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Mission Statement

Technology at Beach School aims to deliver effective, secure, reliable technology infrastructure and service to enable, promote, and support staff and faculty in helping students to achieve their goals. We believe that technology is a critical component to student advancement because it supports inquiry, communication, and analysis. Our implementation of technology resources is grounded in research, tied to curriculum, and focused on positively impacting student learning. What informs our approach includes best practices of 21st century skills, ISTE's NETS skills, and critical thinking derived from work around Bloom's Taxonomy to create engaged and literate learners.

Beach School's educational technology aims to improve student achievement through providing:

1. equitable access to technology, through adequate student/computer ratios, security, maintenance and reliability
2. opportunities for students and staff to acquire 21st skills in the context of state curricular standards
3. support to enhance instruction planning, delivery, practice, assessment, and communication
4. efficient and accurate tools for administration and use of student data and records

Current Status

With those goals in mind, the school has installed an average of 3 internet connected computers per classroom (2005, 2003, 2001). Classroom computers are supported by a school server (2007), allowing student work and teacher materials to be accessible anywhere in the school. Students also have access to computers in the library, computer lab, multi-purpose room and other areas of instruction. Ten laptops (2004) on a wireless cart are available for classroom use, especially in the upper

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grades. Word-processing is typically managed using two carts of 30 Alphasmarts (1998, 1999). An additional mini-lab of 6 computers (2003, 2001) exists in the library, providing research stations and overflow catalog access from the library's five catalog stations (2001). The computer lab has 23 stations (2007) and serves as a hub for direct instruction and classroom projects. In total the school uses 103 computers, including 11 laptops. There are 4 lcd projectors (Rm 10 [2007], computer lab[2005], library[2006], one circulating[2006]), and one smartboard in Room 10 (PEF 2007)

As computer lab time is not a teacher prep, teachers are active participants in lab instruction and lesson planning, working collaboratively with the site technology coordinator to design lessons that support, enrich and assess state curricular standards, and develop appropriate technology skill sets. Technology is also a tool in classroom instruction with teacher use of communication and planning technologies (email, webpages, our internal wiki, shared resource folders), and delivery technologies (lcd projectors, smartboards, document cameras, usb microscopes) in addition to aforementioned practice and assessment use of technology in the hands of the students. Currently, efforts to attain our goals have been focused on delivery technology in the classroom (smartboards, lcds etc) to activate engaged learners in the classrooms, staff development on current communication and administrative technologies to help our staff manage increasing amounts of data and curriculum, and maintaining our equipment and personnel in times of budget shortfalls.

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Effective, Research-Based Methods and Strategies for Curriculum

Several educational approaches and strategies inform the use and implementation of educational technology at Beach, including ISTE national technology standards, 21st skills, and Bloom's taxonomy. *ADD MULTIPLE INTELLIGENCES? tie smartboard lcd computer into visual, kinesthetic etc learning styles)? SG*

I. ISTE NETS*s

The ISTE NETS*s were revised in 2007 to move the nation beyond technology operational skills, which were the dominate focus of the 1998 version. The new ISTE NETS*s stresses technology as a fundamental tool in the educational process. The revised standards require students to demonstrate the following:

- Demonstrate creativity and innovation

- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Practice digital citizenship
- Use technology effectively and productively

Teachers should

- Facilitate and Inspire Student Learning
- Design and Develop Digital-Age Learning Experiences
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility
- Engage in Professional Growth and Leadership

II. Framework for 21st Century Skills

The Partnership for 21st Century Skills is an advocacy organization comprised of business representatives, educational leaders, and policymakers working to help the education system ensure every child's success as citizens and workers in the 21st century. The Partnership emphasizes the importance of integrating the following 21st Century themes into the core curriculum areas:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

In addition to these interdisciplinary themes, the Partnership has identified the following essential 21st century skills:

-Learning and Innovation skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

- Information, Media, and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

- Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Revised Bloom's Taxonomy

In 2001, a group of cognitive psychologists, curriculum and assessment specialists, and

instructional researchers worked together to update Bloom's original taxonomy using verbs. The updated version presents the following levels of learning:

- Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory Googling, bookmarking, highlighting, bulleting
- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining advanced searches, categorizing
- Applying: Carrying out or using a procedure through executing, or implementing editing, running a program
- Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing meaning, tagging, mind-mapping
- Evaluating: Making judgments based on criteria and standards through checking and critiquing commenting, testing, collaborating
- Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing programming, podcasting, mixing, filming,

Current technology activities (in purple) can be aligned with these actions as outlined in the article Bloom's Taxonomy Blooms Digitally

(<http://www.techlearning.com/story/showArticle.php?articleID=196605124>)

Curricular Goals

Beach School uses the above strategies and approaches to guide implementation of technology. We will positively impact student learning with technology by succeeding in these four objectives.

Goal 1: Enhance instructional planning, delivery, practice, assessment, and communication to facilitate and inspire student learning

Year 1 Benchmark- By June 2009 50% of teachers will use appropriate technology to plan, deliver, interact, and assess their lessons.

Year 2 Benchmark- By June 2010 75% all teachers will use appropriate technology to plan, deliver, interact, and assess their lessons.

Year 3 Benchmark- By June 2011 all teachers will use appropriate technology to plan, deliver, interact, and assess their lessons.

Action Step- acquire lcd projectors and document cameras and other tools as detailed in budget

Action Step- explore emerging technologies for use in classroom instruction

Action Step- evaluate effectiveness through data, anecdotal resources, and teacher reflection

Goal 2: Provide equitable access to safe, reliable technology resources for modeling digital-age work and learning

Benchmark: By June 2011, all students will meet California State Content Standards in regard to use of technology.

Action Step- Replace alphasmart carts

Action Step- maintain every two year refresh cycle

Action Step- maintain site tech coordinator position

Action Step- identify and explore digital age tools [ongoing]

Goal 3: Provide opportunities for students and staff to acquire 21st skills

Benchmark: By 2010, 75% of students will participate each year in at least one project that provides a opportunity to develop 21st century skills as described by the Partnership for 21st Century Skills.

Benchmark: By 2011, All students will participate each year in a project that provides opportunity to develop 21st century skills as described by the Partnership for 21st Century Skills.

Benchmark- By fifth grade students will be proficient on all skills listed on the PUSD Tech Skill Matrix (see appendix)

Action Step- Staff will collaboratively develop and implement lesson plans for 4th and 5th grade projects

Action Step- Staff will collaboratively develop and implement lesson plans for 2nd and 3rd grade projects with teachers

Action Step- Staff will collaboratively develop and implement lesson plans for K and 1st grade projects with teachers

Action Step- explore emerging technologies for use in classroom

Action Step- offer appropriate staff development

Goal 4: Use technology to communicate and evaluate data and information

Benchmarks- By 2011 all administration and staff self-assess as intermediate on EdTEch Profile

Benchmark- By fifth grade students will be proficient on all skills listed on the PUSD Tech Skill Matrix (see appendix)

Action Step- explore teacher websites

Action Step- explore technologies to support internal communication (wikis, "social network" like ning, etc)

Action Step- identify areas of training need in data-driven decision making and communication

Professional Development

Professional Development is a key component to the success of students. We have embedded our staff goals into the curriculum goals of this plan. It is the curriculum that drives our professional development needs. Our professional development implementation is informed by the ISTE NETS for Teachers. The ISTE NETS identifies the standards and performance indicators of a digital-age teacher, and specifies that teachers should engage

in professional growth *and* leadership. Our aim is that our staff should

- participate in local and global learning communities to explore how technology can be applied to improve student learning.
- exhibit leadership, including the teaching of technology skills to others- an each one teach one implementation
- exhibit effectiveness, vitality and *self-renewal* in reagrds to technology and their profession, understanding that technology is a changing media and we are life-long learners.

To support staff and insure success in the above goals we use a multi-pronged approach to professional development. We utilize staff meetings for short "tech tips," send staff to outside trainings and conventions when needed, do one-on-one training, and small group brown bag lunches too. Additionally, each staff member is given a tech binder to keep training materials and directions in when they first join our community. All major purchases should have training built-in to them if appropriate. Certainly it is a challenge to find time and money to do PD properly. The school works with the District in order to offer more opportunities.

Budget and Funding

The district funds technology at each site based on a ADA calculation. These funds, usually between \$4,000-\$5,000 a year, are used to purchase incidentals, consumables, and maintenance. To reach our curricular goals and maintain the program additional funding is needed.

Year 1 \$17,500: outfit 4 classrooms with lcds/doc cameras 4th-5th (12,000), upgrade memory emacs (\$1,100), smartboard lab (\$4,000)

Year 2 \$ 33,000 refresh lab (retire 2001 imacs), lcd/doc camera (3rd), OS licenses for emacs, ppc imacs

Year 3 \$30,000 outfit 4 classrooms (2nd/1st) with lcd/doc camera, upgrade imac PPC memory, replace laptops (2004) smartboard Kinder

Identified funding sources include:

Beach Parent Organization, which supports the technology coordinator position at .65 FTE+benefits.

PUSD Site Technology Budget (usually \$4500/yr)

Piedmont Educational Foundation

Outside funding sources (we've received grants/awards from Best Buy, CTAP, Wells Fargo, and Washington Mutual)

Donations (usually equipment or in kind)

Beach School acknowledges the challenges of funding excellence, but believes that "good enough" is the enemy of excellence.

Monitoring and Evaluation

School technology committee, in coordination with the entire staff, will evaluate the plan and revise if necessary. The entire staff has access to the plan on our internal wiki, and can make suggestions, redirections and alterations to the plan as needed. Anecdotal notes and reflections from staff, as well as a fifth grade student survey, administered in late spring, are used to evaluate actions taken in the plan. Site Council also reports back on the effectiveness of plan, as its is used in the school's Student Improvement Plan.

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