined in section 1460 of Title 18, United States Code; child pornography, as defined in section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity,

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to serious literary, artistic, political or scientific value as to minors. Notwithstanding blocking and/or filtering the visual depictions prohibited in the Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

An Internet Safety Plan, which reflects the district Regulation 2361 compliance measures will be made available to all parents/guardians and staff. These procedures address access by minors to inappropriate matter on the Internet, the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

The School district will certify, that all schools in the district, including media centers/libraries, are in compliance with the Children's Internet Protection Act. The school district will certify that the requirements of this policy are enforced. The district will post the Safe & Responsible Internet Use Plan on the district website, with links to this AUP, Regulation 2361, and recommended Internet safety sites for parents. An e-mail input mechanism requesting comments or concerns regarding the Safe & Responsible Internet Use Plan will be provided on the district web site.

Standards for Use

Any individual engaging in the following actions when using the district electronic network, computers and related resources shall be subject to discipline or legal action:

- Uses the network to publish any information that violates or infringes upon the rights of any other person or any

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

- information that would be abusive, profane or sexually offensive to an average person.
- Uses the network, computers or related resources to submit, publish or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or otherwise illegal material; nor shall a user encourage the use, sale or distribution of controlled substances. *Illegal activities are defined as activities that violate federal, state, local laws and regulations. Obscene activities shall be defined as violation of generally accepted social standards for use of publicly owned and operated communication vehicles.*
- Transmission of material, information or software that is in violation of local, state or federal laws.
- Violate copyright, plagiarism, institutional or third party copyright, license agreements or other contracts.
- Uses the district network in a manner that intentionally disrupts network traffic or crashes the network; degrades or disrupts equipment or system performance;
- Uses the computing resources of the school district for commercial purposes, financial gain or fraud;
- Steals data or other intellectual property;
- Gains or seek unauthorized access to the files of others or vandalizes the data of another user;
- Gains or seeks unauthorized access to resources or entities;
- Forges electronic mail messages or uses an account owned by others;
- Invades privacy of others;

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

- Posts anonymous messages;
- Engages in other activities that do not advance the educational purposes for which the network, computers, and related resources are provided.
- Violates the online provisions outlined in Regulation 2361 which address E-mail usage, the Internet, Videoconferencing, Interactive Communication Areas, and Web Site creation.
- Violates the provisions outlined in Regulation 2361 that address supervision, monitoring, search and seizure and retention of records.
- Violates the provisions outline in Regulation 2361 that address safety and security of minors, and network security and vandalism.
- Violates provisions outlined in Regulation 2361 that address software, files, hardware, peripherals, other technology equipment and resources, and third party systems.

Consent Requirement

No student shall be allowed to use the district electronic network, computers and related resources unless they have filed with the principal an Acceptable Use Policy Consent Form agreement that is signed by the student and his/her parent(s) or guardian(s). A Student Acceptable Use Policy and Internet Safety Plan will be attached to the consent form for review by the parent/guardian.

Staff are not required to sign a consent and waiver agreement. Staff have an obligation to abide by district policies and regulations as a part of their employment responsibilities. Failure to abide by district regulations and policies is handled through a disciplinary process in accord with district regulations, policies, and state and federal law.

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

No Guest user shall be allowed to use the district electronic network, computers and related resources unless they have filed with a district administrator an Acceptable Use Policy Consent Form agreement that is signed by the user and his/her parent(s) or guardian(s) if a minor. A Guest user Acceptable Use Policy and Internet Safety Plan will be attached to the consent form for review.

Violations of Regulation and Policy 2361

1. Violations of this Acceptable Use Policy and Regulation 2361 may result in a loss of access as well as other disciplinary or legal action.
2. Student disciplinary action shall be taken as indicated in Policy and Regulation numbers 2361, Acceptable use of District Electronic Network, Computers and Related Resources, No. 5600, Pupil Discipline, No. 5610, Suspension and No. 5260. Expulsion as well as possible legal action and reports to the legal authorities and entities could result. Students violating this policy shall be subject to the consequences as indicated in Regulation number 2361 and other appropriate discipline, which includes but is not limited to:
 - Use of district network only under direct supervision
 - Suspension of network privileges
 - Revocation of network privileges
 - Suspension of computer privileges
 - Revocation of computer privileges
 - Suspension from school

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ACCEPTABLE USE OF DISTRICT ELECTRONIC NETWORK, COMPUTERS, AND RELATED RESOURCES

- Expulsion from school and/or
- Legal action and prosecution by the authorities.

The particular consequences for violations of this Policy shall be determined by the Superintendent in matters relating to the use of the network and by the principals in matters of school suspension. The superintendent or designate and the board shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action. Decisions may be appealed in accordance with Policy number 5710 Pupil Grievances.

3. Staff and Guest users violating Regulation and Policy 2361 shall be subject to the discipline code outlined in the district policies and regulations regarding discipline as well as other disciplinary or possible legal action and reports to the legal authorities and entities.

Date Adopted: 9/17/96
Date Revised: 7/16/02
Second Revision: 10/7/02
Third Revision: 5/16/07

**Monroe Township Public Schools
Safe & Responsible Internet Use Plan**

The district has technology protection measures for all computers in the school district that block and/or filter visual depictions that are obscene, contain child pornography and are harmful to minors as defined in the Children's Internet Protection Act. The district certifies that schools in the district are in compliance with the Children's Internet Protection Act and acceptable use Regulation R2361 and Policy 2361.

Compliance measures contained within this plan address the following:

Access by Minors to Inappropriate Matter on the Internet

Users will not use the district electronic network to access material that is profane or obscene (pornography), that advocates illegal acts, or that advocates violence or discrimination toward other people (hate literature). For students, special exception may be made for hate literature if the purpose of such access is to conduct research, AND access is approved by both the teacher and the parent. District employees may access the above material only in the context of legitimate research.

If a user inadvertently accesses such information, they should immediately disclose the inadvertent access in a manner specified by their school. Students should immediately notify teachers. Teachers and staff should immediately notify building administration. Building administration should immediately notify supervisor of technology. This will protect users against an allegation that they have intentionally violated the acceptable use policy.

The fact that the filtering software has not protected against access to certain material shall not create the presumption that such material is appropriate for users to access. The fact that the filtering software has protected access to certain material shall not create the presumption that the material is inappropriate for users to access.

The board will provide student access to Internet resources only in supervised environments and has taken steps to lock out objectionable areas to the extent possible, but potential dangers remain.

Safety and Security of Minors when using Electronic Mail, Chat Rooms, and other Forms of Direct Electronic Communications and Unauthorized Disclosures

Student users will not post or share contact information about themselves or other people. Personal contact information includes the student's name together with other information that would allow an individual to locate the student, including, but not limited to, parent's name, home address or location, work address or location, or phone number.

Elementary and middle school students will not disclose their full name or any other personal contact information for any purpose.

High school students will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or with specific staff approval.

Students will not disclose names, personal contact information, or any other private or personal information about other students under any circumstances. Students will not forward a message that was sent to them privately without permission of the person who sent them the message.

Students will not agree to meet someone they have met online.

Students will promptly disclose to their teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. Students should not delete such messages until instructed to do so by a staff member.

Unauthorized Access, Including “Hacking” and other Unlawful Activities by Minors Online

Security on any computer network is a high priority, especially when the network involves many users. If a user feels that he/she can identify a security problem on the computer network, the user must notify a network administrator or building level administrator. The user should not inform individuals other than the network administrators or building administrators of a security problem.

Users are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use this account. Under no conditions should a user provide his/her password to another person.

Passwords to the network should not be easily guessable by others, nor should they be words that could be found in a dictionary.

Attempts to "log on" to the network using either another user's account or as a network administrator could result in termination of the account. Users should immediately notify a network administrator if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their accounts. Any user identified as a security risk will have limitations placed on usage of the network or may be terminated as a user and be subject to other disciplinary action.

Users will not attempt to gain unauthorized access to the district system or to any other computer system through the district system, or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purpose of "browsing".

Users will not make deliberate attempts to disrupt the computer system performance or destroy data by spreading computer viruses or by any other means. These actions are illegal.

Users will not use the district system to engage in any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.

Technology Protection Measure (Software Filtering)

The district has selected a technology protection measure (software filtering) for use with the district Internet system. The filtering software will always be configured to protect against access material that is obscene, child pornography and material that is harmful to minors, as defined by the Children's Internet Protection Act. The district or district schools may, from time to time, reconfigure the filtering software to best meet the educational needs of the district or schools and address the safety needs of the students.

