

Louisiana State Technology Plan



LOUISIANA DEPARTMENT OF EDUCATION
CECIL J. PICARD, SUPERINTENDENT



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GOAL: ALL LOUISIANA P-16+ EDUCATORS AND LEARNERS WILL BENEFIT FROM TECHNOLOGY-RICH ENVIRONMENTS THAT SUPPORT STUDENT ACHIEVEMENT AND PRODUCE LIFELONG LEARNERS ABLE TO SUCCEED IN AN INFORMATION SOCIETY.

Objective 1: Technology-Rich Learning Environments

All learners will have access to current and appropriate information technology resources.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
All instructional spaces, faculty offices, and administrative offices will have multimedia computers with printing access and Internet connectivity.	<ol style="list-style-type: none"> 1. End of the year Louisiana school surveys 2. Annual university/college technology surveys 	<ul style="list-style-type: none"> • District Technology Survey • University Technology Survey • Random Onsite Visits
All schools/universities will have a school-wide LAN connected to a district/system WAN at T-1 or better.	End of the year university/school surveys	<ul style="list-style-type: none"> • School Technology Survey • University Technology Survey • Random Onsite Visits
Every school and university teacher preparation unit will have at least a 5:1 student to computer ratio of multimedia, fully functioning, Internet-enabled computers.	Annual student-to-computer ratio data	<ul style="list-style-type: none"> • District Technology Survey • University Technology Survey • Onsite Visits
Appropriate assistive/adaptive technology will be available to address the unique requirements of persons with special needs.	<ol style="list-style-type: none"> 1. State End-of-the Year Report 2. Individual educational plans 3. Pupil appraisal assessment 4. End of year university report 	<ul style="list-style-type: none"> • District Technology Survey • University Special Education Survey • (508) ADAAG Record Documentation
At least seventy-five percent (75%) of all instructional spaces in PK-12 classrooms and teacher preparation method courses will exhibit a minimal ratio of 5:1 student-to-networked computer, one networked teacher computer, one networked printer, and a large screen display.	Report of "Model Classroom" data to determine schools and universities in greatest need of computers	<ul style="list-style-type: none"> • School technology survey • University technology survey
At least seventy-five percent (75%) of	Reports of greatest	University

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
university instructional spaces other than teacher preparation methods courses will exhibit one networked teacher computer, one networked printer, and a large screen display.	need for providing technology in instructional spaces at universities	technology survey
Teachers and students will have access to a variety of electronic resources such as digital and video cameras, scanners, graphing calculators, and science probes.	Annually administered surveys	<ul style="list-style-type: none"> • School technology survey • University technology survey
At least seventy-five percent (75%) of students will use software packages including a productivity package, virus protection, and software that promote open-ended reasoning and higher-order thinking skills.	Students' portfolios demonstrating ability to use productivity and other types of software	<ul style="list-style-type: none"> • Portfolio assessment conducted at the school level • Portfolio assessment conducted at the university level
Every student, administrator, and teacher will receive high-quality technical support so that there will be at least one (1) full-time technical support person for every 600 computers. (Technical support can be provided by dedicated staff or equivalent services.)	Personnel documentation or technology plan	<ul style="list-style-type: none"> • District Technology Survey • University Technology Survey
Every district/university will adopt a Technology Acceptable Use Policy. The policy will address online safety, Fair Use, intellectual properties, and privacy issues.	<ol style="list-style-type: none"> 1. Districts' Acceptable Use Policy on file 2. Universities' and districts' Acceptable Use Policy on file 	<ul style="list-style-type: none"> • District technology survey • University technology survey
All classrooms where pre-service teachers are assigned for field experiences will be Model Classrooms.	District and university placement records	<ul style="list-style-type: none"> • District technology survey • University technology survey • CEO Forum Preservice Star Chart (or similar tool)

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
<p>Upon admission to a preservice program, all teacher candidates will have access to a laptop for use at least during their professional preservice education, student teaching/internship, and first year teaching environments.</p>	<p>Districts and universities records of laptop access for preservice teachers during undergraduate training and student teaching/internship</p> <p>(Comparable efforts will be demonstrated for individuals in first year teaching environments.)</p>	<ul style="list-style-type: none"> • University technology survey • Preservice teacher survey

Recommended State Strategies

- Provide universities, districts and schools with timely information and assistance relative to federal and state grant opportunities
- Work with legislators, State Board of Elementary and Secondary Education (SBESE) members, Board of Regents (BOR) members, and other policymakers on sources of funding for both PK-12 and university teacher preparation
- Provide universities, districts, and schools with grant-writing technical assistance
- Inform universities and districts of grant opportunities through Technology Consortium for Teacher Education (TCTE) and technology coordinators’ meetings
- Strive to fund a state scholarship program to provide a laptop loan/purchase program as a recruiting device to entice individuals to become teachers
- Work with legislators to allocate funds and resources for educational technology for PK-16 schools and universities

Recommended District and School Strategies

- Develop and implement a long-range technology plan that reflects needs of the 21st century to equip all districts/schools with technology necessary to support the teaching and learning process and instructional management needs
- Develop and maintain staff to support the technical infrastructure
- Seek partners for funding/support for technology implementation
- Meet with schools within their jurisdiction to disseminate their Acceptable Use Policy and explain how it should be implemented
- Pursue or create courses to develop students as resources for technology support.
- Allocate local funds and resources for educational technology
- Provide ample *model classrooms* to meet the needs of students, preservice and inservice teachers
- Provide, support, and facilitate electronic communication throughout the district so that teachers, administrators, board members, and special groups are able to utilize e-mail fully

Recommended University Teacher Preparation Strategies

- Develop and implement a long-range technology plan that reflects needs of the 21st century to equip the university teacher preparation program with technology necessary to support the teaching and learning process and instructional management needs
- Develop and maintain staff to support the technical infrastructure
- Seek partners for funding/support for technology implementation
- Develop, disseminate, and implement an Acceptable Use Policy
- Develop model classrooms for preservice and inservice teachers

Objective 2: Integration of Technology and Learning

Technology will be integral to standards-based student learning and school improvement.

