



# Hampton Bays Union Free School District Technology Plan

Effective Dates 2007-2008

The Hampton Bays Union Free School District recognizes the increasing need to develop knowledge, to be able to access, understand, and communicate information, and is committed to the implementation and effective use of technology in our schools.

Revised May 2007

# *Table of Contents*

<b>I.</b>	<b>Introduction.....</b>	<b>2</b>
<b>II.</b>	<b>Community Access.....</b>	<b>2</b>
<b>III.</b>	<b>Vision and Mission .....</b>	<b>2</b>
<b>IV.</b>	<b>Executive Summary .....</b>	<b>3</b>
<b>V.</b>	<b>Technology Planning Committee.....</b>	<b>3</b>
<b>VI.</b>	<b>Plan Objectives</b>	
	A. District Goals .....	4
	B. Grade Specific Goals.....	4
<b>VII.</b>	<b>Evaluation.....</b>	<b>7</b>
<b>VIII.</b>	<b>Installed Technology Assets.....</b>	<b>7</b>
<b>IX.</b>	<b>Professional Development .....</b>	<b>8</b>
	A. Staffing Development.....	8
	B. Staffing.....	9
	C. Suggested Staff Applications for Implementing.....	9
	C. Special Needs Learners.....	10
	D. Legal Aspects .....	10
	E. Maintenance .....	10
	F. Security.....	11
	G. Obsolescence .....	11
<b>X.</b>	<b>Appendix</b>	
	A. Technology Committee Members.....	12
	B. 2-Year Budget.....	13
	C. Software Inventory.....	14
	D. Annual Technology Survey.....	15

## **I. Introduction**

As educators, we are preparing children to become life-long learners in an informational society. We recognize that technology is continually changing at a rapid pace. Today's business professionals emphasize the value of collaboration within groups, goal setting, planning, and problem solving as well as the critical need for workers to be able to access information, manipulate data, synthesize concepts, and express ideas to others using video, text and audio media. These are the skills necessary in an information society in which it is important for students to become life-long learners with the capability of adapting to changing roles.

Technology can bring the world to students. It provides an instructional approach that will reach children of all learning modalities. It is also an administrative tool that brings efficiency to the management and assessment of students' work, and enables the teacher to develop individual learning plans for all learners.

Our students need to be fluent in technological tools in order to compete in this age of information. The Hampton Bays School District is committed to providing its students with skills that will be useful to them in their pursuit of lifetime goals at work and in their personal lives.

This new plan for instructional technology considers the importance of technology in the learning process and builds upon the districts current computer resources to provide the students with the tools they need to thrive in today's world and compete for tomorrow's career choices. It provides for the integration of technology into our students' everyday lives as well as our learning community, which includes, teachers, all staff, students and their parents, resident's of the community and all local businesses within our school district.

## **II. Community Access**

- ❖ Increase the use of newsletters and web presence to communicate with parents and community about district initiatives.
- ❖ Web-based hosted system to allow teachers easier methods of creating web pages and sharing resources.
- ❖ Adult Ed programs

## **III. Vision and Mission**

The Hampton Bays Union Free School District recognizes the increasing need to be able to access, understand, and communicate information. The district is committed to providing its students with a technology rich learning environment. By incorporating technology as a natural part of education through an effective, efficient and ethical manner:

*Teachers will:*

- ❖ Improve instructional strategies to increase student achievement.
- ❖ Accurately and efficiently assess, monitor and communicate students' progress to parents and other educational personnel.
- ❖ Improve professional skills through staff development
- ❖ Share resources and skills with colleagues
- ❖ Communicate students progress to parents

*Administrators will:*

- ❖ Encourage the use of technology as an instructional and administrative tool.
- ❖ Demonstrate vision and leadership for the use of technology in raising student achievement and staff productivity.
- ❖ Obtain adequate funding to accommodate for professional development among staff.
- ❖ Obtain adequate funding to provide the necessary technology to support curriculum.

*Students will become:*

- ❖ Capable information seekers and life-long learners
- ❖ Informed, responsible and contributing members of a global society
- ❖ Improved critical thinkers, problem solvers and decision makers

The Hampton Bays Union Free School District plans technology, through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources. The Hampton Bays Union Free School District is dedicated to ensuring that all students will develop life-long learning skills necessary to be productive citizens in an information-driven, global society.