The district technology department will conduct an annual analysis of the effectiveness of the selected filter. The supervisor of technology will make recommendations to the Superintendent regarding the selection and configuration of the filter in the event that changes to the filter are necessary.

The filter may not be disabled at any time that students may be using the district Internet system, if such disabling will cease to protect against access to materials that are prohibited under the Children's

Internet Protection Act. The filter may be disabled during non-student use time for system administrative purposes.

Filtering software has been found to inappropriately block access to appropriate material. To ensure that the implementation of the technology protection measure is accomplished in a manner that retains district control over decision making regarding the appropriateness of material for students, does not unduly restrict the educational use of the district Internet system by teachers and students, and ensures the protection students' constitutional right to access to information and ideas, authority will be granted to selected educators to temporarily or permanently unblock access to sites blocked by the filter.

Authority to temporarily unblock access will be granted to building administrators and or his/her designees, and any media specialists or teacher who regularly uses the Internet for instructional purposes who request permission to have such authority. Individuals granted authority to temporarily unblock sites must meet standards for technical proficiency that are deemed necessary to ensure the security of the system. The technology department shall determine such standards.

To temporarily unblock a site, the authorized individual must review the content of the site, outside of the presence of any student, prior to allowing access to the site by a student.

Reports of all instances of temporary unblocking will automatically be forwarded to the supervisor of technology.

If an unauthorized individual believes that the blocked site should be permanently unblocked, a recommendation will be forward to the supervisor of technology. The supervisor of technology will make a decision to permanently unblock access to the site or may delegate the decision to the district technology committee. An electronic list of all sites that have been permanently unblocked will be housed in the technology department.

A request to unblock process will be established in secondary libraries to allow students to anonymously request that a blocked site be temporarily or permanently unblocked.

Notwithstanding the visual depictions defined in the Children's Internet Protection Act and as defined in this Plan, and Policy and Regulation 2361, the board shall determine Internet material that is inappropriate for minors. The district will post this Safe & Responsible Internet Use Plan on the district web site, with links to the Acceptable Use Policy & Regulation document, and recommended Internet safety sites for parents. An e-mail input mechanism requesting comments or concerns regarding this Internet Safety Plan will be provided on the district web site.

Williamstown Middle School Computer Technology Literacy Curriculum 8th Grade

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) **ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS**

National Educational Technology Standards (NETS)	Standard 8.1 for end of Grade 8	Computer Applications Objective	Computer Applications Tasks
<p>Grade 2 Standard #3: Communicate about technology using developmentally appropriate and accurate terminology</p>	<p>A.1: Use appropriate technology vocabulary. <i>See CCCS 8.1 Grade 4 A.1</i></p>	<p>Students will identify vocabulary terms and meanings through the use of a word list, Internet and word document, with 80% proficiency.</p>	<p>Students will take an interactive vocabulary quiz: http://www.quia.com/pop/12066.html as a pre-test to determine their base knowledge of technology vocabulary. Students will locate and open their local folder on the hard drive, and then open the teacher prepared handout & word document template for vocabulary matching and save it to their network folder. They will match the definitions to the vocabulary word list and type them in. For the missing vocabulary, they will use an Internet dictionary for the definitions. Students will format the document according to the directions on the grading checklist. Students will save and print one copy of their work to a network printer. Students will take the same interactive quiz at the completion of the task, and write the score of the post-test on the grading checklist.</p>
<p>Grade 2 Standard #1: 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.</p>	<p>A.2: Use common features of an operating system (e.g., creating and organizing files and folders). <i>See CCCS 8.1 Grade 4 A.2</i></p>	<p>Students will use the common features of the WMS operating system platform to open applications & existing files, make modifications to the files and save to a network folder, with 100% proficiency.</p>	<p>Students will receive their login numbers and passwords, and log into their network folder using the procedure discussed by the teacher. Students will cooperatively identify common features of the Mac OS/X operating system (see checklist) methods of opening applications, opening and saving files, locating files (both network and local) and shortcuts to commands.</p>
<p>Grade 5 Standard #1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.</p>	<p>A.3: Demonstrate effective input of text and data, using touch keyboarding with proper technique. <i>See CCCS 8.1 Grade 4 A.3</i></p>	<p>Using a keyboarding skills development software application, students will demonstrate their existing keyboarding knowledge, record their wpm and improve their</p>	<p>Students will open MacMavis software and take the initial keyboarding assessment, record the results and begin keyboard drill practice using the challenge exercises. Students will record the wpm results on a weekly basis.</p>

		speed and accuracy to 15 wpm.	
<p>Grade 5 Standard #1: Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.</p> <p>Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>	<p>A.4: Input and access data and text efficiently and accurately through proficient use of input devices, such as the mouse.</p>	<p>Students will select an appropriate software tool and create an original document describing the computer lab rules in their network folder.</p>	<p>Using the computer lab rules handout for information, students will open an Inspiration document and illustrate at least one of the rules for computer lab use by students. Students will then use the “round robin” method of adding/modifying their peers concept map by linking another rule to the existing concept map and adding appropriate graphic.</p>
<p>Grade 8 Standard #5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p>	<p>A.5: Create documents with advanced text formatting and graphics using word processing.</p> <p><i>See CCCS 8.1 Grade 4 A.4</i></p>	<p>Students will demonstrate advanced word processing skills through the creation of a multi-page document.</p>	<p>Using a handout for the product description and a teacher demonstration, students will be able to create a newsletter using at least 15/19 word processing & graphics tasks/skills to demonstrate their level of proficiency.</p>
<p>Grade 8 Standard #5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p> <p>Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>	<p>A.6: Create a file containing customized information by merging documents.</p>	<p>Students will be able to create a spreadsheet document and merge it into a document created with word processing software.</p>	<p>Students will use a handout for the product description and brief teacher demonstration to develop a merged document using both a spreadsheet graph/chart and a word processing document. This document is part of the bedroom design lesson.</p>
<p>Grade 5 Standard #8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.</p> <p>Grade 8 Standard #4: Use content-specific tools, software, and simulations (e.g., environmental probes,</p>	<p>A.7: Construct a simple spreadsheet, enter data, and interpret the information.</p> <p><i>See CCCS 8.1 Grade 4 A.5</i></p>	<p>Students will be able to create a budget spreadsheet and graph, and present their findings to their peers.</p>	<p>Students will use a product description handout as their guideline/checklist to create a spreadsheet and a graph of their research for a new bedroom design. The spreadsheet and graph will be formatted according to the guidelines.</p>

<p>graphing calculators, exploratory environments, Web tools) to support learning and research. Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>			
<p>Grade 8 Standard #5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. Grade 8 Standard #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. Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>	<p>A.8: Design and produce a basic multimedia project. <i>See CCCS 8.1 Grade 4 A.6</i></p>	<p>Students will create a presentation demonstrating effective use of multi-media software and presentation devices.</p>	<p>Students will create a 10-slide presentation after brainstorming together for topic ideas. Students will use the following criteria (in addition to a grading rubric): animation on each slide, appropriate graphics, sound on 4/10 slides, transitions on each slide, a title and ending page with credits.</p>
<p>Grade 5 Standard #8: Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. Grade 8 Standard #4: Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support</p>	<p>A.9: Plan and create a simple database, define fields, input data, and produce a report using sort and query. <i>See CCCS 8.1 Grade 4 B.7</i></p>	<p>Using Appleworks Database as the tool, students will create a simple database organizing a collection of their choice (music cds, video games, toys, cards, etc.) and produce a report.</p>	<p>Students will participate in a discussion about databases and current popular Internet databases. They will construct a 6 –8 field database using a personal choice of topic (music, video, hobbies). The fields will include text, drop down menu and radio buttons. The database will be populated by with a minimum of 15 fields and a standard report created after a one-field sort.</p>

