

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Brian Dineen

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Other

2a. **If 'Other' was selected in Question 2 above, please identify the title.**

Director of Teaching, Learning, and Innovation

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2022-2025 Instructional Technology Plan - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

All students are provided the opportunity and necessary support to engage in relevant, challenging work which contributes to their academic and social growth and development. All staff, teachers and administrators are part of a larger learning community working together to build collective capacity in order to provide a high-quality, relevant, equitable education for all.

2. What is the vision statement that guides instructional technology use in the district?

Technology is a means for our entire educational community to participate in learning experiences that are interactive, visual, differentiated and experientially based and that foster higher level thinking skills. Within the context of the overall mission, we believe that technology can be a tool for learning that enhances our classrooms, expanding our instructional repertoire while maximizing the relevance of opportunities for our learners.

In the 21st century, understanding and using technology is an integral part of daily life. If we accept the fact that it is the school system's responsibility to prepare students for their futures, every classroom must be equipped with diverse technologies to support teaching and learning. Every teacher must be knowledgeable and skilled in the use of these technologies in daily instruction. Every student must have the opportunity to engage with technology in school in ways that mirror how they will engage with technology in the world beyond school. The use of technology has the capacity to change the structure of the classroom. No longer does the teacher have to rely solely on the traditional lecture and seatwork method of instruction. As we have seen over the past two years, technology allows us to meet, discuss, debate and share, even when we are not able to be all in one location. The flexibility that technology provides us should continue to change the landscape of our educational model. Again, as demonstrated by learning through a pandemic, technology does not replace the teacher, but rather supports and enhances the quality and access of the overall educational environment and vision.

When integrated into instruction, technology can support new strategies for teaching and learning by:

- Addressing diversity of learning needs
- Accommodating individual learning rates
- Encouraging cooperative and project based learning
- Challenging critical thinking skills
- Fostering creativity
- Providing the means to communicate globally
- Increasing student engagement, independence and responsibility

It is our intention that this vision will remain constant over the course of our plan, and that it will guide the day-to-day and year-to-year implementation of technology across the North Colonie Central School District. The purpose of this technology plan is to outline strategies that will move the district closer to this vision.

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- 3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Instructional Technology Plan was developed with input from a diverse group of administrators, teachers, students and technology staff, including the district Director of Technology, our lead K-12 Instructional/Innovation educator, Technology Resource Teachers, Instructional Coaches and our district Innovation Team.

Our assessment timeline began in the spring of 2021, when evaluating our current needs and future goals. Meetings, including various stakeholder groups, were held, at least, monthly. Through the fall of 2021, stakeholders shared/debated priorities that best match our district needs. This collaborative effort culminated in this district-wide technology plan, developed for the next three year cycle.

The process is begins with:

- Goal Setting
- Skills assessment
- Technology inventory, district wide
- Hardware and network assessment
- Assessment of professional development needs

The information gathered from the aforementioned assessments and professional conversations was used to develop a three-year plan for our district.

- 4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**

The current Technology Plan builds upon the previous plan in many concrete ways. First off, due to necessity, our previous three-year plan was sped up, as our district made the move to having devices in the hands of every student, K-12. While our previous plan had outlined a timeline of doing so for grades 3-12, we decided to make the larger commitment as we were faced with instructing during the time of COVID. As a result, our plan for the next three years rests on a foundation of education, as well as a relevant replacement cycle for hardware, that will ensure that our district maximizes the educational capacity and capability for administrators, faculty and students. In short, our new plan will make sure that our professionals now how best to use our technology and that our technology remains up to date and most responsive.

In addition, our new plan has moved forward with creating innovation spaces in all elementary buildings, as well as the middle school. These spaces are places where teachers are able to put their innovative practices into play, where students are engaged in hands-on, challenging work and faculty can participate in professional development which builds their technology skill set, particularly related to student instruction.