#### **IV. Executive Summary**

Hampton Bays School District is located in the hamlet of Hampton Bays on the east end of Long Island in New York State. The district has two buildings, an Elementary School for Kindergarten through 6th grade and a Junior-Senior High School for grades 7 through 12. As of May 1, 2004, the district has a total student population of approximately 1,800. In February of 2008, the district will open a new state-of-the-art middle school to enhance our students learning and foster a positive educational atmosphere.

In 1996, the Hampton Bays School District Board of Education established a technology planning committee. The committee's purpose was to review the existing technological programs at the elementary and junior-senior high schools and the needs of the students, staff, and community. The team was also charged with preparing a plan to address these needs. The Board of Education stated an understanding of the increasingly important role technology plays in the lives of the students, staff, and community. They also acknowledged the district's responsibility to be responsive to these technological needs.

#### **V. Technology Planning Committee**

The Hampton Bays District Technology Planning Committee held its first meeting on December 3<sup>rd</sup>, 1996 (see appendix A for current committee roster). Representatives from the faculty, staff, and administration were invited to participate in this project. The team met many times at the committee and sub-committee levels over the next two years to gather facts, analyze the existing programs and facilities, review the expectations of staff, students, and community, develop plans, and make recommendations.

The Technology Planning Committee developed a long-range, district-wide plan for the acquisition, distribution, and use of all types of technology. Committee members were involved in the examination of district technology resources, including an inventory of equipment and software. A survey was distributed among staff members with open-ended questions addressing the present capabilities, future needs, and the staff's expectations for the future student outcomes.

As a result of the survey, dialogues, and analysis, the Technology Planning Committee

identified the following major areas that were the basis for the recommendations in the technology plan:

Identify:	Instructional, administrative and operational goals of the district
Hardware/Equipment:	Improving hardware and equipment needs
Networking:	Improving communications through connectivity within the district and beyond
Software:	Acquiring appropriate and sufficient instructional and administrative software
Integration:	Utilizing technology as an integral component of daily instruction in every classroom
Training/Support:	Staff will receive initial and continuing training and support on utilizing technology in the classroom, which will be evaluated and updated on an annual basis

## **VI. Plan Objectives**

### **A. District Goals**

- To continue to develop an increased awareness of technology and its role in education.
- To achieve the technological standards of service as developed through the results of a periodic needs assessment utilizing surveys, interviews, dialogue, and analysis.
- To utilize technology to assess student learning.
- To view technology as an integral part of the learning process.
- To utilize technology as a vehicle to help teachers deliver a variety of learning opportunities (e.g. videoconferencing) to students in many disciplines.
- To enable students to gain the necessary skills in the use of technology so they will be functional and productive citizens of the next century.
- To develop grade appropriate criteria to measure students' technological literacy.
- To provide the infrastructure for present needs as well as future needs and applications.

District initiatives for the 2007-08 school year will include:

- Replacement of the district's oldest computers via equipment lease.
- Examination of technology goals and teaching methodologies in grades 5-8 in anticipation of a new middle school opening in the February of 2008.

### **B. Grade Specific Goals**

It is the committee's belief that all students should have the opportunity to develop technological skills that support learning, personal productivity, ethical and responsible behaviors, decision-making, and daily life. Students should be prepared to be life-long learners and make informed decisions about the role of technology in their lives.

Technology skills are being developed by coordinated activities that support learning throughout a child's education. They are introduced, reinforced, and finally mastered and integrated into a student's personal learning and social framework.

Technology skills can be divided into the following broad areas:

1. Basic Operations and Concepts
2. Social, Ethical, and Human Issues

3. Use of Productivity Tools
4. Technology-based Communications
5. Research, Problem-Solving, and Decision-Making

The following grade-specific goals can be viewed from within the framework of these five performance domains (skill area # in parentheses).