<p>learning and research.</p> <p>Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>			
<p>Grade 8 Standard #9: Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</p>	<p>A.10: Use network resources for storing and retrieving data.</p> <p><i>See CCCS 8.1 Grade 4 A.7</i></p>	<p>Students will use the common features of the WMS operating system platform to open applications & existing files, make modifications to the files and save to a network folder, with 100% proficiency.</p>	<p>Students will log into their home folder using the proper procedure, identify the Mac OS/X methods of opening applications, opening and saving files, locating files (both network and local) and shortcuts to commands. Students will open the vocabulary document to be used in the vocabulary/basic formatting exercise.</p>
<p>Grade 8 Standard #4: Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.</p> <p>Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>	<p>A.11: Choose appropriate electronic graphic organizers to create, construct, or design a document.</p> <p><i>See CCCS 8.1 Grade 4 A.8</i></p>	<p>Using Inspiration software as a graphic organizer tool, students will create a concept map and links demonstrating their understanding of the tool.</p>	<p>Using the computer lab rules handout for information, students will open an Inspiration document and illustrate at least one of the rules for computer lab use by students. Students will then use the “round robin” method of adding/modifying their peers concept map by linking another rule to the existing concept map and adding appropriate graphic.</p>
<p>Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> <p>Grade 8 Standard #9: Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.</p>	<p>A.12: Create, organize and manipulate shortcuts.</p> <p><i>See CCCS 8.1 Grade 4 A.9</i></p>	<p>Students will create a desktop folder to store media downloads.</p>	<p>Students will participate in a discussion about short cuts and folder organization, and then create folders to store research for their bedroom design project.</p>
<p>Grade 8 Standard #2: Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace</p>	<p>B.1: Demonstrate an understanding of how changes in technology impact the workplace and society.</p>	<p>Using word processing or special software – Timeliner), students will demonstrate their understanding of changes in technology and the impact</p>	<p>Students will create a top-ten list (or time-line using Timeliner software) of changes in technology since the year they were born, and describe the impact one change has made in the students’ lifestyle.</p>

and society.		technology has had in their life	
Grade 8 Standard #3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	B.2: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. <i>See CCCS 8.1 Grade 4 B.2 & B4</i>	Students will properly cite resources used during the creation of a word processing document.	Students will create a poster using appropriate software demonstrating their understanding of ethical computer behavior, after a teacher presentation of citation format and using Internet research for the use of at least one graphic, cite the source in the poster.
Grade 8 Standard #3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	B.3: Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.	Students will be able to demonstrate their understanding of the district aup and the consequences of inappropriate use of technology.	Students will demonstrate their understanding of the district aup through participation in a teacher led discussion of the aup and consequences and their daily adherence to the aup without incurring consequences.
Grade 8 Standard #3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	B.4: Describe and practice safe Internet usage.	Students will participate in an interactive Internet activity designed to develop their netiquette sense and will record their reflections on safe Internet use in a word document.	Students will use an interactive web activity designed to lead them effectively through safe internet access and media literacy issues.
Grade 8 Standard #3: Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.	B.5: Describe and practice “etiquette” when using the Internet and electronic mail. <i>See CCCS 8.1 Grade 4 B.3</i>	Students will participate in an interactive Internet activity designed to develop their netiquette sense and will record their reflections on safe Internet use in a word document.	Students will use an interactive web activity designed to lead them effectively through safe internet access and media literacy issues.
Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	B.6: Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: • On-line resources and databases • Search engines and subject directories. <i>See CCCS 8.1 Grade 4 B.6 & B7</i>	Using the Internet, students will research the cost of furnishing a custom-designed bedroom, working within a fixed budget amount.	Students will create a spreadsheet using basic formatting skills & formula creation. Students will research purchases using the Internet as a resource, properly cite the sources in a word document, and create a graph using the data.
Grade 8 Standard #10: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources	B.7: Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.	Students will participate in an interactive Internet activity designed to develop their netiquette sense and will record their reflections on safe	Students will use an interactive web activity designed to lead them effectively through safe internet access and media literacy issues.

concerning real-world problems.	<i>See CCCS 8.1 Grade 4 B.8</i>	Internet use in a word document.	
Grade 8 Standard #7: 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.	B.8: Use computer applications to modify information independently and/or collaboratively to solve problems. <i>See CCCS 8.1 Grade 4 B.9</i>	Using peer-created work, students will add a concept to the poster (the computer rules poster) to solve commonly occurring problems in a computer lab environment.	Using the computer lab rules handout for information, students will open an Inspiration document and illustrate at least one of the rules for computer lab use by students. Students will then use the “round robin” method of adding/modifying their peers concept map by linking another rule to the existing concept map and adding appropriate graphic.
Grade 8 Standard #1: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.	B.9: Identify basic hardware problems and demonstrate the ability to solve common problems. <i>See CCCS 8.1 Grade 4 B.10</i>	Students will use the common features of the WMS operating system platform to open applications & existing files, make modifications to the files and save to a network folder, with 100% proficiency.	Students will log into their home folder using the proper procedure, identify the Mac OS/X methods of opening applications, opening and saving files, locating files (both network and local) and shortcuts to commands.
Grade 8 Standard #8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	B.10: Determine when technology tools are appropriate to solve a problem and make a decision.	Using an Inspiration concept map, students will demonstrate their understanding of technology tools and the decision making process for use.	Using an Inspiration concept map, students will create the links from computer applications and tasks to determine the best way to solve a problem, and describe the reason for the linking decision (using Inspiration)

Results for Monroe Township Public Schools' Technology Plan Survey 2010-2013

View: [Aggregate Results](#) | [Individual Results](#)

- [Download results to your computer](#)
- [Compare responses using cross tabulation](#) | [What is cross tabulate?](#)
- [View Respondent E-mails and Response Times](#)

- Activation Date: April 20th, 2010 at 6:00 AM
- Expires On: April 24th, 2010 at 6:00 PM

1) Please select your home school:	Number of Respondents	View Graph Response Ratio
Williamstown High School	53	25.24%
Williamstown Middle School	75	35.71%
Holly Glen Elementary School	22	10.48%
Oak Knoll Elementary School	21	10.00%
Radix Elementary School	21	10.00%
Whitehall Elementary School	18	8.57%
0 Respondents Skipped question #1	210 Responses Total	100.00%

2) Select the grade level that you currently instruct	Number of Respondents	View Graph Response Ratio
Kindergarten	6	2.88%
First Grade	12	5.77%
Second Grade	14	6.73%
Third Grade	13	6.25%
Fourth Grade	11	5.29%
Fifth Grade	14	6.73%
Sixth Grade	11	5.29%
Seventh Grade	18	8.65%
Eighth Grade	22	10.58%
Ninth Grade	9	4.33%
Tenth Grade	1	0.48%
Eleventh Grade	3	1.44%
Twelfth Grade	3	1.44%
Multiple Grades	71	34.13%
2 Respondents Skipped question #2	208 Responses Total	99.05%

3) Select from the list below, the best description of your use of the computer in your classroom environment:	Number of Respondents	View Graph Response Ratio
My main use of the computer is for classroom management like attendance, grading, e-mail and creating lesson plans.	30	14.29%
In addition to classroom management use, I use the computer for creating teaching tools with a variety of software and using the Internet.	64	30.48%
In addition to using the computer for classroom management and teaching tools, I also use the computer for creating a learning environment for the students.	116	55.24%
0 Respondents Skipped question #3	210 Responses Total	100.00%

4) I can save documents that I create.

[View Graph](#)

	Number of Respondents	Response Ratio
Yes.	98	46.67%
No.	0	0.00%
Yes, and I can show others how to do this also.	112	53.33%
0 Respondents Skipped question #4	210 Responses Total	100.00%
5) I save and have a filing system organizing my documents and files and can locate them reliably.	Number of Respondents	View Graph Response Ratio
Yes.	101	48.10%
No.	5	2.38%
Yes, and I can show others how to do this also.	104	49.52%
0 Respondents Skipped question #5	210 Responses Total	100.00%
6) I use word processing for simple documents that I can save and modify and use again.	Number of Respondents	View Graph Response Ratio
Yes.	85	40.48%
No.	0	0.00%
Yes, and I can show others how to do this also.	125	59.52%
0 Respondents Skipped question #6	210 Responses Total	100.00%
7) I use a spreadsheet for simple applications such as adding a column of numbers.	Number of Respondents	View Graph Response Ratio
Yes.	83	39.52%
No.	77	36.67%
Yes, and I can show others how to do this also.	50	23.81%
0 Respondents Skipped question #7	210 Responses Total	100.00%
8) I use a spreadsheet for labels, formulas, and cell references. I can change the format of a spreadsheet to generate a graph or chart.	Number of Respondents	View Graph Response Ratio
Yes.	67	31.90%
No.	109	51.90%
Yes, and I can show others how to do this also.	34	16.19%
0 Respondents Skipped question #8	210 Responses Total	100.00%
9) I don't use a database and can't identify how it would benefit me or my students.	Number of Respondents	View Graph Response Ratio
Yes	68	32.38%
No	142	67.62%
0 Respondents Skipped question #9	210 Responses Total	100.00%
10) I can find information in an existing database for my teaching and learning needs (such as EBSCO host)	Number of Respondents	View Graph Response Ratio
Yes.	103	49.05%
No.	81	38.57%
Yes, and I can show others how to do this also.	26	12.38%
0 Respondents Skipped question #10	210 Responses Total	100.00%
11) I can import clipart, pictures, movies and sounds into word documents and presentations.	Number of Respondents	View Graph Response Ratio
Yes.	111	52.86%
No.	28	13.33%
Yes, and I can show others how to do this also.	71	33.81%
0 Respondents Skipped question #11	210 Responses Total	100.00%
12) I create multimedia presentations incorporating sounds, graphics, video, and text fields.	Number of Respondents	View Graph Response Ratio