Our plan builds upon our last plan in our continued effort to offer professional development which links technology to instruction. The more hardware and software that we have invested in - much as a result of the priorities of our last plan - the more capacity has to be built amongst professionals. Relatedly, our previous goal having to do with 1:1 devices, now necessitates a replacement cycle which ensures our students continue to have a seamless experience working with the tools that were given to them over the past three years.

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II. Strategic Technology Planning

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5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

COVID was the catalyst for North Colonie CSD, to move to 1:1 devices two years ago. Our school has moved forward during COVID using a hybrid approach, one which has maintained in-person learning, remote learning and different hybrid approaches, depending on staff/student quarantine numbers since March of 2020. Along with purchasing many additional devices, our district has invested in software and digital subscriptions that have allowed teachers and students access to instructional tools that were teacher/student-friendly, in these times of transition and change.

Our need for quick strike professional development became apparent and we utilized our IT department, instructional/innovation technologist, instructional coaches and building technology resource teachers to support faculty/staff/families in both formal and informal settings. Teachers needed immediate support to move forward when teaching remotely. Classes were offered, staff meetings highlighted digital resources and technology tickets were being filled out by employees who needed immediate attention and/or support to do their job.

Our outreach to our families has increased substantially, due to the demands of instruction during COVID. Our district supplied WiFi hot spots to make sure our families who lacked internet access were able to be a part of remote instruction. Such WiFi hot spots continue to be a part of our hardware planning within our replacement cycle. Furthermore, our plan will note the need we have for a consistent communication vehicle for our families, one which includes translation for our many families who do not speak English at home. Our plan will demonstrate the need for a reliable communication vehicle, which is user-friendly and recognizes that our families have different needs when it comes to updating and sharing district information.

6. Is your district currently fully 1:1?

Yes

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7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

To support technology integration, the District will provide multiple avenues of professional development to research, develop and model best practices of using technology in classroom instruction

- Technology Resource Teachers will continue to research new technologies and best instructional practices to introduce and model at district workshops and in-service courses
- Instructional coaches will continue to craft our district instruction and assessment web site so that teachers have a place to go for resources, documents and relevant digital programming that supports instruction
- We will have a training as part of our annual on-boarding process which walks new hires through their newly assigned device, our district PD offerings, our instructional web site, as well as what web-based programming we have and how one can access it
- Grade level meetings, department meetings and staff meetings will be used to introduce new technologies and applications for staff
- Our innovations labs will be used to house our innovation/technology PDs, and our innovations specialists will head our PD offerings related to innovative practice, K-8
- Our ISTE based, progression of technology skills will be taught to our students in our K-8 innovation labs
- Our District Education Technologist and his team will maintain our PD offerings, making sure they are responsive to the needs of our K-12 teachers. Furthermore, he and his team will work in all buildings to support individuals and grade levels who need support when implementing
- HR department will report and instructional technology professional development summary annually to administrators for each teacher under their supervision

The effectiveness of professional development will be assessed via the following methods:

- Teacher evaluations of technology-based professional development opportunities (surveys)
- Teacher recommendations for the future instructional technology related workshops

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III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

1. Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has met this goal:

Significantly

2. Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal:

Moderately

3. Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has met this goal:

Significantly

4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has met this goal:

Fully

5. Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal:

Moderately

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

Based on research, identify best practices for technology/innovation instruction for technology integration that align with the ISTE standards and incorporate these practices into the district's K-12 curricula across disciplines in order to provide innovative, engaging learning experiences for all students by 2025

2. **Select the NYSED goal that best aligns with this district goal.**

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. **Target Student Population(s). Check all that apply.**

- | | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

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IV. Action Plan - Goal 1

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Director of Teaching, Learning and Innovation, working in concert with the Director of Technology and our lead Educational Technologist, will monitor all district initiatives and serve as a conduit for feedback and constructive criticism from teachers and administrators throughout the district.