***Before completing Grade 2, students will be able to:***

- Use input devices (e.g. mouse, keyboard) and output devices (e.g. monitor, printer) to interact with computers, CD players, and other types of technology. (1)
- Use technology resources (e.g. educational software, CDs, video tapes) for learning and leisure-time activities. (1)
- Use accurate, age appropriate language when communicating ideas about technology. (1)
- Use interactive multimedia resources (e.g. interactive “books”, multimedia encyclopedia). (1)
- Work cooperatively with peers when using technology in the classroom. (2)
- Demonstrate responsible and positive social behaviors when using technology, including age appropriate safety with regard to personal information and communication with others. (2)
- Exhibit respect for technology resources, software, and information. (2)
- With the assistance of a teacher or partner, participate in the creation of multimedia products. (3)
- Use technology tools (e.g. writing tools, drawing tools, logical thinking programs, puzzles, and games) and on-line network systems for problem solving, communication, and illustration or thoughts, ideas, and stories. (3,5)
- With assistance from a teacher or partner, use telecommunications to get information and to communicate with others. (4)

***Before completing Grade 5, students will be able to:***

- Use the keyboard, and other common input and output devices efficiently. (1)
- Discuss current issues of technology and the advantages those uses provide. (1,2)
- Discuss basic legal and ethical issues related to using technology and information, and of personal consequences of inappropriate use. (2)
- Demonstrate an understanding of personal safety issues with regard to personal information on the Internet and age appropriate security measures.
- Use general-purpose productivity tools and peripherals (imaging systems, audio/video) to support student productivity and learning throughout the curriculum. (3)
- Use multimedia authoring tools and peripherals to support student productivity and learning throughout the curriculum. (3)
- Use technology tools (e.g. productivity tools, multimedia authoring tools) and databases (e.g. CD encyclopedias, content specific CDs) for individual and collaborative writing, communication, and publishing activities. (3)
- Use telecommunications to access information and to communicate with individuals inside and outside their own school. (4)
- Use telecommunications and on-line networked systems to develop collaborative team projects and to participate in-group problem-solving activities. (4,5)
- Use technology resources (educational software, CDs, video tapes, and hand-held devices) for problem solving, self-directed learning, and extended learning activities. (5)

- Select appropriate technology resources and tools to address a variety of tasks and problems. (5)

***Before completing Grade 8, students will be able to:***

- Explore the basic components of computer technology. (1)
- Solve routine hardware and software problems that occur during everyday life. (1)
- Discuss current changes in information technologies and impact those changes have on today's workplace and society. (2)
- Exhibit legal and ethical behaviors related when using information and technology; and discuss personal, commercial, and human consequences of misuse. (2)
- Understand the personal safety issues with regard to technology use and misuse.
- Use content-specific tools (e.g. environmental probes, simulations, graphing calculators) to support learning and research. (3,5)
- Use hyperlinked multimedia tools and integrated productivity tools to design, publish, and present individual and group products in a variety of formats. (3,5)
- Use telecommunications, collaborative writing tools, and integrated multimedia tools to develop and produce individual and team projects. (3,4,5)
- Use technology resource tools to design and develop individual or group Internet Web documents that will communicate curriculum concepts and projects. (4)
- Use telecommunications to collaborate with students, experts, and other individuals from distant locations to investigate and study curricular-based concepts, issues, and information. (4,5)
- Identify technology resources to develop, illustrate, and build procedures to solve problems and accomplish tasks. (5)
- Use technology resources to research and select appropriate data and information concerning real world problems. (5)

***Before completing Grade 12, students will be able to:***

- Make wise and discriminating consumer choices among technology systems and services. (1)
- Understand capabilities and limitations of emerging and state-of-the-art technology systems and services across a variety of disciplines and areas of interest, and effectively apply these systems and service to address personal needs. (1,3)
- Understand advantages and disadvantages of automation and reliance on technology in the workplace and in society as a whole. (2)
- Provide leadership among colleagues and acquaintances for legal and ethical behaviors when using technology and information. (2)
- Use technology resources for financial planning and management; calendar, appointment and client contact management; and statistical and trend analysis. (3,5)
- Use technology, including distance and distributed learning, to support life-long learning. (4)
- Use on-line services to meet information access, research, publication, communications, and group productivity, and decision-making needs. (4,5)
- Use technology for research, learning, communications, productivity, information management, problem solving, and decision-making. (5)
- Consider using options involving technology to accomplish tasks or solve problems to make good decisions related to options identified. (5)
- Use expert systems (e.g. intelligent search agents, handwriting and speech recognition systems) and simulations to solve problems. (5)

## **VII. Evaluation of Technology Progress**

The committee realizes that a Technology Plan is a living document, due to the fact that aspects of it are constantly evolving. Therefore, our plan includes regular assessments of software, hardware and our infrastructure.