Yes.	78	37.14%
No.	81	38.57%
Yes, and I can show others how to do this also.	51	24.29%
0 Respondents Skipped question #12	210 Responses Total	100.00%

13) When I import clipart, pictures, movies and sounds into my projects, I:

	View Graph
Number of Respondents	Response Ratio
always cite the original source of the file.	36 18.27%
often cite the original source of the file.	66 33.50%
never cite the original source of the file.	95 48.22%
13 Respondents Skipped question #13	197 Responses Total 93.81%

14) I am familiar with a "paint program" and can use most drawing tools.

	View Graph
Number of Respondents	Response Ratio
Yes.	96 45.71%
No.	82 39.05%
Yes, and I can show others how to do this also.	32 15.24%
0 Respondents Skipped question #14	210 Responses Total 100.00%

15) I can navigate through a pre-made multimedia program or presentation.

	View Graph
Number of Respondents	Response Ratio
Yes.	146 69.52%
No.	24 11.43%
Yes, and I can show others how to do this also.	40 19.05%
0 Respondents Skipped question #15	210 Responses Total 100.00%

16) I use e-mail to create, send and read messages.

	View Graph
Number of Respondents	Response Ratio
Yes	210 100.00%
No	0 0.00%
0 Respondents Skipped question #16	210 Responses Total 100.00%

17) I can use e-mail to send and receive attachments within messages, I can also forward messages and send group mailings.

	View Graph
Number of Respondents	Response Ratio
Yes	206 98.10%
No	4 1.90%
0 Respondents Skipped question #17	210 Responses Total 100.00%

18) I know how to delete e-mail, and use the two-step process to remove unwanted email from my account.

	View Graph
Number of Respondents	Response Ratio
Yes	209 99.52%
No	1 0.48%
0 Respondents Skipped question #18	210 Responses Total 100.00%

19) Peripheral devices [View Graph](#)
Responses

	LCD Projector	Printer	Digital still camera	Digital video camera	Speakers	External hard drive/ flash drive	Scanner	Microphone	Student Response System (clickers)	Interactive Whiteboard	Document Camera	Totals
I can use the following:	87.14% (183)	100.00% (210)	89.05% (187)	72.86% (153)	84.29% (177)	80.95% (170)	59.05% (124)	55.24% (116)	24.29% (51)	17.14% (36)	19.05% (40)	1447
Totals	12.65% (183)	14.51% (210)	12.92% (187)	10.57% (153)	12.23% (177)	11.75% (170)	8.57% (124)	8.02% (116)	3.52% (51)	2.49% (36)	2.76% (40)	1447
0 Respondents Skipped question #19	210 Responses Total											

20) Technology Goals and Standards for Students- Choose one [View Graph](#)

Number of Respondents	Response Ratio
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I am not aware of the ISTE Technology Standards for Students	72	34.29%
I am aware of the ISTE Technology Standards for Students	123	58.57%
I read and refer to the ISTE Technology Standards for Students when planning curricular lessons/units.	15	7.14%
0 Respondents Skipped question #20	210 Responses Total	100.00%

21) Technology Goals and Standards for Teachers- Choose one [View Graph](#)

	Number of Respondents	Response Ratio
I am not aware of the ISTE Technology Standards for Teachers.	91	43.33%
I am aware of the ISTE Technology Standards for Teachers.	105	50.00%
I have read the standards and refer to them periodically to evaluate my progress made toward attaining the standards.	14	6.67%
0 Respondents Skipped question #21	210 Responses Total	100.00%

22) Identify your level of awareness for this statement: The NJCCS requires technology be incorporated throughout all curricular areas versus a separate curricular strand. [View Graph](#)

	Number of Respondents	Response Ratio
I am not aware.	32	15.24%
I am aware.	157	74.76%
I have read the standards and refer to them when creating and planning lessons/units.	21	10.00%
0 Respondents Skipped question #22	210 Responses Total	100.00%

23) Identify your awareness of the District Technology Plan: [View Graph](#)

	Number of Respondents	Response Ratio
I am not aware of the district goals for technology as outlined in the district technology plan.	84	40.00%
I am aware of the district goals for technology and refer to them periodically.	126	60.00%
0 Respondents Skipped question #23	210 Responses Total	100.00%

24) For the following, check the response that most closely describes your level of designing and planning technology-infused lessons and/or units: [View Graph](#)

	Number of Respondents	Response Ratio
I design developmentally appropriate lessons/units that use technology with assistance from a technology mentor.	64	30.48%
I can implement technology-infused lessons and units with minimal assistance from the technology mentor.	73	34.76%
I can independently create and implement technology-infused lessons/units and determine the best delivery methods (computer lab, small group, learning center, etc.)	73	34.76%
0 Respondents Skipped question #24	210 Responses Total	100.00%

25) How often do you use the following instructional styles in your classroom? [View Graph](#)

	Responses					
	Never	Daily	Weekly	Monthly	Quarterly	Totals
Direct Instruction (lecture approach) - Students listen and take notes while I provide information.	15.24% (32)	27.62% (58)	40.00% (84)	8.57% (18)	6.19% (13)	205
Mostly Direct Instruction - Sometimes allow students to use other resources (books, Internet, newscasts) to generate their own understanding of topic.	8.10% (17)	24.29% (51)	41.90% (88)	16.19% (34)	8.10% (17)	207
Project-Based Instruction - Students use a variety of information sources to gain their own understanding of the topic, and I provide some	9.05% (19)	15.71% (33)	31.43% (66)	21.43% (45)	20.00% (42)	205

initial directions/instructions.

Problem-based learning - Student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences.	13.33% (28)	19.05% (40)	30.95% (65)	18.10% (38)	15.24% (32)	203
Totals	11.71% (96)	22.20% (182)	36.95% (303)	16.46% (135)	12.68% (104)	820

0 Respondents Skipped question #25

210 Responses Total

26) Identify the following resources and tools YOUR STUDENTS have used this past school year in your classroom.

[View Graph](#)

	Number of Respondents	Response Ratio
Word Processing Software	151	71.90%
Spreadsheet Software	34	16.19%
Database Programs	40	19.05%
Simulation/Problem-Solving Software (game-like environment)	97	46.19%
Online Collaborative Projects (class to class, group to group)	36	17.14%
Videoconference Field Trips	28	13.33%
Videoconference Projects (class to class)	9	4.29%
Student Laptop Carts	147	70.00%
LCD Projectors	133	63.33%
Interactive Whiteboards	21	10.00%
Document Cameras	14	6.67%
Response Systems (clickers)	26	12.38%
Video Production or other Presentation Software	39	18.57%
Video Cameras, digital cameras, scanners	62	29.52%
Atomic Learning	14	6.67%
NetTrekker	29	13.81%
Compass Learning	102	48.57%
0 Respondents Skipped question #26	210 Responses Total	100.00%

27) Assessment - Check all assessment strategies/resources used with students this past year.

[View Graph](#)

	Number of Respondents	Response Ratio
I gather, use and share anecdotal information and observations about student use of technology in my classroom.	70	33.33%
I use research and aggregated data to accurately determine whether the technology and methodology I am using has an impact on how well my students learn.	34	16.19%
I modify my curriculum or instructional methods for students with identified special needs.	168	80.00%
I evaluate my students using objective tests (true-false, multiple choice, fill-in-the-blank)	157	74.76%
I evaluate student performances or projects using subjective criteria (essay, rubrics)	163	77.62%
I create assessment tools such as checklists, rubrics and benchmarks.	150	71.43%
I use an electronic portfolio for student work.	16	7.62%
I give students their choice of assignments, but all members must meet the same learning objectives within the same time frame.	76	36.19%
0 Respondents Skipped question #27	210 Responses Total	100.00%

28) Identify your level of awareness and understanding of the following Monroe Township School District's Policies, Plans, Agreements.