Benchmarks: Target Year 2006	Evidence Sources	Data Collection Methods
Technology will be integrated into the teaching and learning environment as defined in the school improvement plan and College of Education Technology plan.	<ol style="list-style-type: none"> 1. Lesson plans reflecting technology use 2. College Of Education artifacts 3. Technology component in the school improve-ment plans 4. Goals, objectives, and strategies that reflect technology integration 5. Objectives and student activities that reflect technology integration 6. Indications that instructor/professor uses technology in teaching 	<ul style="list-style-type: none"> • Teacher Evaluations • Lesson Plans • School Improvement Plan • College of Education NCATE/State Accreditation Report • College of Education Technology Plan • University course syllabi • Student Evaluations/ Surveys
All students will use age appropriate technology to conduct research, to solve problems, to analyze data, to collaborate, and to communicate with experts and peers.	Electronic portfolios, e-mail and listserv archives	<ul style="list-style-type: none"> • Student and educator portfolios including <ul style="list-style-type: none"> - rubrics, - checklists, - student created web pages, - electronic presentations
All schools know and include in the school plan criteria for evaluating software and online resources based on state/national/district content standards and State-adopted technology guidelines.	<ol style="list-style-type: none"> 1. Criteria for software evaluations and online resources 2. List of appropriate software 	Software and online resources' evaluations indicating relationship to state/national/district content standards
By 2004, at least 75% of students, educators, and parents will use technology as a communication tool linking school, family, and community.	E-mail and listserv archives; number of hits on the web site	<ul style="list-style-type: none"> • End of Year Technology Report • School website • Teacher log of parental contact
Use of current research-based learning	1. Documentation of	<ul style="list-style-type: none"> • Observation

Benchmarks: Target Year 2006	Evidence Sources	Data Collection Methods
strategies through the utilization of technology will increase annually and will be included in annual revisions to the school improvement plan.	technology use in lesson plans 2. Teacher and student created products	instruments for - Teacher, - teacher educator, - preservice teacher • Classroom Evaluations • Peer Review
All preservice teacher education programmatic directors/leaders will collaborate with PK-12 leaders to provide field-based experiences in PK-12 classrooms where excellent models of technology integration are exhibited.	1. P-16+ Consortium 2. Professional development schools 3. Documentation of technology use in lesson plans	• Student teacher and supervising teacher portfolios • Classroom observations and evaluations by faculty/principals
All students, teachers, and administrators in Louisiana will have free access to high quality online resources provided by the state.	Numbers of students and teachers with free access on file	• Usage reports generated by Online Resources • End of Year Technology Report

Recommended State Strategies

- Disseminate Louisiana K-12 Educational Technology Standards, State Guidelines for Distance Education, and National Education Technology Standards (NETS) document
- Expand Making Connections resources and provide associated professional development opportunities
- Provide professional development opportunities in the use of the Louisiana K-12 Database, LEADTech, and Louisiana INTECH
- Provide professional development opportunities in the area of assistive technology
- Continue and expand Louisiana Virtual Classroom/ State Distance Learning Network (SDLN)
- Promote leadership opportunities for students such as Computers for Louisiana Kids (CLK) and A + certification
- Continue the state partnerships with the *MarcoPolo* and *ThinkQuest* programs
- Continue to allocate funding for the K-12 databases

Recommended District and School Strategies

- Involve educators in professional development opportunities in the use of the Louisiana K-12 Database
- Provide educators leave time to attend professional development opportunities; include professional development in school improvement plan
- Disseminate Louisiana K-12 Educational Technology Standards, State Standards for Distance Education, and NETS documents to educators within the district
- Provide opportunities for educators and students to participate in the *Louisiana Virtual Classroom* and SDLN projects

- Involve schools in the CLK project
- Promote the usage of online resources such as MarcoPolo and ThinkQuest and *Making Connections*
- Arrange for Online Database training with local schools
- Include a technology liaison as a member of the school improvement committee

Recommended University Teacher Preparation Strategies

- Integrate technology in course syllabi to support preservice learning
- Integrate assistive technology in course syllabi to support the preservice teachers in the special education program
- Include technology integration objectives in College of Education Technology Plan
- Include technology integration components in field experience observation form; student teaching evaluation forms; induction year survey form; student evaluation forms of supervising teacher, cooperating teacher, course faculty; portfolio template; lesson plan templates; and other forms that are used for planning, reflection, or evaluation in the teaching/learning process
- Model effective integration of technology in preservice education course work
- Select cooperating teachers for supervisors of student teaching and internships only those who model effective integration of technology to support learning