Technology performance indicators will be used as an assessment of student's progress. They are intended to reflect the skills and abilities which students are expected to be able to demonstrate by the end of that grade level. They were compiled from the International Society for Technology in Education (ISTE) standards. With students increased access to computers in the classroom and throughout the schools buildings, the expectations of our student skill levels will change. As a committee, we recommend that the performance indicators be reviewed every two years.

## **VIII. Installed Technology Assets**

In February 2007, approximately half of the computers in the district were replaced with new models. The balance will be replaced in August 2007.

### **Elementary School**

#### Building-wide

- 2 Files, 1 Internet Access, 1 Application, 1 Video Surveillance, 1 Backup and 2 CD-ROM servers
- Filtered Internet access
- 2 SmartBoards with projectors

#### Computer Lab

- 30 PC workstations
- 1 SmartBoard with projector
- 7-networked printers, 1 scanner
- 3 digital cameras

#### Read180 Lab

- 12 PC workstations

#### Remedial Math Lab

- 4 PC workstations

#### Classrooms (41)

- 5 PC workstations (1 connected to overhead monitor) per classroom
- 1 laser printer per classroom

#### Reading Specialists / Chapter Reading / ESL

- 2-3 PC workstations per classroom
- 1 printer per classroom

#### Special Area Teachers (Art, Library, and Music)

- 5 PC workstations per classroom
- 1 printer per classroom

#### Speech Therapists (2)

- 1 PC workstations per classroom
- 1 shared printer

#### Main Office Staff

10 PC workstations

Total PC workstations, excluding office staff, is currently 300 for a 3.2:1 student to PC ratio.

### **Secondary School**

#### Building-wide

2 Files, 1 Application, 1 CD-ROM, 1 Internet Access, 1 Financial Management, 1 Backup,  
1 Video Surveillance and 1 Web server  
Filtered Internet access

#### 3 Computer Labs

General Purpose Lab – 33 PC workstations  
Business Lab – 26 PC workstations'  
Tech Lab - 14 PC workstations  
9-networked printers, 2 scanners  
2 digital cameras

#### Classrooms (45)

1-2 PC workstations per classroom  
1 laser printer per classroom

#### Library

14 PC workstations, 1 projector  
2 networked printers, 1 scanner

#### Special Areas

8 PC workstations (Art-3, Music-3, Yearbook-2)  
1 networked printer per room, 1 scanner (Art)

#### Main Office Staff

12 PC workstations

Total PC workstations excluding office staff are currently 175 for a 4.2:1 student to PC ratio.

### **District Office**

14 PC workstations

The District has two web domains, [www.hbschools.us](http://www.hbschools.us), which is hosted externally, and [www.hamptonbays.k12.ny.us](http://www.hamptonbays.k12.ny.us), which is hosted and maintained internally. The District also utilizes an outside service to host its e-mail (currently [www.k12usa.com](http://www.k12usa.com)). All teachers, administrators and Board of Education members have e-mail accounts.

## **IX. Professional Development**

Hampton Bays has addressed a number of factors critical to the success of the districts staff development program. Including:

### **A. Staff Development**

- On-site technical assistance in the classroom by a professional/technician
- Release time instruction for teachers to be trained
- Summer programs to develop curriculum applications
- On-going training, train the trainer programs
- Administrators need to be aware of the applications
- Community projects and programs in the evening

- Extended day activities for students
- Compensation provided in the form of in-service credit or stipends for teachers who attend training after-school or during the summer
- The “teachers-teaching-teachers” approach, allocating time for technology-oriented teachers to instruct their peers
- Sharing successful practices with other staff members.
- Large group awareness sessions with hand-on computer use.
- BOCES Model Schools is purchased through the District as a support system and provider of quality professional development. The Director of Curriculum met with Model Schools to tailor specific needs of the district. In addition, the district will utilize its technicians and Teacher Assistants assigned to provide additional further technology support and staff development.

The ultimate goal is to create lead personnel at each grade level/department to work collaboratively with their grade level colleagues.

The District plans to have BOCES conduct a new needs assessment during the 2007-2008 school year. It will then utilize that assessment to determine the specific courses that will be offered to teachers to address the specific needs uncovered.

