

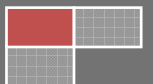
2008-2012

(NPPSD) Building Level Technology Plan

Four Year Technology Deployment Cycle

Technology will not transform the organization of learning in schools until it fundamentally serves the individual learner in the conduct of their everyday learning experience. Technology has yet to make a meaningful, transformative difference in school-based learning environments, but the promise is within our grasp!

Insert School Name Here!!!
NPPSD
2008-2012



(Insert School Name Here) Building Level Technology Plan Members

A Learning Vision

Essential Principles:

- 1) The individual learner is at the center of the learning environment.
- 2) Consequential, connected learning plans and tasks define the appropriate uses of technology for all learners.
- 3) Learners have immediate access to robust, secure, and relevant digital resources, devices and support as required by the learning task.
- 4) Learning plans are supported by relevant personal and aggregate data.
- 5) Inquiry, simulation, modeling and experimentation are supported in the learning environment by those technologies best suited to those tasks.
- 6) Learners are supported in their development as critical thinkers, especially regarding the development of **information and media literacy**.
- 7) Organizational structures, resources and support systems are designed to align with and support the first six principles.

Success Criteria:

- 1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies.
- 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use.
- 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process.
- 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are.
- 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities.

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Creativity and Innovation

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>Students: a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. d. identify trends and forecast possibilities.</p>	<p>1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities.</p>	2008-2009	
			2009-2010	
			2010-2011	
			2011-2012	

Communication and Collaboration

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<p>Students:</p> <ul style="list-style-type: none"> a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. c. develop cultural understanding and global awareness by engaging with learners of other cultures. d. contribute to project teams to produce original works or solve problems. 	<ul style="list-style-type: none"> 1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities. 	2008-2009	
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			2011-2012	

Research and Information Fluency

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Research and Information Fluency Students apply digital tools to gather, evaluate, and use information.</p>	<p>Students:</p> <ul style="list-style-type: none"> a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results. 	<ul style="list-style-type: none"> 1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities. 	2008-2009	
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			2010-2011	
			2011-2012	

Critical Thinking, Problem Solving, and Decision Making

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>	<p>Students: a. identify and define authentic problems and significant questions for investigation. b. plan and manage activities to develop a solution or complete a project. c. collect and analyze data to identify solutions and/or make informed decisions. d. use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities.</p>	2008-2009	
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Digital Citizenship

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Students: a. advocate and practice safe, legal, and responsible use of information and technology. b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. c. demonstrate personal responsibility for lifelong learning. d. exhibit leadership for digital citizenship.</p>	<p>1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities.</p>	2008-2009	
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Technology Operations and Concepts

Analysis - Content (Student ISTE NETS)	Strategy - Practice (ISTE Performance Indicators)	Evaluation (District Learning Vision)	Timeline/Products	Resources - Infrastructure (+ Professional Development)
<p>Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations.</p>	<p>Students: a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.</p>	<p>1) Each learner's engagement in challenging and relevant learning projects is universally evident and supported by appropriate technologies. 2) A full spectrum of learning and/or pedagogical strategies and practices are visible and determinant of technology use. 3) Learning is multi-level (learner to learner, across all communities) and global in reach demonstrated by the nature of the learning projects in process. 4) Learners will have dedicated mobile computing devices and the supporting resources in order to be engaged in always-on, real-time access to learning wherever they are. 5) Creative and powerful learner uses of digital technologies will be evidenced through successful academic outcomes, expressive and useful project artifacts and sustained community development activities.</p>	2008-2009	
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