- *Assessment of our curriculum mapping software to ensure that the integration of our ISTE standards are present in the work, in all content areas
- * Feedback meetings with teachers, K-12, led by the Director of Teaching, Learning and Innovation, along with our Educational Technologist, to elicit perspective from the classroom concerning how successful we are with the integration of technology in our daily instruction
- * Each technology PD will end with an exit ticket for further evaluation by our Technology team of professionals. These exit tickets will give us data to use for our steps forward in creating subsequent PD
- * Director of Technology will perform a yearly evaluation of our hardware to ensure our 1:1 program is ensuring students have the devices they need and the replacement cycle allows for machines that are effective and high functioning
- * Principals will outline the ISTE standards for their buildings, annually, so that teachers are aware of the expectation we have for their use in the crafting of lesson plans. In concert with that outline, a list of technology resources (applications, software, digital platforms) will be shared with all teachers so they are up to date with what is available to them as teachers
- * An annual program evaluation will be completed at the close of every school year. Annual objectives are a critical component of the evaluation and will provide one metric for measurement of progress. These objectives are designed to support our technology plan while providing guidance as we explore new applications and instructional strategies.

6. **List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Conduct a curriculum audit with a focus on our technology integration. Post COVID, we will identify existing technology-rich instructional practices and assess their effectiveness	Curriculum and Instruction Leader	N/A	10/31/2022	0
Action Step 2	Research	Research, develop and promote existing,	Teacher on	N/A	06/30/2025	10,000

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		best instructional practices that result in more effective/consistent integration of technology within each content area, with a focus on engagement and innovation.	Special Assignment			
Action Step 3	Curriculum	Include at least one innovative technology-based, innovative practice, that aligns with the ISTE standards into each content area curriculum.	Curriculum and Instruction Leader	N/A	06/30/2023	0
Action Step 4	Evaluation	Review existing district assessments to see how technology is used to support student sharing of knowledge.	Curriculum and Instruction Leader	N/A	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

Develop and provide ongoing, rigorous and personal professional development that will establish technical proficiency for all district teachers, as our district has reached 1:1 status, and will support the development of technology-based practices that create transformative instructional changes across disciplines.

2. **Select the NYSED goal that best aligns with this district goal.**

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

- | | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

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IV. Action Plan - Goal 2

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Director of Teaching, Learning and Innovation, working in concert with the Director of Technology and the lead Educational Technologist, will monitor all district initiatives and serve as a conduit for feedback and constructive criticism from teachers and administrators throughout the district.

* We will look back at our last two years, during COVID, to take inventory of all technology related PD in our district to make sure we have a baseline of what has been offered and what has the attendance been during that window of time, as we moved to 1:1 devices and spent a great deal of time in remote instruction

*A survey will be given to all K-12 faculty asking what PD, related to instructional technology, are they seeking, as we now are back in school and working with an expanded skill set, due to the last two years. Survey results will be synthesized by the Director of Teaching, Learning and Innovation and the lead Educational Technologist, as they work with the technology resource team to plan relevant PD offerings for the following year. An annual PD menu of offerings for our teachers will be reviewed at the end of each year to determine the needs for the following year.

*Our HR department will track our PD attendance and issue an annual report of who took which PD courses in each year.

* In addition to our district PD plan, Principals, K-8, will leverage our innovation teachers to promote and share technology resources in staff meeting PD, quarterly. Our innovation team will create the PDs so that each building is receiving a consistent experience related to instructional technology that can be used in the classroom. Furthermore, the innovation teachers, who are building based, are to be used as resources for our teachers as they have questions when implementing the work. This imbedded PD model assures teachers of on the spot support and tutoring.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Evaluation	Assessment of educational technology PD offerings and attendance during the two years of COVID.	Teacher on Special Assignment	N/A	10/31/2022	0
Action Step 2	Evaluation	Survey of K-12 teachers to assess what technology related instruction have they found to be most effective, whilst	Curriculum and Instruction Leader	N/A	06/30/2023	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		teaching during COVID. Survey will also ask for teacher feedback related to needs in the area of the use of integrating technology in their instruction.				
Action Step 3	Planning	A PD plan will be crafted which reflects the need of our teachers coming out of COVID. The plan will be an annual plan and be reviewed each year to assess what was successful and what needs to be updated due to feedback received.	Curriculum and Instruction Leader	N/A	06/30/2025	0
Action Step 4	Implementation	Our PD plan will be shared with our K-12 faculty, annually, for their professional growth.	Curriculum and Instruction Leader	N/A	06/30/2025	0