Objective 3: Professional Development

All teachers will effectively use and integrate technology into the curriculum to enhance standards-based teaching and learning through professional development opportunities.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
<p>All teachers and teacher preparation faculty will engage in professional development activities that demonstrate how to integrate digital content into their standards-based educational objectives and how to develop appropriate assessment measures to evaluate this benchmark.</p>	<ol style="list-style-type: none"> 1. Lesson plans 2. Teacher portfolios 3. Job description 4. Course syllabus 5. Activities 6. Student products 	<ul style="list-style-type: none"> • Administrator evaluation of annual plans on an on-going basis • Technology/ electronic portfolios • End of the year State/District Performance Reviews • Peer Assessment
<p>All teachers and teacher preparation faculty will model effective student management strategies to maximize the benefits of classroom learning with technology.</p>	<ol style="list-style-type: none"> 1. Classroom observation 2. Electronic course review 3. Peer and performance review 	<ul style="list-style-type: none"> ▪ Classroom observation Form ▪ Course and performance review forms
<p>All teachers and teacher preparation faculty will be trained in software that uses technology to perform administrative tasks efficiently: e.g. digital records, such as electronic gradebooks, <i>IEP Maker</i>, attendance, planning, etc.</p>	<ol style="list-style-type: none"> 1. Gradebooks 2. Sign in sheets 3. Planning 4. Other created digital records created 5. E-mail 6. Degree Plans 7. E-courses 8. Research 9. Agendas 	<ul style="list-style-type: none"> ▪ School administrators monitor administrative review ▪ Certificates ▪ Agenda
<p>All teachers and teacher preparation faculty will engage in coordinated and multi-faceted, interactive professional development that includes group instruction, one-on-one, face-to-face, and online experiences.</p>	<ol style="list-style-type: none"> 1. Teacher created products 2. teacher portfolios 3. certificates of attendance 4. sign-in sheets 5. conference participation 6. research 	<ul style="list-style-type: none"> ▪ Online evaluation of professional development ▪ Publications and presentation documentation
<p>All teachers and teacher preparation faculty will be provided professional development designed to prepare them to integrate technology into classroom instruction.</p>	<ol style="list-style-type: none"> 1. Anecdotal records 2. Interviews 3. job descriptions 4. surveys 5. E-courses 	<ul style="list-style-type: none"> ▪ State, district, and/or school technology surveys ▪ National/ State/

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
	6. student products research 7. Colleges of Education Technology Plans 8. Professional development activities to include: -continuing education coursework -University-based technology coursework -INTECH -QUEST -LINCS -LEADTECH -Assistive technology training	Local Surveys and studies <ul style="list-style-type: none"> ▪ Performance reviews ▪ college transcripts ▪ continuing education units ▪ School Improvement Plan
All PK-12 teachers will receive instructional technology support on an on-going basis from a technology facilitator from the school/district so that there will be at least one half-time support person to support every site or every 20-30 teachers/administrators. This person will assist in the achievement of technology competency and integration of technology into the curriculum.	1. Job descriptions 2. Work logs 3. Faculty professional development training 4. Mentoring programs 5. Online workshops 6. College of Education Technology Plans 7. School improvement plans	<ul style="list-style-type: none"> ▪ Teacher presentations at conferences and workshops ▪ Student technology-driven projects ▪ Building level evaluation form ▪ Feedback and evaluation forms
Appropriate support for the assessment, acquisition and implementation of assistive technology as outlined in the <i>LA Pupil Appraisal Handbook, Bulletin 1508</i> will be provided by at least one assistive technology specialist and/or augmentative communication specialist for each district.	1. IEPs 2. Student evaluations/screening for Special Education services 3. Job description 4. Faculty professional development training 5. Online workshops 6. College of Education technology plans	<ul style="list-style-type: none"> ▪ IEP/Progress reports ▪ Student evaluations for Special Education services ▪ Professional development feedback and evaluation forms

Recommended State Strategies

- Allocate sufficient funds and resources for professional development and technology support PK-16 faculty and personnel

- Offer Louisiana INTECH Phase 1 at the state and regional levels and Quest Training for university faculty
- Offer Louisiana INTECH Phase 2 at the state and regional levels
- Offer support in the area of assistive technology at the state and regional levels
- Offer online professional development
- Provide grant Tuition exemption for educators taking educational technology courses, regardless of their areas of certification or employment status
- Include professional development experiences that address the International Society for Technology Education Foundations for all teachers in preservice teacher preparation programs and inservice teacher programs.
- Collaborate with universities to offer Educational Technology Facilitation and Educational Technology Leadership Certification
- Foster a close relationship with the regional Teaching and Learning Technology Centers (TLTC's), Regional Educational Service Center (RESC), and school districts
- Redesign teacher preparation curricula, including the development of a plan for training higher education faculty in educational technologies and effective technology integration
- Encourage Colleges of Education to require LA INTECH professional development as a core component of the teacher education curriculum
- Encourage Colleges of Education offering certification in special education to provide assistive technology training
- Coordinate an online teacher technology proficiency survey and require each district to certify that each teacher has completed the online survey as part of the end-of-the-year evaluation report
- Encourage Colleges of Education to offer technology integration lesson plan development courses and proficiency courses online
- Encourage Colleges of Education to offer recommended state model for integration of technology currently known as LA INTECH to pre-service teachers
- Encourage Colleges of Education to assign preservice teachers to field experiences in technology-rich environments that integrate technology in standards-based instruction

Recommended District and School Strategies

- Allocate sufficient funds and resources for professional development and technology support personnel
- Provide opportunities for all teachers to enhance their educational technology knowledge and skills by developing professional development programs, funding substitutes, and providing travel assistance
- Provide technical troubleshooting training for teachers

Recommended University Teacher Preparation Strategies

- Require all State accredited/NCATE approved Colleges of Education to offer technology courses for degree credit and professional development for PK-12 teachers/principals.
- Collaborate with other universities to offer graduate courses for technology certification; universities should be encouraged to develop these courses for potential online deployment, especially for service to those school systems located away from campuses so that teachers can have access to professional development
- Encourage Colleges of Education to offer the recommended state model for integration of technology currently known as LA INTECH to pre-service teachers

- Prepare pre-service candidates to become technology leaders
- Provide environmental and technological infrastructure to support teacher education faculty's use of technology in teaching and learning
- Provide technology proficiency in real-world settings in order to prepare candidates more effectively for meeting the instructional needs of children
- Restructure tenure, hiring, and promotion requirements at universities to reward faculty use of technology in their teacher preparation roles