[View Graph](#)
Responses

Not Aware	Aware	Understand and Enforce	Totals
-----------	-------	------------------------	--------

Acceptable Use Policy for Students & Staff	0.95% (2)	30.00% (63)	71.43% (150)	215
Internet Safety Plan	6.67% (14)	37.62% (79)	57.62% (121)	214
Laptop Agreement	4.76% (10)	40.00% (84)	56.67% (119)	213
Cell Phone Policy for Students	5.24% (11)	28.10% (59)	67.62% (142)	212
<i>Totals</i>	4.33% (37)	33.37% (285)	62.30% (532)	854

0 Respondents Skipped question #28

210 Responses Total

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Middle School Back-to-School Survey of Interest

Name: _____ (please print nicely 😊)

I tried this new technology over the summer:

I would like to try this technology during the school year with my students:

I would like to participate in project-based learning collaborations with:

- another class in WMS (same grade level)
- another class in WMS (different grade level)
- another class in MTPS
- another class in US
- another class International

I would like to learn about these digital tools for use in the classroom:

- Blogging
- Wiki-creation
- Ning
- Voicethread
- Spreadsheet/Google Docs
- Video Conferencing
- Podcasting
- Vodcasting
- Office
- Timeliner
- Scratch
- Building Robots
- Making Movies
- Comic Life
- Clickers
- Using the Internet with my class
- Digital Storytelling
- Email
- Gaggle

The word collaboration appeared how many times in the presentation? _____

What grade were the digital natives of Ms. Rose? _____

What were the 5 highest frequency words in NJCCCS 8.1?

April 20 Elementary Staff PD (Preview Only)

1) The presenter was knowledgeable about his/her subject matter.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

2) The presentation provided relevant information.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

3) The presentation provided practical information.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

4) The presenter(s) held the interest and attention of the participants.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

5) The topic was well-covered.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6) The workshop was valuable to me.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

7) Would a follow-up session be beneficial?

- Yes
- No

8) Will this workshop help you to improve student achievement?

- Yes
- No

9) Please explain how this training will be implemented into your classroom.

10) Please give us ideas on other training for which you have a need.

[Pause](#) [Finish!](#)

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Responses to Survey Question #10

Survey Question #10	Please give us other ideas on other training for which you have a need.
Response 2	My only concern is the material was geared toward K-2. It would have been appreciated to have a group geared for grades 3/4.
Response 3	
Response 4	
Response 5	I would like to see some ideas for short quick language arts games and activities.
Response 6	
Response 7	
Response 8	Extra time to create more learning centers to use in the classroom would be very beneficial.
Response 9	
Response 10	
Response 11	
Response 12	I think enough training! Give us the time in the classroom to make the things we need to make or set up the areas to be used for the centers. Once we leave those workshops, we are back to our daily routines and there is little time to get the centers up and running. Administration might not feel this time is well spent but from experience, I have good intentions, I have centers partially made but I just don't get the time to complete them or make an area to get them up and running.
Response 13	
Response 14	
Response 15	technology
Response 16	
Response 17	When doing a workshop involving centers or any other instructional aides used in the classroom, it's always a great idea to allow the participants the ability to MAKE these activities. This enables the teacher to infuse what they have learned from the workshop in a speedy fashion!
Response 18	
Response 19	We need time as a core to develop and create centers that will work at our grade level. And we need a whole day, not just an hour, in our respective buildings so that we have our own materials to pull from.
Response 20	excel
Response 21	
Response 22	
Response 23	
Response 24	Active Learning
Response 25	All the features of Power School
Response 26	Many of our staff members have gone to excellent workshops throughout the last couple of months. It would be nice to have the opportunity to turn-key those ideas. (Technology workshops, writing workshops, New book titles to use in the classroom) Staff could select the topics they would like to attend.
Response 27	We NEED a writing program in the district and then we will need training on that. Extensive training since teaching our kids to write is so very important.

Responses to Survey Question #10

Response 28	
Response 29	
Response 30	Ways to integrate technology into the curriculum and classroom.
Response 31	
Response 32	
Response 33	
Response 34	
Response 35	
Response 36	
Response 37	
Response 38	
Response 39	
Response 40	I would find a training on implementing writing centers beneficial.
Response 41	Writing Academy :)
Response 42	Collaboration with other teachers.
Response 43	I would like to see time set aside for basic skills teachers to come together and share ideas that work well for them during the limited time that we are able to work with the students assigned to us.
Response 44	
Response 45	
Response 46	Give us some inservice time in the beginning of the year to create these centers instead of sticking us in workshops that just become another pile of papers sitting on my classroom shelf and gather dust.
Response 47	more time to explore Compass Learning
Response 48	
Response 49	
Response 50	
Response 51	
Response 52	Not sure right now.
Response 53	
Response 54	
Response 55	Technology training.
Response 56	Time to work and discuss with my grade level would have be much more beneficial
Response 57	
Response 58	Technology Training, Writing Academy
Response 59	The Writing Academy
Response 60	ASK Writing. I would like, once and for all, to have accurate information regarding what exactly is being assessed, how it is being assessed, and how to teach it. I feel like I have been given a lot of mixed information.
Response 61	
Response 62	
Response 63	Technology, always.

Responses to Survey Question #10

Response 64	Planning time for teachers in their classrooms or with their core would be great. We need time to plan and implement the many programs we have already been trained on such as Comic Life, Canvastic, Compass Learning....
Response 65	
Response 66	I loved using the time to learn new relevant ideas from teachers that I work with.
Response 67	Interventions for struggling students
Response 68	I am attending a workshop next week about identifying children who have learning challenges. Perhaps the intervention committees/CST could give a workshop for the classroom teachers about what they are looking for as far as children who may need interventions and possible CST testing. It may provide a good question and answer session, as well as updating us on any changes in the law, etc.
Response 69	I would like to have more training on effectively utilizing assessment tools to identify at risk children with difficulties in reading/language arts. I would also like additional training that is geared toward helping students, who are fluent readers, with reading comprehension difficulties.
Response 70	
Response 71	
Response 72	Every special education teacher should be given time to read and review all the PLAAFP sections of their students IEP in September rather than attending whole school workshops that do not pertain to small group instruction.
Response 73	Love center ideas, but it is always difficult to organize. Even with someone explaining how they do it, it still isn't practical in an everyday classroom.
Response 74	Behavior Management Ideas
Response 75	Developmentally appropriate writing instruction (shared and/or guided) at the Kindergarten level.
Response 76	Time management, stress management, technology training.
Response 77	
Response 78	
Response 79	
Response 80	
Response 81	
Response 82	A GREAT writing curriculum.
Response 83	Technology...slide show presentations, powerpoint, excel, etc...

To: Monroe Township Public Schools Administration/Staff

Please denote your Building: **HG** OK R W MS HS CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist both the School Professional Development Committee and the 100 Hours Professional Development Committee in planning future professional development to support district and school objectives.

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY NOVEMBER 18, 2009.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

Assessment

10	Rubrics: Creating Teacher Developed Rubrics
2	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
8	Classroom Grading Practices
3	State Assessment Articulation and Preparation
10	Developing Common Grade Level/Content Area Benchmark Assessments
	Scoring Using State Rubrics

Classroom Teaching Strategies

7	Project Based Learning
11	Educating the Young Child: Pre K-3
6	Response to Intervention (RTI)
13	Literacy Across the Curriculum
11	Integration of Technology in Instruction
2	Analyzing Data and Student Outcomes
6	Differentiated Instruction for Varied Learners
5	Accommodating the English Language Learner
4	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

5	Standards-Based Math Program (Elementary)
2	Best Practices in Teaching (Peer Articulation)
	Reflective Teaching Practices
	Action Research
11	The Co-Teach Classroom
8	Addressing Student IEP's in the Classroom
2	Interdisciplinary Connections in the Classroom
11	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

9	Behavior Management and Interventions
11	Motivational Strategies for the Disaffected Student

Outreach

3	Connections between Home/School Through Parent Involvement
3	Building Community Support

Thinking and Learning

4	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
1	Student Learning Profiles/Styles
6	"Let Me Learn" Learning Process
4	"Understanding By Design" Essential Question Development and the BIG Idea
5	The Integration of 21 st Century Skills