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Our innovation teachers will develop in-house PD, related to instructional technology in the classroom, to be offered quarterly	Curriculum and Instruction Leader	N/A	03/31/2025	0

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		during staff meetings. Our innovation team is in each building K-8. At the high school level the PD will be facilitated by our instructional technology team				
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

Provide equitable access to technology by maintaining our 1:1 device program, which we arrived at early, due to the needs during COVID, expanding and maintaining the network infrastructure to support the current device load, and developing outreach to district families to ensure all students have adequate and reliable access to the internet in their homes.

2. **Select the NYSED goal that best aligns with this district goal.**

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. **Target Student Population(s). Check all that apply.**

- | | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

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IV. Action Plan - Goal 3

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

* The Director of Technology will maintain an inventory of all devices that have been provided to students and families to assure that all students are provided with a 1:1 device. This will include Chromebooks, and WiFi hot spots used to ensure connectivity for our families, where necessary

* The Director of Technology, along with her staff, will maintain an annual replacement cycle for devices to make sure that older equipment is replaced in a timely manner so that students are using technology for learning needs that is responsive and effective. Reports will be run to assure that all Chromebooks are within the manufacturer's supported lifecycle.

* The Director of Technology will work with her staff to assess district network infrastructure, annually. Each yearly infrastructure assessment will help determine the budgeting and purchasing cycle in an effort to maintain and/or grow, depending on our needs

*Bandwidth usage reports will be run on a monthly basis to insure that we have adequate internet bandwidth to support our growing fleet of technology devices.

* Principals will assist the Director of Technology, along with our faculty who work closely with our families (classroom teachers, social workers, school counselors), to ensure any family who does not have internet access in their home is provided a WiFi hotspot or Broadband-based assistance

* The District will create a webpage on our District web site for families to reach out to the district if they have technology needs and/or questions, related to connectivity.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	On an annual basis, the device replacement cycle, based on our inventory assessment, manufacturer's End of Support Date, and device performance, will be updated to assure that older devices are being repurposed/retired and newer devices are in the hands of students.	Director of Technology	N/A	09/01/2024	0
Action Step 2		Chromebooks devices		N/A	09/01/2	520500

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Purchasing	for 3 grade levels will be replaced, and older devices will be retired or repurposed	Director of Technology		022	
Action Step 3	Purchasing	Chromebooks devices for 3 grade levels will be replaced, and older devices will be retired or repurposed	Director of Technology	N/A	09/01/2023	520500
Action Step 4	Purchasing	Chromebooks devices for 4 grade levels will be replaced, and older devices will be retired or repurposed	Director of Technology	N/A	09/01/2024	694000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate the need for increased internet bandwidth on a monthly basis. Budget and plan for anticipated increases on a yearly basis. Purchase additional bandwidth as needed.	Director of Technology	N/A	05/01/2025	90000
Action Step 6	Evaluation	The network infrastructure needs including switches, cabling, firewalls, and wireless access will be evaluated annually. As a result, upgrades to hardware and systems will be completed on	Director of Technology	N/A	01/01/2025	750000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		an annual basis to ensure network availability, coverage, and capacity to support all devices.				
Action Step 7	Collaboration	The Director of Technology and building principals will identify any families who are in need of internet access at home. Assistance in the form of Wifi hot spots or other broadband connectivity will be provided to those families.	Director of Technology	N/A	09/01/2022	40000
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. **Would you like to list a fourth goal?**

No

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2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.

The District recognizes that technology integration is a critical component in developing learning and innovation skills that all students will need in order to succeed in a global economy. These skills that are aligned with the ISTE Standards include: critical thinking and problem solving, communication, collaboration and creativity an innovation.

As a result of technology integration into the District's curricula across subject areas, levels and programs students will:

* further develop their critical thinking skills by exploring an evaluating information through different forms of interactive technology and by applying what they have learned in a classroom in a real world context.

