DUDLEY-CHARLTON REGIONAL SCHOOL DISTRICT

"AT-A-GLANCE"
EDUCATIONAL TECHNOLOGY PLAN
2015-2017

The Dudley-Charlton Regional School District realizes that as technology surrounds all of us today, no one is more in tune with it than our current students who have grown up with access to the knowledge of the world on a device small enough to fit into their pockets or be worn on their wrist. This plan was designed with those students in mind.

This technology plan reflects *The National Education Technology Plan,* as well as the Massachusetts Department of Elementary and Secondary Education's *Standards for Local Technology Planning* benchmarks, and the *Massachusetts Technology Literacy Standards and Expectations*. In order to meet many of these standards effectively for our students, we will need to consider doing things differently in Dudley-Charlton. To paraphrase international technology educator & advocate, Alan November, we must not let our fear of losing control, keep us from implementing and using innovative technology practices with our students. We will need to abandon our comfort zone as adults and stretch our own learning to access the technology that is already in our children's world and commit the financial resources necessary to promote these changes.

Listed below is a graph showing the main standards from *The National Education Technology Plan.* It shares what we believe, where we are now, and what we need to continue to focus on to get there. To make this necessary progress, we will need to keep technological learning at the forefront of our conversations when we discuss student learning, budget planning, teacher development and community outreach.

To view the complete plan, please see the link at:www.dcrsd.org

Mr. Dan D'Arcangelo,
Director of Technology
ddarcangelo@dcrsd.org

Mrs. Lorinda C. Allen,
Director of Curriculum & Student Assessment
lallen@dcrsd.org

Mrs. Karen Ares
STEAM Director
kares@dcrsd.org

	WHAT WE BELIEVE	CURRENT STATUS	NEXT STEPS
Engage & Empower	➢ Technology must be in the hands of the students, not just the teachers. ➢ Technology should be seamlessly integrated with daily academics.	➢ Students participate in regular computer classes in a lab setting. ➢ Beyond the computer lab, teachers integrate technology to varying degrees.	➢ Teachers should be held accountable for technological proficiency. ➢ Students will be provided with access to google apps
Assess What Matters	➢ Online testing provides quick feedback for differentiating instruction.	➢ 1 device per every 4.5 students	➢ Continue to seek funding sources for purchase and replacement of devices.
Prepare & Connect	➢ To the extent possible, teachers must be competent with technology to the level of their students.	➢ Schools are equipped to differing degrees with many types of devices. ➢ District offers on-going professional development to improve staff technological proficiency.	➢ Professional development for teachers needs to be targeted towards how to integrate technology with academics.
Access & Enable	➢ Teachers and students need access to an infrastructure that will support technology.	➢ 6 out of 7 schools have infrastructure to support full wireless connectivity. One school has partial wireless connectivity. ➢ 3 Technology Support Staff members close 1,200 "help-desk" tickets per year.	➢ Provide wireless capabilities for more areas of Shepherd Hill. ➢ Ongoing replacement and bandwidth enhancement.
Redesign & Transform	➢ Technology needs to become a priority, with ongoing communication between school, parents & community.	➢ District website and student information system have been replaced by new vendors.	➢ Establishment of a small District Technology Team comprised of administrators, teachers, students, local business partners and colleges. ➢ Seek out funding sources.