Technology

12	Interactive Whiteboard Technology	6	Web Page Design
	Microsoft Office Applications	4	Educational Wiki's and Blogs
1	Using a Database	6	Current Educational Software (i.e., Inspiration)
4	Using Excel Spreadsheets		Please specify: Canrastic/ComicLife
1	Power Point & eZedia		
4	Power School, Power Grade	8	iPod's and Podcasting
1	NJ Smart Data Tool	2	Student Response Systems (Clickers)
1	Web 2.0 Environments	6	Electronic Student Portfolio
2	Publisher (i.e., newsletters, brochures, etc.)	1	Voicethread

Other

2	Curriculum Mapping with the Revised Standards
5	Getting to know the 2009 Revised Standards Through Review and Analysis
2	Closing the Achievement Gap
	Right to Know
1	Suicide Prevention
10	CPR
8	Nutrition and Wellness
4	First Aid Recertification

Special Education

5	Related Services within the Classroom (OT, PT, Speech)
5	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
1	New IDEA Mandates (when available)
3	I&RS (Intervention & Referral Services)
2	APA Training
4	The Tourettes and Asperger Child
5	Crisis Intervention Strategies
8	Autism

Content Area Specialization

Please identify specific areas:

2	21 st Century Life & Careers
6	Language Arts
8	Math
1	Science
1	Social Studies
1	Visual & Performing Arts
	World Language
	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

9	Collaborative Study Groups	1	After School Meetings
9	An Expert Presenting Information	14	Grade-Level Articulation Meetings
5	Receiving Materials on the Topic to Read	3	Summer Workshops
12	Collaboration with Another Teacher	12	Out-Of-District Workshops
3	Peer Coaching by Another Teacher	22	Future In-Service Days
	Self-Paced Web Study Course	4	Graduate Courses
	Action Research Conducted in Classrooms	1	CEU Programs of Study
2	Facilitating a Workshop		Book Study/Study Groups
4	Teaching and Learning Meeting		Other:

Please identify additional interests:

Re-writing our writing curriculum to be consistent across all grade levels and all teachers.

Fun activities to supplement math.

Music content specific workshops.

To: Monroe Township Public Schools Administration/Staff
 Please denote your Building: HG **OK** R W MS HS CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist both the School Professional Development Committee and the 100 Hours Professional Development Committee in planning future professional development to support district and school objectives.

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY NOVEMBER 18, 2009.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

Assessment

5	Rubrics: Creating Teacher Developed Rubrics
5	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
6	Classroom Grading Practices
7	State Assessment Articulation and Preparation
9	Developing Common Grade Level/Content Area Benchmark Assessments
2	Scoring Using State Rubrics

Classroom Teaching Strategies

3	Project Based Learning
6	Educating the Young Child: Pre K-3
8	Response to Intervention (RTI)
7	Literacy Across the Curriculum
13	Integration of Technology in Instruction
	Analyzing Data and Student Outcomes
12	Differentiated Instruction for Varied Learners
2	Accommodating the English Language Learner
9	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

11	Standards-Based Math Program (Elementary)
6	Best Practices in Teaching (Peer Articulation)
1	Reflective Teaching Practices
	Action Research
7	The Co-Teach Classroom
10	Addressing Student IEP's in the Classroom
2	Interdisciplinary Connections in the Classroom
14	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

11	Behavior Management and Interventions
10	Motivational Strategies for the Disaffected Student

Outreach

6	Connections between Home/School Through Parent Involvement
4	Building Community Support

Thinking and Learning

12	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
3	Student Learning Profiles/Styles
11	"Let Me Learn" Learning Process
4	"Understanding By Design" Essential Question Development and the BIG Idea
6	The Integration of 21 st Century Skills

Technology

13	Interactive Whiteboard Technology	5	Web Page Design
2	Microsoft Office Applications	6	Educational Wiki's and Blogs
2	Using a Database	3	Current Educational Software (i.e., Inspiration)
5	Using Excel Spreadsheets		Please specify:
4	Power Point & eZedia		
2	Power School, Power Grade	8	iPod's and Podcasting
	NJ Smart Data Tool	2	Student Response Systems (Clickers)
1	Web 2.0 Environments	4	Electronic Student Portfolio
4	Publisher (i.e., newsletters, brochures, etc.)	1	Voicethread

Other

7	Curriculum Mapping with the Revised Standards
5	Getting to know the 2009 Revised Standards Through Review and Analysis
3	Closing the Achievement Gap
2	Right to Know
1	Suicide Prevention
10	CPR
12	Nutrition and Wellness
8	First Aid Recertification

Special Education

2	Related Services within the Classroom (OT, PT, Speech)
1	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
6	New IDEA Mandates (when available)
6	I&RS (Intervention & Referral Services)
1	APA Training
7	The Tourettes and Asperger Child
3	Crisis Intervention Strategies
10	Autism

Content Area Specialization

Please identify specific areas:

1	21 st Century Life & Careers
8	Language Arts
7	Math
4	Science
3	Social Studies
2	Visual & Performing Arts
	World Language
1	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

8	Collaborative Study Groups	1	After School Meetings
14	An Expert Presenting Information	11	Grade-Level Articulation Meetings
4	Receiving Materials on the Topic to Read	2	Summer Workshops
10	Collaboration with Another Teacher	5	Out-Of-District Workshops
5	Peer Coaching by Another Teacher	22	Future In-Service Days
3	Self-Paced Web Study Course	1	Graduate Courses
	Action Research Conducted in Classrooms	2	CEU Programs of Study
1	Facilitating a Workshop	1	Book Study/Study Groups
5	Teaching and Learning Meeting		Other:

Please identify additional interests:

- Need time to plan as a core/grade level at our schools.
- Use In-Service days for curriculum meetings so classrooms teachers are involved, not just BSI (Elem) who may not have taught the material in years.
- I am also interested in being trained to use SRA, Connection Math or other series used for direct instruction.
- Working as a grade level to discuss concerns, share ideas for lesson, meeting the needs of our students.
- Time to work in classroom. "Very Valuable".
- I am hoping the District decides on one writing program for all of the schools that can be started from K on up or at least first grade, so that the students and teacher have consistency. Once a program is picked we definitely want training.

Monroe Township Public Schools Administration/Staff

Please denote your Building: HG OK **R** W MS HS CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

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PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

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Assessment

4	Rubrics: Creating Teacher Developed Rubrics
3	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
11	Classroom Grading Practices
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Teaching Practices

3	Standards-Based Math Program (Elementary)
13	Best Practices in Teaching (Peer Articulation)
4	Reflective Teaching Practices
1	Action Research
2	The Co-Teach Classroom
17	Addressing Student IEP's in the Classroom
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8	Connections between Home/School Through Parent Involvement
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Thinking and Learning

9	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
7	Student Learning Profiles/Styles
7	"Let Me Learn" Learning Process
5	"Understanding By Design" Essential Question Development and the BIG Idea
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Technology

15	Interactive Whiteboard Technology	9	Web Page Design
4	Microsoft Office Applications	2	Educational Wiki's and Blogs
1	Using a Database	1	Current Educational Software (i.e., Inspiration)
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1	Right to Know
2	Suicide Prevention
12	CPR
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7	Related Services within the Classroom (OT, PT, Speech)
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	APA Training
9	The Tourettes and Asperger Child
6	Crisis Intervention Strategies
11	Autism

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Please identify specific areas:

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9	Language Arts
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8	Science
9	Social Studies
1	Visual & Performing Arts
	World Language
1	Other

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14	Collaborative Study Groups	2	After School Meetings
17	An Expert Presenting Information	22	Grade-Level Articulation Meetings
6	Receiving Materials on the Topic to Read	3	Summer Workshops
16	Collaboration with Another Teacher	9	Out-Of-District Workshops
8	Peer Coaching by Another Teacher	17	Future In-Service Days
2	Self-Paced Web Study Course	7	Graduate Courses
1	Action Research Conducted in Classrooms	1	CEU Programs of Study
2	Facilitating a Workshop	1	Book Study/Study Groups
2	Teaching and Learning Meeting		Other:

Please identify additional interests:

- To receive training on running records (administering, scoring, what do the scores mean? / Intervention) and other literacy based assessments, measure decoding/phonemic awareness ect.
- Please no more differentiated instruction/Compass Learning workshops!
- New math strategies haven't had any in a while.
- It would be meaningful to attend in-service workshops that allow us to walk away with something we can bring back to our classroom or have an inter-district idea share. Too often it seems that recently in-services have been "painful" when there is so much to get done in our classroom that would better serve the student with our time.
- Articulation with my core as well as the third grade across the district.
- With the new special education mandates and more children being placed in the regular ed classrooms as LRE, I think regular ed teachers need more training.
- We need the opportunity to meet as a grade level-across the district.
- Need grade level curriculum spelled out for each grade.
- Health & Wellness Day is great for recharging.
- The county in-services were so relevant and informative. Please, pretty please allow attend in the future.