* increase their levels o engagement and improve their collaboration skills while regularly participating in a variety of student-centered technology rich activities and projects in their classrooms, as well as our K-8 innovation labs

* extend their educational experiences beyond the walls of the classroom by participating in virtual field trips and other real world simulations. Using our innovation labs, students will be able to both simulate and apply work to real world scenarios.

* apply existing knowledge to generate new ideas and create original work by using a variety of digital and hands-on tools, that are directly link to technology.

2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.

Our District's commitment to equity certainly intersects with our technology plan as we have made strides to ensure universal access for all families, who need the be able to use the tools for learning that we lean on throughout our district. Over the past two years, our Director of Technology worked with our building principals to identify any families who were in need of connectivity at home. Our District provided WiFi hot spots for each of those families. At the same time, we communicated with all families using our messenger system, letters, surveys, phone calls and our web site, letting them know how to reach out to us if they were in need and we didn't happen to be aware. We wanted to be sure our plan didn't miss someone who needed our support.

Like we do with other hardware, we have created a budget line to plan for long term fiscal impact on supporting our families with their connectivity needs. We continue to try to partner with local internet providers to make the process more seamless, less intimidating and easy for families in need.

This need was exposed during COVID, but now has a plan which provides the District with direction and clarity. Furthermore, we have a long term plan moving forward to provide support for all of our families in need, whilst we continue to seek out partnerships that are clear, cost effective and family friendly.

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3. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

In the North Colonie CSD, students with disabilities utilize a sampling of the following assistive technology while they integrate into the general education setting: chromebooks with speech to text applications, modified print and or vocabulary, touch screen chromebooks and iPads that are designed to adapt grade level curriculum so that they can access it.

Students with significant disabilities also engage with assistive technology and utilize augmentative communication devices such as iPads, tablets and touch screen chromebooks. Often these devices are used as a means for communication and are loaded with software that supports their verbal communication.

Instructional technology supports are embedded into the special education continuum of services. Student who access special education supports can be availed of an assistive technology evaluation, completed by the district's assistive technology staff. This then provides the framework for which devices, supports and services the student should have access to. This information is then utilized and differentiation occurs in the classroom.

4. **How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

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5. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

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- 7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a. If Yes, check one below:

Other (please explain in Question 7b, below)

7b. If 'Other' was selected in 7a, above, please explain here.

In our district, we have the unique, positive scenario where our growing population of ELLs, speak over one hundred languages. There is not a traditional dominant language, such as Spanish, in our district, though Spanish is a language some of our families speak. In truth, there isn't even an overwhelming two or three languages that dominate our ENL families. As a result, we work with a long list of translators, as well as utilize relevant technology to translate documents and communications to many, many different languages.

- 8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- | | |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input type="checkbox"/> Research, writing and technology in a digital world | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input type="checkbox"/> Writing and technology workshop for teachers | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Web authoring tools |
| <input type="checkbox"/> Writer's workshop in the Bilingual classroom | <input type="checkbox"/> Helping students connect with the world |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners | <input type="checkbox"/> The interactive whiteboard and language learning |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read | <input type="checkbox"/> Use camera for documentation |
| <input type="checkbox"/> The power of technology to support language acquisition | <input type="checkbox"/> Other (please identify in Question 8a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

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9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

<p><input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input checked="" type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><input type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</p> <p><input type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input checked="" type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/</p>	<p><input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</p> <p><input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| clarify enrollment instructions. | <input checked="" type="checkbox"/> Technology is used to |
| <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | |

10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	15.40
Technical Support	13.00
Totals:	29.40

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	n/a	1,735,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	Network and Infrastructure	n/a	750,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
3	Other (please identify in next column, to the right)	WiFi hotspots	40,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Internet Connectivity	n/a	90,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	n/a
Totals:			2,615,000			

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Yes

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4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

<https://www.northcolonie.org/instructional-technology/>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

<input type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Instruction and Learning with Technology
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic B
		<input type="checkbox"/> Other Topic C

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development /

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.