## **B. Staffing**

- Full-time aides/teaching assistants to man the labs in each building
- A certified teacher to train, collaborate with, and assist classroom teachers
- Technician to service computers

## **C. Suggested Staff Applications for Implementing Technology Goals**

- **Productivity:** Teaching time will be increased with the use of the eSchool Data Program to streamline grades, attendance, lunch count, etc. Teachers will utilize report card programs, databases, and spreadsheets for management of student data. Teachers will also prepare high quality teaching materials quickly.
- **Communication:** Staff will utilize electronic mail systems to communicate within the building and throughout the district. Teachers can use network access to link up with other educators on specific topics and projects. Teachers can develop and maintain web pages for more effective communication with students and parents regarding classroom assignments.
- **Information:** Teachers will access current information to supplement teaching resources with electronic sources and on-line services. They will utilize quality software programs that allow teachers to more easily evaluate and present information.
- **Assessment:** Teachers will evaluate individual work, as well as class progress, and review student portfolios with reporting options available on software programs. Parents will receive student achievement reports. Teachers will also prepare written assessment of student progress with report card reports.
- **Instructional Resources:** Technology enables teachers to use a variety of multimedia materials to more effectively differentiate instruction to reach students with diverse learning styles. Teachers will plan individualized learning programs based on assessment data. Student motivation will increase with expanded multimedia resources

for class work and assignments. Students will be given the opportunity to work collaboratively and actively.

#### **D. Special Needs Learners**

Technology is an excellent tool for students with special needs to use to access learning. Curriculum becomes more child-centered and allows the student to take on a more active role in the education process. It will allow teachers to meet the wide range of needs in today's classroom. Students are able to self-pace and get immediate feedback, with visual, oral, written, and simulated experiences. Students who are active learners will be able to improve their work capabilities and effectiveness. Computers and other forms of technology are highly motivating to a variety of learning styles and abilities. Students are given the privilege of exploring learning vistas, regardless of personal disabilities or gifts. Teachers will customize programs to meet the needs of all learners, enabling them to meet IEP goals and make proper modifications. The effective use of technology has proven to increase the confidence level of all students as well as improve their attitudes and problem solving skill ability.

- **Exceptional** students will benefit when technology is used in a variety of ways to improve the curriculum for talented and gifted students. Access to the Internet will bring enormous resources into a school including weather maps and forecasting, astronomy and geography, electronic publishing and on-line technology, music, the arts and literature, and on-line discussion and news groups. These students will be given the opportunity to correspond with others who are more closely matched to their intellectual level, therefore, helping them to feel less isolated.
- **Limited English Proficient/English Language Learners (LEP/ELL)** students are given the opportunity to learn or practice a skill in their own language, if the teacher feels it is necessary. Students are able to focus more on the content of the area being studied. Tutorial courseware is available to teach students English vocabulary.

#### **E. Legal Aspects**

In order to ensure that the district is providing and fostering safe and legitimate technology use

- All staff and students will understand the copyright laws of technology materials.
- The Acceptable Use Policy will be approved by the board of education. This is to guard against e-mail harassment, online bullying, and access to pornography. This policy will also address the issue of the responsible use of technology.

#### **F. Maintenance**

A comprehensive maintenance plan will be established. This plan will ensure the availability and longevity of equipment. In developing this maintenance plan, consideration will be given to the following:

- Solving maintenance problems before they arise by keeping printers, computers, monitors, and keyboards free from dust, grime, and foreign objects
- Developing a budgetary process to provide for ongoing repairs
- Training staff to provide repair services
- Arranging equipment so that it is accessible for maintenance
- Maintaining a maintenance log on each piece of equipment (e.g. date of service, who performed the service, next service date, equipment problem, what was done to solve problem)
- Monitoring classroom labs at all times to prevent problems
- Purchasing back-up equipment (mouse, keyboard, etc.) in case of an emergency
- Repairing equipment as quickly as possible

## **G. Security**

By leveraging the district's technology infrastructure, security, computers, networks, personnel, and software will be protected from destruction, misuse, and harm.