Monroe Township Public Schools Administration/Staff

Please denote your Building: HG OK R **W** MS HS CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

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Assessment

6	Rubrics: Creating Teacher Developed Rubrics
3	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
6	Classroom Grading Practices
6	State Assessment Articulation and Preparation
10	Developing Common Grade Level/Content Area Benchmark Assessments
2	Scoring Using State Rubrics

Classroom Teaching Strategies

3	Project Based Learning
6	Educating the Young Child: Pre K-3
7	Response to Intervention (RTI)
8	Literacy Across the Curriculum
9	Integration of Technology in Instruction
5	Analyzing Data and Student Outcomes
7	Differentiated Instruction for Varied Learners
	Accommodating the English Language Learner
8	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

6	Standards-Based Math Program (Elementary)
12	Best Practices in Teaching (Peer Articulation)
2	Reflective Teaching Practices
2	Action Research
9	The Co-Teach Classroom
8	Addressing Student IEP's in the Classroom
4	Interdisciplinary Connections in the Classroom
14	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

13	Behavior Management and Interventions
11	Motivational Strategies for the Disaffected Student

Outreach

5	Connections between Home/School Through Parent Involvement
6	Building Community Support

Thinking and Learning

1	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
4	Student Learning Profiles/Styles
1	"Let Me Learn" Learning Process
6	"Understanding By Design" Essential Question Development and the BIG Idea
9	The Integration of 21 st Century Skills

Technology

12	Interactive Whiteboard Technology	5	Web Page Design
	Microsoft Office Applications	3	Educational Wiki's and Blogs
	Using a Database	2	Current Educational Software (i.e., Inspiration)
2	Using Excel Spreadsheets		Please specify:
3	Power Point & eZedia		
	Power School, Power Grade	5	iPod's and Podcasting
5	NJ Smart Data Tool	4	Student Response Systems (Clickers)
1	Web 2.0 Environments	3	Electronic Student Portfolio
4	Publisher (i.e., newsletters, brochures, etc.)	1	Voicethread

Other

7	Curriculum Mapping with the Revised Standards
1	Getting to know the 2009 Revised Standards Through Review and Analysis
3	Closing the Achievement Gap
	Right to Know
1	Suicide Prevention
8	CPR
7	Nutrition and Wellness
6	First Aid Recertification

Special Education

4	Related Services within the Classroom (OT, PT, Speech)
4	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
4	New IDEA Mandates (when available)
5	I&RS (Intervention & Referral Services)
1	APA Training
5	The Tourettes and Asperger Child
4	Crisis Intervention Strategies
5	Autism

Content Area Specialization

Please identify specific areas:

2	21 st Century Life & Careers
9	Language Arts
6	Math
2	Science
3	Social Studies
1	Visual & Performing Arts
1	World Language
4	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

10	Collaborative Study Groups	3	After School Meetings
11	An Expert Presenting Information	16	Grade-Level Articulation Meetings
3	Receiving Materials on the Topic to Read	4	Summer Workshops
12	Collaboration with Another Teacher	9	Out-Of-District Workshops
7	Peer Coaching by Another Teacher	15	Future In-Service Days
3	Self-Paced Web Study Course	8	Graduate Courses
2	Action Research Conducted in Classrooms	4	CEU Programs of Study
3	Facilitating a Workshop	2	Book Study/Study Groups
3	Teaching and Learning Meeting		Other:

Please identify additional interests:

- More Professional development by the Writing Academy Instructors – not just teachers who have attended TWA workshops & then turned keyed it to us.
- Bullying prevention.
- We need a District wide writing approach. We are all using something different in each elementary school. Let Me Learn – I took their class and most of us paid for it ourselves. It is wonderful but not supported by the district.
- The Writing Academy.
- Now that we are including more special need students in the regular education class an in-service for the regular education teachers in understanding IEP's, modifications and collaboration.
- Doing a workshop in changing your cafeteria to a café.

Monroe Township Public Schools Administration/Staff

Please denote your Building: HG OK R W **MS** HS CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist both the School Professional Development Committee and the 100 Hours Professional Development Committee in planning future professional development to support district and school objectives.

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY NOVEMBER 18, 2009.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

Assessment

11	Rubrics: Creating Teacher Developed Rubrics
9	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
8	Classroom Grading Practices
5	State Assessment Articulation and Preparation
6	Developing Common Grade Level/Content Area Benchmark Assessments
6	Scoring Using State Rubrics

Classroom Teaching Strategies

9	Project Based Learning
	Educating the Young Child: Pre K-3
5	Response to Intervention (RTI)
8	Literacy Across the Curriculum
15	Integration of Technology in Instruction
3	Analyzing Data and Student Outcomes
20	Differentiated Instruction for Varied Learners
3	Accommodating the English Language Learner
9	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

2	Standards-Based Math Program (Elementary)
11	Best Practices in Teaching (Peer Articulation)
8	Reflective Teaching Practices
4	Action Research
9	The Co-Teach Classroom
12	Addressing Student IEP's in the Classroom
8	Interdisciplinary Connections in the Classroom
20	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

17	Behavior Management and Interventions
23	Motivational Strategies for the Disaffected Student

Outreach

14	Connections between Home/School Through Parent Involvement
7	Building Community Support

Thinking and Learning

9	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
9	Student Learning Profiles/Styles
12	"Let Me Learn" Learning Process
7	"Understanding By Design" Essential Question Development and the BIG Idea
8	The Integration of 21 st Century Skills

Technology

19	Interactive Whiteboard Technology	12	Web Page Design
6	Microsoft Office Applications	20	Educational Wiki's and Blogs
3	Using a Database	5	Current Educational Software (i.e., Inspiration)
8	Using Excel Spreadsheets		Please specify:
9	Power Point & eZedia		
3	Power School, Power Grade	16	iPod's and Podcasting
4	NJ Smart Data Tool	18	Student Response Systems (Clickers)
8	Web 2.0 Environments	9	Electronic Student Portfolio
6	Publisher (i.e., newsletters, brochures, etc.)	11	Voicethread

Other

3	Curriculum Mapping with the Revised Standards
4	Getting to know the 2009 Revised Standards Through Review and Analysis
4	Closing the Achievement Gap
1	Right to Know
3	Suicide Prevention
7	CPR
11	Nutrition and Wellness
9	First Aid Recertification

Special Education

3	Related Services within the Classroom (OT, PT, Speech)
6	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
5	New IDEA Mandates (when available)
4	I&RS (Intervention & Referral Services)
1	APA Training
7	The Tourettes and Asperger Child
12	Crisis Intervention Strategies
9	Autism

Content Area Specialization

Please identify specific areas:

5	21 st Century Life & Careers
9	Language Arts
10	Math
6	Science
5	Social Studies
3	Visual & Performing Arts
2	World Language
1	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

19	Collaborative Study Groups	2	After School Meetings
23	An Expert Presenting Information	9	Grade-Level Articulation Meetings
9	Receiving Materials on the Topic to Read	8	Summer Workshops
19	Collaboration with Another Teacher	11	Out-Of-District Workshops
15	Peer Coaching by Another Teacher	29	Future In-Service Days
4	Self-Paced Web Study Course	4	Graduate Courses
1	Action Research Conducted in Classrooms	4	CEU Programs of Study
5	Facilitating a Workshop	1	Book Study/Study Groups
16	Teaching and Learning Meeting		Other:

Please identify additional interests:

- We need more technology. We need to be able to access technology. We need more computers and projectors. We need cable in each class.
- Compass Learning the Social Studies Dept.
- We need time to collaborate & discuss the materials in workshops. We are often given materials/ideas in workshops and not given "follow up" time to discuss with coworkers on how these ideas could be implemented into the classroom in a meaningful manner.
- More specialized workshops for Visual & Performing Arts.
- Co-teaching planning time would be very helpful.
- If we are continuing to use Common Grade Level/Content area Benchmark Assessments at the Middle School, would like more training to be sure we are given the assessments correctly.
- A trained professional with a curriculum cert. make or direct the creation of our Curriculum Mappings with the revised Standards. Teaching and learning meeting with presenters to guide and keep group on task.
- I love Jon Woodward's Power Points. I wish we could have Jon teach us how to make power points with music and film clips inserted. I want our in-services to be make and take.
- We need to use Teaching & Learning meetings more effectively. Too much emphasis right now on Administrative stuff – none on Pedagogy.