Objective 4: Instructional and Technology Leadership

Building, district, and teacher preparation administrators will demonstrate leadership in the use of technology to support standards-based school and teacher preparation improvement.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
All educational administrators/leaders will facilitate and assess the integration of technology and curriculum in instruction.	<ol style="list-style-type: none"> 1. Louisiana Assessment Program; Louisiana Components of Effective Teaching 2. ISTE National Educational Technology Standards for Teachers (NETS) 	<ul style="list-style-type: none"> ▪ Teacher observation forms ▪ Surveys ▪ Interviews
All educational administrators/leaders will provide opportunities for continuous professional development and ongoing systematic mentoring to support use of technology in teaching and learning.	<ol style="list-style-type: none"> 1. School improvement plans 2. Workshops and seminar course outlines and handouts 3. Number of teachers participating in INTECH/THE QUEST 4. THE QUEST Annual Report/ enrollment in technology graduate courses 	<ul style="list-style-type: none"> ▪ District survey ▪ Professional Portfolios ▪ University survey (including resulting technology integration in course-work) ▪ THE QUEST ▪ Data/graduate enrollment
All educational administrators/leaders will routinely model appropriate use of technology resources to support administrative and instructional functions.	<ol style="list-style-type: none"> 1. Web pages 2. Listserv utilization 3. Electronic portfolio 4. Data collection (grades, absence reports, etc.) 5. Number of principals participating in LEADTECH 	<ul style="list-style-type: none"> ▪ District survey ▪ Presentations at local, state and national meetings by both principals and teachers ▪ Evidence of leadership as reflected in minutes/ e-mail of information shared at faculty meetings
Educational administrators/leaders who design instructional budgets will provide for technology hardware, software licenses, connectivity, technical assistance, maintenance, digital content, and professional development.	<ol style="list-style-type: none"> 1. Budget reports 2. District Technology Plans 3. School Technology Plans 	Budgets

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
All educational administrators/leaders will use a variety of emerging technologies (i.e., e-mail, voice technologies, school intranet) to communicate with stakeholders.	1. E-mail archives 2. E-rate plans	<ul style="list-style-type: none"> ▪ System activity logs ▪ Archives
Educational administrators/leaders will include components of effective technology integration in the development of school improvement plans.	School Improvement Plan	<ul style="list-style-type: none"> ▪ School improvement plans ▪ School portfolios
Educational administrators/leaders will support, evaluate, coordinate, and modify their district and school technology plans annually to maximize financial resources and to address "state of the art" curriculum standards.	Revised plan	<ul style="list-style-type: none"> ▪ End of year reports ▪ Case studies of selected teachers that reflect technology integration in schools

Recommended State Strategies

- Provide a cohesive, multi-faceted technology leadership professional development program for educational leaders. (LEADTECH)
- Create technology leadership professional development opportunities that effectively exploit the power of technology as a vehicle for professional development and that serve as means for anywhere/anytime learning (e.g., online courses, regional Teaching, Learning, and Technology Centers, videoconferencing)
- Work toward the revision of tuition exemption policy to allow for the granting of tuition exemption for educational leaders taking educational technology courses (Rephrase tuition exemption policy to include leadership courses in technology.)
- Actively disseminate and promote the Louisiana Components of Effective Teaching and the instructional strategies that support these components
- Develop and incorporate technology standards for administrators into the Louisiana Principal Internship Program
- Address state/national technology standards for administrators through university programs
- Provide school administrators annual inservice training in new and emerging technologies.
- Pursue educational technology funding for P-16+

Recommended District and School Strategies

- Develop school and district budgets that provide for technology hardware, site-licensing connectivity, technical assistance, maintenance, digital content, and professional development
- Provide technical infrastructure (equipment and personnel) to support the effective use of instructional technologies
- Develop district-wide systems of communication that support the effective use of electronic communication

- Provide funding and technical support for professional development for administrators and leaders
- Adopt certification for district, region, or state technology coordinators and building level facilitators
- Provide ongoing professional development at all levels for new and emerging technologies.
- Appoint a committee to research and compile information about technology resources appropriate for grade range and student needs, and provide a plan for dissemination and integration of these resources. Coordinate with school improvement teams and district assistant teams

Recommended University Teacher Preparation Strategies

- Award college credit or continuing education units for training in technology for administrators
- Revise or develop university programs that prepare educational technology coordinators and facilitators, and school/district administrators to provide effective leadership in the use of technology for learning and information management
- Provide a variety of inservice opportunities for university faculty and school personnel that prepare them to provide leadership in effective use of technology
- Serve as a resource to other departments in the university community for preparation of university faculty in effective use of technology for instruction
- Provide incentives for effective technology use in teacher preparation coursework

Objective 5: Technology Policy, Accountability, and Leadership
The State will provide continuous leadership, guidance, and resources to schools and districts to meet the rise and demand of educational technology.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
Regional technology leadership centers will continue to promote and expand statewide technology initiatives.	Continuation of Teaching and Learning Technology Centers (TLTC) in each area	<ul style="list-style-type: none"> ▪ TLTC monthly report and calendars ▪ end of year report for each region ▪ web site for each TLTC
Form partnerships to ensure collaboration with various education entities to ensure that initiatives and policies across PK-16+ maximize the effective use of educational technology.	Participation by Louisiana Center of Education Technology staff, regional educational service centers, and district technology personnel in partnerships	Survey of: <ul style="list-style-type: none"> • Regional centers • District superintendents • Administrative units • Louisiana Council of Deans
Participate in the national and state technology professional organizations to ensure collaboration with other states to assist in maximizing resources.	Membership and participation in national state technology council	Membership records
State statute-based formative evaluation will be collected and analyzed to ensure effective use of technology and resources will be funded and in operation.	State-level evaluation instruments developed from an independent professional evaluation standard and administered by an independent evaluator	Data provided by Board of Regents mandated (13-16) schools and SBESE as mandated for PK-12 schools
Develop a systematized annual formative evaluation process of state and local policies to extend Louisiana’s educational technology efforts.	<ol style="list-style-type: none"> 1. Legislative, Board of Regents and SBESE policies dealing with educational technology 2. Local school board policies 	<ul style="list-style-type: none"> ▪ Formal reviews of recommendations from Technology Consortium for Teacher Education (TCTE) ▪ Minutes from formal reviews of policies.
All school districts will create new policies and revise existing policies to recognize certification in educational technology facilitation and educational technology leadership.	<ol style="list-style-type: none"> 1. District level policy statements 2. Job announcements 3. Salary structure for technology certified employees 4. State-mandated 	<ul style="list-style-type: none"> ▪ Survey of school district superintendents and human resources departments ▪ Statements