### *Problems:*

- The physical threats of fire damage, water damage, electrical outages, vandalism, and computer viruses
- The threat of human error, dishonest people, and hackers

### *Solutions:*

In order to safeguard data, personnel, and facilities, the following issues must be considered:

- Network Security
- Security in each classroom
- Passwords and online records of computer usage
- Adoption of a standard operating procedure for handling security problems
- After-hours security to provide protection from theft or vandalism
- Storage of software and supplies in locked closets or cabinets
- Firewalls to prevent outsiders from hacking into school files and students from accessing materials which are of adult or objectionable content
- A responsible use policy which outlines the school's policy of acceptable technology usage

## **H. Obsolescence**

In order to keep our schools technologically advanced, the district has established a commitment to:

- Evaluate our program on a regular basis by forming a team that checks that equipment is adequate and continues to meet the needs of our students
- Assess the software to ensure that it continues to meet New York State Standards and that it is incorporated into our curriculum
- Upgrade network hardware, desktops, and peripherals on a five-year cycle.
- Update our Technology Plan as the needs of our school, as well as technology itself, changes and grows

## APPENDIX A

# Technology Committee

Committee members are:

Richard Pandolfo	Network & Systems Administrator District Technology Coordinator
Dominica DiMaggio	Lab Teacher, Elementary School
Elizabeth Train	Technician, Elementary School
Richard Daddio	Consultant
Marilyn Wilson	Librarian, Secondary School
Mike Terry	A/V, Secondary School
Kathleen Ambrose	Teacher, Secondary School
Marion Wilson	Librarian, Secondary School
Michael Terry	Audio/Video Coordinator, Secondary School
Eleni Fotopolous	Lab Assistant, Secondary School
Anna Thompson	Resident
Lucille Martir	Director of Curriculum
Joe Kolarik	Director of Special Education
Larry Luce	Business Administrator
Joanne Loewenthal	Superintendent

## APPENDIX B

### 1-YEAR BUDGET

Hardware	<u>2007-08</u> \$66,495
Software	\$27,000
Services/Maintenance	\$197,765.30
Supplies	\$45,495.76
Professional Development	\$276,326.08
<hr/>	
TOTALS	\$613,082.14

Professional development includes and not limited to: Conference travel, substitutes, salaries, BOCES/Model Schools.

# APPENDIX C

## **SOFTWARE INVENTORY**

(As of 5/1/07)

Title	Subject	Title	Subject
5 A Day Adventures	General	Microsoft Publisher	Desktop Publishing
Alphabet Express	Language Arts	Microsoft Word	Word Processing
America Rock	Social Studies	Mike Teaches English	ESL
Athena	Reference	Mission T.H.I.N.K.	Problem Solving
BioLab Frog	Science	MS Photo Editor	Graphics
Calculator	Math	Music Ace 1	Music
Carmen San Diego US	Social Studies	Music Ace 2	Music
CD Player	Multimedia	My 1st Amazing World Expl.	Reference
Cornerstone Language Arts	Language Arts	My 1st Incred. Amazing Dict.	Reference
Cornerstone Mathematics	Language Arts	Oregon Trail	Social Studies
Cornerstone Reading Comp.	Language Arts	Paint	Graphics
Cornerstone Vocabulary	Language Arts	Print Artist	Desktop Publishing
Fast Math	Math	Read 180	ELA
Front Page 2000	Web Design	Reading Blaster 6-9	Language Arts
History-Social Science CD	Social Studies	Reading Club 1	Language Arts
Kid Phonics 2	Language Arts	Reading Club 2	Language Arts
Kid Pix Studio Deluxe	Art	Stanley's Sticker Stories	Multimedia
Let's Go Read 1 Island Adv.	Language Arts	State Ed ELA Standards	ELA
Let's Go Read 2 Ocean Adv.	Language Arts	State Ed Soc. Stud. Standards	Social Studies
Math Keys	Math	Storybook Weaver Deluxe	Multimedia
MathType 5	Math	TimeLiner	Reference
Mavis Beacon Teaches Typing	Keyboarding	Trudy's Time & Place House	Early Learning
Microsoft Access	Database	Type to Learn	Keyboarding
Microsoft Excel	Spreadsheet	Typing with Timone & Pumba	Keyboarding
Microsoft Image Composer	Graphics	US Capitals	Social Studies
Microsoft PowerPoint	Multimedia	Word Munchers	Language Arts
		World Book Encyclopedia Online	Reference
		Zoo Zillions	Math

## APPENDIX D

### Annual Technology Survey

Grade/Subject/Department \_\_\_\_\_

1. Do you currently use technology in *your position*? Yes No
2. Do you currently use technology to *assist instruction*? Yes No
3. What types of technology do you use in your position?  
Please be specific.

What other types of technology would you like to use, if they were easily available to you? Please be specific.

4. How frequently do you use technology in your position?
5. What could we assist you best in integrating the current technology in the district to help further instruction?
6. What role would you like to see technology in your position 5 years from now?