Monroe Township Public Schools Administration/Staff

Please denote your Building: HG OK R W MS **HS** CA CST

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist both the School Professional Development Committee and the 100 Hours Professional Development Committee in planning future professional development to support district and school objectives.

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY NOVEMBER 18, 2009.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

Assessment

13	Rubrics: Creating Teacher Developed Rubrics
4	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
7	Classroom Grading Practices
8	State Assessment Articulation and Preparation
8	Developing Common Grade Level/Content Area Benchmark Assessments
3	Scoring Using State Rubrics

Classroom Teaching Strategies

9	Project Based Learning
1	Educating the Young Child: Pre K-3
4	Response to Intervention (RTI)
7	Literacy Across the Curriculum
16	Integration of Technology in Instruction
3	Analyzing Data and Student Outcomes
5	Differentiated Instruction for Varied Learners
1	Accommodating the English Language Learner
5	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

	Standards-Based Math Program (Elementary)
7	Best Practices in Teaching (Peer Articulation)
4	Reflective Teaching Practices
2	Action Research
4	The Co-Teach Classroom
20	Addressing Student IEP's in the Classroom
12	Interdisciplinary Connections in the Classroom
10	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

16	Behavior Management and Interventions
25	Motivational Strategies for the Disaffected Student

Outreach

8	Connections between Home/School Through Parent Involvement
9	Building Community Support

Thinking and Learning

7	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
2	Student Learning Profiles/Styles
4	"Let Me Learn" Learning Process
	"Understanding By Design" Essential Question Development and the BIG Idea
10	The Integration of 21 st Century Skills

Technology

18	Interactive Whiteboard Technology	14	Web Page Design
4	Microsoft Office Applications	5	Educational Wiki's and Blogs
2	Using a Database	3	Current Educational Software (i.e., Inspiration)
13	Using Excel Spreadsheets		Please specify:
6	Power Point & eZedia		
4	Power School, Power Grade	7	iPod's and Podcasting
1	NJ Smart Data Tool	7	Student Response Systems (Clickers)
3	Web 2.0 Environments	4	Electronic Student Portfolio
7	Publisher (i.e., newsletters, brochures, etc.)	5	Voicethread

Other

4	Curriculum Mapping with the Revised Standards
3	Getting to know the 2009 Revised Standards Through Review and Analysis
2	Closing the Achievement Gap
1	Right to Know
11	Suicide Prevention
15	CPR
22	Nutrition and Wellness
12	First Aid Recertification

Special Education

	Related Services within the Classroom (OT, PT, Speech)
3	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
	New IDEA Mandates (when available)
4	I&RS (Intervention & Referral Services)
2	APA Training
5	The Tourettes and Asperger Child
8	Crisis Intervention Strategies
5	Autism

Content Area Specialization

Please identify specific areas:

4	21 st Century Life & Careers
8	Language Arts
4	Math
6	Science
7	Social Studies
2	Visual & Performing Arts
5	World Language
6	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

12	Collaborative Study Groups		After School Meetings
22	An Expert Presenting Information	1	Grade-Level Articulation Meetings
6	Receiving Materials on the Topic to Read	4	Summer Workshops
14	Collaboration with Another Teacher	19	Out-Of-District Workshops
5	Peer Coaching by Another Teacher	30	Future In-Service Days
9	Self-Paced Web Study Course	7	Graduate Courses
1	Action Research Conducted in Classrooms	1	CEU Programs of Study
2	Facilitating a Workshop	2	Book Study/Study Groups
14	Teaching and Learning Meeting		Other:

Please identify additional interests:

- Content based trips & study.
 - Knowledge in historiography.
-
- Personal behavior, getting along with others.
 - Teacher leadership.
-
- More content based areas of current research in the field of Biology.
 - Discussions with teachers from other schools, in my area of teaching.
-
- Summer Seminars.
 - Grant Writing.
-
- New educational technology.
 - Organizational strategies.
 - Time needed to develop tech infused lesson plans & work equipment.
 - I have students this year who have been diagnosed with mental disabilities and I could help to develop strategies to handle these kids and others in the room with them. I would like the time on a PD day to meet with teachers who teach the same classes as me. I think having an informal meeting to share and exchange ideas would be valuable.
-

Monroe Township Public Schools Administration/Staff

Please denote your Building: HG OK R W MS HS CA **CST**

From: 100 Hours Professional Development Committee

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: November, 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist both the School Professional Development Committee and the 100 Hours Professional Development Committee in planning future professional development to support district and school objectives.

PLEASE RETURN TO YOUR BUILDING PRINCIPAL BY NOVEMBER 18, 2009.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

Assessment

1	Rubrics: Creating Teacher Developed Rubrics
	Developing Student Portfolio's Using Authentic and Performance-Based Assessments
	Classroom Grading Practices
	State Assessment Articulation and Preparation
1	Developing Common Grade Level/Content Area Benchmark Assessments
	Scoring Using State Rubrics

Classroom Teaching Strategies

	Project Based Learning
1	Educating the Young Child: Pre K-3
5	Response to Intervention (RTI)
	Literacy Across the Curriculum
1	Integration of Technology in Instruction
1	Analyzing Data and Student Outcomes
6	Differentiated Instruction for Varied Learners
	Accommodating the English Language Learner
	Enriching the Classroom Environment Through Essential Questions

Teaching Practices

	Standards-Based Math Program (Elementary)
	Best Practices in Teaching (Peer Articulation)
	Reflective Teaching Practices
	Action Research
5	The Co-Teach Classroom
4	Addressing Student IEP's in the Classroom
	Interdisciplinary Connections in the Classroom
	Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

5	Behavior Management and Interventions
5	Motivational Strategies for the Disaffected Student

Outreach

1	Connections between Home/School Through Parent Involvement
	Building Community Support

Thinking and Learning

	Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
	Student Learning Profiles/Styles
	"Let Me Learn" Learning Process
	"Understanding By Design" Essential Question Development and the BIG Idea
	The Integration of 21 st Century Skills

Technology

1	Interactive Whiteboard Technology	Web Page Design
	Microsoft Office Applications	Educational Wiki's and Blogs
1	Using a Database	Current Educational Software (i.e., Inspiration)
1	Using Excel Spreadsheets	Please specify:
	Power Point & eZedia	
	Power School, Power Grade	iPod's and Podcasting
	NJ Smart Data Tool	Student Response Systems (Clickers)
	Web 2.0 Environments	Electronic Student Portfolio
	Publisher (i.e., newsletters, brochures, etc.)	Voicethread

Other

	Curriculum Mapping with the Revised Standards
	Getting to know the 2009 Revised Standards Through Review and Analysis
	Closing the Achievement Gap
	Right to Know
5	Suicide Prevention
	CPR
	Nutrition and Wellness
	First Aid Recertification

Special Education

	Related Services within the Classroom (OT, PT, Speech)
3	Writing Effective IEP'S (PLEP Statements, Goals, and Objectives)
3	New IDEA Mandates (when available)
4	I&RS (Intervention & Referral Services)
	APA Training
4	The Tourettes and Asperger Child
6	Crisis Intervention Strategies
3	Autism

Content Area Specialization

Please identify specific areas:

	21 st Century Life & Careers
	Language Arts
	Math
	Science
	Social Studies
	Visual & Performing Arts
	World Language
	Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

2	Collaborative Study Groups	1	After School Meetings
4	An Expert Presenting Information		Grade-Level Articulation Meetings
	Receiving Materials on the Topic to Read		Summer Workshops
	Collaboration with Another Teacher	2	Out-Of-District Workshops
	Peer Coaching by Another Teacher	4	Future In-Service Days
2	Self-Paced Web Study Course	2	Graduate Courses
	Action Research Conducted in Classrooms	2	CEU Programs of Study
1	Facilitating a Workshop	1	Book Study/Study Groups
	Teaching and Learning Meeting		Other:

Please identify additional interests:
