

## **Executive Summary**

In November 2006 the Palm Springs Unified School District established an Educational Technology Planning Committee of various diverse stakeholders. This committee, or an appropriate subcommittee, met weekly during the following three months to collaboratively author this Educational Technology Plan. Feedback was also solicited from other district staff members and from the community, including parents and students. The duration of this plan is three years, from July 1, 2007 to June 30, 2010.

The heart of this plan is a focus on the use of technology in the curriculum. The plan then considers the professional development necessary to support the curriculum goals. Only after curriculum and professional development goals are established does the plan turn to the necessary infrastructure, hardware, software, and technical support. In the funding and budget section of the plan, the costs of implementing the curriculum, professional development, and infrastructure goals are then estimated. Discussions of funding sources and savings opportunities are included as well. Finally, the plan addresses how progress toward the goals will be monitored and evaluated. The plan also includes an effort to coordinate services with the district's adult education program, and the document concludes with a discussion of research that supports the goals and strategies included in the plan.

## **Curriculum**

The curriculum section of the plan focuses not only on student mastery of academic standards and technical skills, but also on helping students develop the 21st century skills of digital age literacy, inventive thinking, effective communication, and high-productivity.

In order to better understand an environment in which each student will have access to a computer whenever necessary, the plan also proposes a one-to-one pilot program. This will provide one laptop computer for each student in the pilot programs. In addition, the plan calls for the student-to-computer ratio to be lowered district wide to the level of five-to-one, thus providing each student an average of 1 hour with a computer each school day.

To support the curriculum goals, the plan also provides a certificated technology coach at each site. Each coach will model the use technology in the curriculum, provide support to their colleagues, and serve as a liaison to the district Educational Technology Advisory Committee (See below). This coaching program is based on the existing model of technology coaches at the District's middle schools and on successful site technology coordinator programs in other districts.

Finally, the curriculum section establishes an Educational Technology Advisory Committee (ETAC) modeled after the planning committee that authored this plan. The ETAC will meet on a quarterly basis to monitor, evaluate, and revise the technology plan as necessary. In this way, the district will have the flexibility to meet the ever-changing needs of the students and take advantage of the ever-changing opportunities presented by new technologies.

## **Professional Development**

The professional development section of the plan not only supports the curriculum goals above, but also proposes four days of professional development for each certificated employee each year. This will allow each certificated employee to pursue CTAP Level 1 certification (basic technology skills) and Level 2 certification (integration of technology into the curriculum). Technology coaches will have the opportunity to achieve Level 3 certification (a trainer-of-trainers model). Two of these four days can be incorporated into the annual Computer Using Educators (CUE) Conference, which is held in Palm Springs annually during the first week of March.

For classified staff, the plan provides a full-time classified technology trainer to aid staff members in various positions in achieving Level 1 certification (basic technology skills) and the mastering the skills necessary for the efficient performance of their job duties.

## **Infrastructure**

The infrastructure section of the plan not only supports the curriculum and professional development goals, but also promotes a level of technical support necessary to facilitate 21st century education by a 21st century organization. The number of technical support staff will rise from five to fourteen as the computer-to-technician ratio is brought closer to industry standards. In addition, all instructional areas of the district will have wireless access to the internet in order to accommodate the rising number of wireless and handheld computing devices.

## **Funding and Budget**

The funding and budget section of the plan provides a list of funding sources and savings opportunities. It also provides an estimated cost for the curriculum, professional development, and infrastructure goals. The overall cost of the plan is an estimated \$6.6 million in 2007-2008, \$5.6 million in 2008-2009, and \$7.1 million in 2009-2010, for an average annual cost of \$6.4 million per year. Approximately \$1.2 million per year is already budgeted, so this plan represents a need to budget an average of an additional \$5.2 million per year over the next three years. These numbers are meant for planning purposes only and do not constitute a commitment on the part of the district to fund all parts of this plan. The plan will be implemented as funding and other district priorities allow.

## **Monitoring and Evaluation**

This Educational Technology Plan is meant to be a “living” document that will guide district decision making over the three-year duration of the plan. It will be monitored, evaluated, and revised by the Educational Technology Advisory Committee on a quarterly basis and as needed. The revised plan will be presented to the board and district leadership annually.