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
	reports of districts' policies and mandates	from interviews with local school officials <ul style="list-style-type: none"> ▪ Copies of documents ▪ School improvement plans
Expand leadership initiatives and guidance to support the assessment, acquisition and implementation of assistive technology.		<ul style="list-style-type: none"> ▪ Survey of district special education supervisors

Recommended State Strategies

- Expand the educational technology leadership structure within the Louisiana Department of Education, in collaboration with the broader education community, to support high standards, PK-16+ students' achievement, equity of access, and accountability
- Develop initiatives and policies that promote technology as integral to the teaching and learning process and to the acquisition of necessary life skills and competencies in P-16+ schools
- Evaluate the "added value" of technology, as an integral component of the State Accountability Plan
- Actively disseminate strategies to address the "integration of technology" component of the Louisiana Components of Effective Teaching
- Coordinate funding opportunities across all funding sources to ensure that there is a balance between equipment acquisition and professional development in PK-16+ schools
- Continue to reflect National Standards
- Provide leadership and support for E-rate application
- Provide leadership and support for assistive technology
- Work with companies to secure educational pricing and resources that are easily available for all to share.
- Maintain a close working relationship with the USDE's Office of Educational Technology to allow for effective communications and use of research to support educational technology

Recommended District and School Strategies

- Cultivate leadership within each school and district to guide the appropriate integration of technology and curricula
- Maintain active communication with educational technology leadership in the Louisiana Department of Education
- Recognize and promote as models principals, teachers, and classrooms exhibiting successful technology integration
- Provide ongoing evaluation data as requested by the Louisiana Department of Education.
- Provide ongoing support to principals and teachers as they learn to integrate technology into the curricula
- Assist beginning teachers to assure the appropriate integration of technology and curricula

Recommended University Teacher Preparation Strategies

- Cultivate leadership within the university to guide the appropriate integration of technology and curricula
- Recognize and promote as models those university professors that successfully integrate technology into their classrooms
- Provide ongoing support to principals and teachers as they learn to integrate technology into the curricula
- Maintain active communication with educational technology leadership in the Louisiana Department of Education
- Apply an on-going assessment and evaluation information management system to collect performance data throughout the teacher preparation process for use in data-driven decision-making and reporting necessary for accountability, accreditation, and licensure requirements

Objective 6: Technology Partnerships

Partnerships will be developed with key education stakeholders to maximize the effective use of technology resources.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
Each school (school, school district, and university) will establish formal partnerships with local businesses. These partnerships, increasing in number annually, will focus on school improvement, technology integration, and collaboration with the School Improvement Team.	<ol style="list-style-type: none"> 1. Formal documentation in the form of exchange of letters, acquisition of hardware/software or supplies 2. Exchange of resource/support personnel 3. Web sites 4. adopt-a-school sites 5. School improvement plans 	<ul style="list-style-type: none"> ▪ School/ district technology surveys ▪ End-of -Year Report ▪ School inventory list ▪ School calendar of activities ▪ Agendas of meetings ▪ Seminar evaluation data
School districts, universities, business/ community sites will provide after-hours access to technology resources for students, parents and other community members.	<ol style="list-style-type: none"> 1. Community publications 2. Public service announcements 3. Collection of attendance sheets (including name, date, in/out time, school affiliation and purpose of visit) 	<ul style="list-style-type: none"> ▪ School technology surveys ▪ Community site sign-in sheets ▪ Analyses of attendance data (to determine the extent to which resource utilization occurs)
State, regional, district, and local educational institutions and organizations will meet regularly to plan and implement educational technology initiatives.	<ol style="list-style-type: none"> 1. Formation and naming of coalition/ consortium/ partnership 2. Organization membership list 3. Agendas and minutes from regularly scheduled meetings 	<ul style="list-style-type: none"> ▪ Record of purpose of the organization ▪ Sign-in sheets

Recommended State Strategies

- Work with public and non-public schools and universities in planning, developing and implementing initiatives that address technology competencies whose ultimate goal is to enhance student learning at all levels
- Partner with business organizations (software developers, companies that provide online databases, and computer companies) and universities to provide resources and training in relation to instructional technology.
- Coordinate efforts with divisions of the State Department of Education and other agencies across the country in support of state technology initiatives
- Partner with higher education institutions -- i.e., state colleges and universities -- and community colleges, to provide information relative to policy, programs, and projects as they relate to educational technology in grades K –12
- Collaborate with the Board of Regents, the State Board of Elementary and Secondary Education, and the Blue Ribbon Commission to ensure that in-service and pre-service teachers have the appropriate competencies to integrate technology into the curriculum effectively
- Develop a link on the State Department of Education's Web site and other appropriate sites to serve as a resource for identifying potential partners and their roles in promoting educational technology initiatives across the state
- Work with partners to create educator incentives designed to promote the acquisition and modeling of educational technology standards
- Establish an online clearinghouse to provide leadership in establishing the partnerships; working models of existing partnerships; templates, rubrics, and guidelines to facilitate consistency in data collection methods; additional services as needed (Include in School Improvement Plan)

Recommended District and School Strategies

- Develop parental and volunteer programs that not only assist with technology use in schools but also reinforce students' understanding of the need for technological literacy in all aspects of life
- Designate a building level technology contact person or technology coordinator to help facilitate interactions between the school and the community, including local colleges and universities
- Include parents and other community members as target audiences for professional development opportunities that expand technology literacy
- Encourage involvement of the schools and the community in planning for the implementation of access to technology resources
- Identify places in the community ("points of access") where students and staff can gain access to the Internet after school hours
- Involve local, state, and national libraries, museums, and arts centers in providing cultural experiences through technology.
- Create a directory of agencies/resources (business, non-profit) that provide information related to assistive technology.
- Educate area businesses about the advantages of partnerships including Louisiana State tax advantages for donations to educational entities.

Recommended University Teacher Education Strategies

- Provide assistance to districts and schools as they develop school improvement plans that include partnership initiatives
- Provide professional development opportunities and expertise in technology integration for in-service as well as pre-service teachers
- Offer a rich variety of technology-related courses that will be useful to classroom teachers and allow them to complete the levels of certification and/or advanced degrees in technology
- Provide expertise in problem solving with school/district/state/university personnel on issues relating to technology
- Collaborate with district and building level personnel in writing grants that emphasize the use of technology to enhance teaching and learning
- Promote the building of partnerships and alliances between districts/schools and friends of the universities in Louisiana
- Provide technical assistance in the form of a “help desk” for classroom teachers/university faculty who need just-in-time technology support

Objective 7: Public Awareness and Understanding

All stakeholders will be made aware of key proceedings and opportunities that impact educational technology as it relates to standards-based school improvement.

Benchmarks Target Year: 2006	Evidence Sources	Data Collection Methods
All schools, school districts, and universities will have an up-to-date web site with a link to the Louisiana Department of Education website.	<ol style="list-style-type: none"> 1. Database/Report 2. URL Addresses 3. Calendar of events 4. Conference Information 5. Training opportunities 6. Testing dates 	<ul style="list-style-type: none"> ▪ Online survey ▪ Counters at website to access frequency of use
All educators will have an e-mail account and capabilities of accessing the World Wide Web.	Online communications	Online survey
All schools, school districts, and universities will assign a technology liaison to act as the primary technology contact. Technology liaisons will set up and maintain communication among the schools, regional Teaching, Learning, and Technology Centers and Louisiana Department of Education.	Database	Online survey
Educational technology developments at the school, school district, and university levels will receive high profile statewide coverage through a wide variety of media.	Increased media coverage	<ul style="list-style-type: none"> ▪ Documentation of news articles and television coverage ▪ Quantitative tally and calculation of annual increases ▪ Interviews
To ensure access for all users, including those diverse learning needs of individuals with exceptionalities, the LDE will design a website to meet the standards for accessibility as determined by the Center for Applied Special Technology's (CAST) Web Accessibility Initiative.	Archived report	Use of "Bobby," a web-based tool that analyzes web pages for their accessibility to people with disabilities

Recommended State Strategies

- Develop materials in print, video, and electronic formats to inform stakeholders of public awareness opportunities and resources and to solicit information from them regarding the impact of technology on improved student performance
- Work with LPB and other local media outlets to make coverage of educational technology a priority
- Redevelop the LDE website to increase ease of use and to provide an efficient and effective communication tool
- Submit quarterly the Louisiana Department of Education's web page to "Bobby" for review.
- Work with local media outlets to make coverage of educational technology a priority

Recommended District and School Strategies

- Develop District/school Websites
- Develop school technology liaisons in every school
- Forge partnerships between TLTCs and technology liaisons
- Provide web address on letterhead, brochures, etc
- Insure that school/district websites comply with standards for accessibility
- Work with local media outlets to make coverage of educational technology a priority

Recommended University Teacher Preparation Strategies

- Develop university websites
- Develop university technology liaisons in every university
- Forge partnerships between TLTCs and technology liaisons
- Provide web address on letterhead, brochures, etc.
- Develop materials in print, video, and electronic formats to inform community and school partners of public awareness opportunities and resources and to solicit information from them regarding the impact of technology on improved student performance
- Work with local media outlets to make coverage of educational technology a priority

GLOSSARY

(508) ADAAG. The Americans with Disabilities Act Accessibility Guidelines. The purpose of this checklist is to enable people to survey places of public accommodation, commercial facilities, and transportation facilities for compliance with the new construction and alterations requirements of Title II, Subtitle B (Public Transportation) and Title III of the ADA.

1508 Louisiana Pupil Appraisal Handbook. *Bulletin 1508* describes the process for the conduct of pupil appraisal services in the state of Louisiana.

Bobby. A free HTML checking service provided by CAST (Center for Applied Special Technology) to help web page authors identify and repair significant barriers to access by individuals with disabilities. Bobby checks the HTML of a page or an entire site to identify changes needed so users with disabilities can more easily use web pages.

BOR. Board of Regents

CAST. Center for Applied Special Technology. A not-for-profit organization whose mission is to expand educational opportunities for individuals with disabilities through the development and innovative uses of technology.

CEU. Continuing Education Unit. Provides individuals with recognition for their efforts to update or broaden their knowledge or skills through participation in continuing education activities.

CLK. Computers for Louisiana's Kids. A program coordinated by the LCRC and monitored by the Louisiana Center for Educational Technology that works with school districts and prisons to implement computer training, repair, and recycling programs designed to provide students and inmates with marketable job skills.

COE. College of Education

E-Courses. Web-based courses offered via the Internet.

EOY. End of Year

IEP. Individual Educational Plan

INTECH. An intense, research-based, content rich, hands-on, 56-hour staff development program for educators. An adaptation of the Georgia InTech model, it provides teachers with many examples of effective technology-based strategies

that support and enhance curriculum and that can serve as catalysts for fundamental change in overall teaching and learning processes.

ISTE. International Society for Technology in Education. A nonprofit professional organization with a worldwide membership of leaders in educational technology dedicated to promoting appropriate uses of information technology to support and improve learning, teaching, and administration in K–12 education and teacher education.

K-12 Online Database Resources. Free, unlimited access to quality information resources via the Internet offered to all of Louisiana's public and non-public schools through the Louisiana Department of Education. This project was funded with State Classroom-Based Technology Grant funds. This database includes reference resources of the *GALE Group* and *World Book, Inc.*

LAN. Local area network. A data communications network, which is geographically limited, allowing easy interconnection of terminals, microprocessors, and computers within adjacent buildings.

LCET. Louisiana Components of Effective Teaching

LDE. Louisiana Department of Education. Provides both visionary leadership that seeks to identify educational and related needs of people and quality services that meet the needs and enhance the quality of life for all in Louisiana.

LEADTECH. Technology professional development training designed for superintendents and principals. This project is administered by the Louisiana Center for Educational Technology and is funded by the Gates Foundation.

LINCS. Learning-Intensive Networking Communities for Success

A comprehensive professional development structure designed to build the capacity of all teachers through high quality professional development that is linked to successful student achievement. These networking communities will strengthen the individual and collective ability of school-university collaboration; teacher-to-teacher or school- to-school linkages to work toward a common focus of school improvement.

LPB. Louisiana Public Broadcasting. A state network of non-commercial television stations licensed by the Louisiana Educational Television Authority (LETA), established in 1971 by the Louisiana Legislature.

LVC. Louisiana Virtual Classroom. Louisiana Department of Education project funded through 8(g) Statewide Distance Learning Network (SDLN). This project includes a consortium of high school teachers who have developed web-based courses being taught to high school students throughout the state.

Making Connections. Web-based resource that has been termed a “one stop shop” for educators across the state of Louisiana. It links lesson plans, web site resources, and software product previews to the Louisiana Content Standards and Benchmarks and to the statewide accountability assessment items (LEAP21) in the areas of mathematics, science, social studies, English, language arts, foreign languages, and fine arts.

MarcoPolo. A program that provides no-cost, standards-based Internet content for the K-12 teacher and classroom; developed by the nation’s content experts. *MarcoPolo* is a partnership between MCI WorldCom and six renowned educational organizations.

Model Classroom. Classroom containing a minimal ratio of 5:1 student-to-networked multimedia computer, a networked teacher computer, a networked printer, and a large screen display. This configuration is designed to be an environment in which students and teachers can interact easily and students can work together as a team.

NCATE. National Council for Accreditation of Teacher Education. A coalition of 33 specialty professional associations of teachers, teacher educators, content specialists, and local and state policy makers committed to quality teaching.

NETS. National Educational Technology Standards. The primary goal of the ISTE NETS Project is to enable stakeholders in PreK-12 education to develop national standards for educational uses of technology that facilitate school improvement in the United States.

P-16+ (Pre-Kindergarten – Higher Education). Cohesive P-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produced higher achieving K-12 students.

SBESE. State Board of Elementary and Secondary Education. Provides leadership and policies that result in improved academic achievement and responsible citizenship for all students within Louisiana.

School improvement. Raised performance scores:
increased test scores,
increased attendance for both students and teachers,
decreased student dropout rate.

SDLN. State Distributive Learning Network. The goal of the Statewide Distributive Learning Network is to improve student achievement by providing students and teachers the opportunity to access needed courses, appropriate curriculum, and enrichment programs by utilizing telecommunications systems.

TCTE. Technology Consortium for Teacher Education. Consists of a group of representatives appointed by deans from all nineteen Louisiana universities who have worked collaboratively to survey the use of technology in teacher preparation programs, revise current criteria for state certification in the area of educational technology, and develop standards and performance-based assessment criteria and instruments.

THE Quest. Teachers of Higher Ed Quest

The State. Defined as those state-level entities, committees, etc. that help plan, shape, and implement policy at the state level. (Examples include Department of Education, Board of Regents, SBESE, La. Legislature, La. Public Broadcasting, La. Center for Educational Technology)

TLTC. Teaching and Learning Training Centers located regionally around the state and designed to offer technology training and support to the districts within each region. They serve as extensions of the Louisiana Center for Educational Technology.

WAN. Wide area network.

Resources

Assessing the Role of Educational Technology in the Teaching and Learning Process: A Learner-Centered Perspective. Explains existing studies that demonstrate that educational technology appropriately applied can enhance learning and achievement compared to traditional teaching methods.

http://www.ed.gov/Technology/techconf/2000/mccombs_paper.html

Blue Ribbon Commission on Teacher Quality. Formed by the Board of Regents and State Board of Elementary and Secondary Education for the purpose of improving teacher quality in Louisiana. <http://www.doe.state.la.us/blueribbon/>

Bobby. a free service provided by CAST to help Web page authors identify and repair significant barriers to access by individuals with disabilities.

<http://cast.org/Bobby/Bobby311.cfm>

Center for Applied Special Technology. Founded in 1984, an educational, not-for-profit organization that uses technology to expand opportunities for all people, including those with disabilities. <http://www.cast.org/>

Center for Children and Technology. Research based organization that funds projects that address how children learn with technology.

<http://www2.edc.org/CCT/cctweb/about.html>

Computer Strategies Interactive Assessment. An interactive database that combines a simple survey along with a rubric that measures comfort, attitude, proficiency, and integration levels plus management skills.

<http://www.compstrategies.com/staffdevelopment/index.html>

Creating Engaging Learning Environments. Success stories of how primary school teachers use technology to meet the students' learning goals.

<http://www.ncrel.org/engauge/framework/efp/environ/efpenvsu.htm>

Developing Assessments for Tomorrow's Classrooms. Explores ways by which to assess innovative learning styles.

http://www.ed.gov/Technology/techconf/2000/means_paper.html

Educational Technology Grants. Sponsored by the Office of Educational Technology; provides educators with links to the most current and latest information available from the Department of Education on educational technology.

<http://www.ed.gov/Technology/edgrants.html>

ENGAGE. Designed to help districts and schools plan and evaluate the system wide use of educational technology. <http://www.ncrel.org/engauge/>

ERIC/AE Full Text Internet Library. Hosted by the ERIC Clearinghouse on Assessment and Evaluation; contains links to materials that educators may use to address topics related to assessment and evaluation. <http://www.ericae.net/ftlib.htm>

Forum on Technology in K-12 Education: Envisioning a New Future—Science. Explores the realities and possibilities of instructional technology applications in science education. <http://www.air.org/forum/abRakow.htm>

Generation Why: Teaching with Technology. A school reform model for developing tech-savvy students who work collaboratively with teachers to create curriculum-based, technology infused projects and lesson plans. <http://207.225.234.197/genwwwy>

High Plains Regional Technology in Education (HPR*TEC). Designed to help teachers and other educators create, share, or find solutions to problems they encounter when integrating technology into education. <http://hprtec.org/>

Information Literacy Competency Standards for Higher Education. Standards written by the American Library Association and the Association of Colleges and Research Libraries to define competencies and benchmarks regarding literacy. <http://www.ala.org/acrl/ilcomstan.html>

International Conference on Learning with Technology. Conference papers published that correlate with technology integration. <http://www.i2l.org/iclt/2000/index.html>

International Society for Technology in Education (ISTE). A nonprofit professional organization with a worldwide membership of leaders and potential leaders in educational technology. <http://www.iste.org>

International Technology Education Association. The largest professional educational association, principal voice, and information clearinghouse devoted to enhancing technology education through experiences in schools (K-12). <http://www.iteawww.org/>

It's Time to Upgrade: Tests and Administration Procedures for the New Millennium. A report that explains how to use alternative forms of assessment. http://www.ed.gov/Technology/techconf/2000/russell_paper.html

Leadership and the New Technologies. A web site that supports school district leaders using technology to improve teaching and learning. <http://www.edc.org/LNT/>

Louisiana Board of Regents. Information regarding board members and ongoing activities can be found on this web site. <http://www.regents.state.la.us/>

Louisiana Center for Educational Technology (LCET). The state leadership group for the Department of Education in its educational technology efforts to help ensure that

Louisiana's classrooms are creating a workforce prepared for the demands of the 21st century. <http://www.lcet.doe.state.la.us/doe/asps/home.asp?l=LCET>

Louisiana Department of Education. Provides information regarding initiatives implemented in the Louisiana education system.

<http://www.lcet.doe.state.la.us/doe/asps/home.asp>

National Center for Educational Statistics. *Teachers' Tools for the 21st Century: A Report on Teachers' Use of Technology.* Sources to describe teachers' use of education technology in their classrooms and schools.

<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000102>

National Council for Accreditation Teacher Education (NCATE). Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century.

http://www.ncate.org/ncate/m_ncate.htm

National Educational Technology Standards (NETS) Project. An ongoing initiative of the International Society for Technology in Education (ISTE) and a consortium of other non-profit organizations whose goal is to establish technology standards for K-16.

<http://cnets.iste.org>

National Parent Information Network. Provides access to research-based information about the process of parenting, and about family involvement in education.

<http://npin.org/>

New Designs for Connecting Teaching and Learning. Demonstrates the importance of creating interactive environments that involve the community, teachers, administrators, and parents. <http://www.gse.uci.edu/mriel/whitepaper/learning.html>

North Central Region Educational Laboratory (NCREL). A not-for-profit organization dedicated to helping schools and the students they serve reach their full potential. The organization specializes in the educational applications of technology.

<http://www.ncrel.org/>

Northwest Educational Technology Consortium. *Closing the Equity Gap in Technology Access and Use: A Practical Guide for K-12 Educators.* Find out how to ensure equity in educational technology. <http://www.netc.org/equity/>

Observations About Technology Policy and Practice in Education. Addresses some of the obstacles that occur when technology is placed in the classroom.

http://www.ed.gov/Technology/techconf/2000/rockman_paper.html

Profiler Survey. An instrument used to encourage collaboration among teachers and students. <http://profiler.scrtec.org/>

SCANS 2000: The Work Force Skills Website. Describes how to create a curriculum that properly prepares students to compete in a technology driven work force. <http://www.scans.jhu.edu/>

Southeast Initiatives Regional Technology in Education Consortium. A group of national, regional, and university-based organizations dedicated to promoting the use of technology to improve teaching and learning by providing technical assistances, authentic professional development in the areas of curriculum and instruction, leadership for technology, policy, and planning and evaluation. <http://www.seirtec.org/>

STAR Chart. Developed by the CEO Forum on Education & Technology two School Technology and Readiness (STaR) Charts, one for the K-12 community and the other for colleges of education. <http://www.ceoforum.org/starchart.cfm>

Teaching, Learning, and Computing. *The Presence of Computers in American Schools.* A report on how technology is impacting schools. http://www.crito.uci.edu/tlc/findings/computers_in_american_schools/html/startpage.htm

TeleLearning Network. *The Emerging Contribution of Online Resources and Tools to Classroom Learning and Teaching.* Effective uses of online electronic resources and tools in the classroom. <http://www.tact.fse.ulaval.ca/ang/html/rev98es.html>

The Louisiana Challenge Web Site. Provides teaching resources along with technology rich-lesson plans. <http://www.challenge.state.la.us/>

The Southern Regional Education Board (SREB). Established to improve every aspect of education - from early childhood education to doctoral degrees and beyond. <http://www.sreb.org/>

The Southwest Educational Development Laboratory (SEDL). A private, non-profit educational research and development corporation based in Austin, Texas. The cooperation exists to challenge, support, and enrich educational systems in providing quality education for all learners. <http://www.sedl.org/>

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