BROWARD COUNTY PUBLIC SCHOOLS

District Education Technology Plan
2013-2016
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The School Board of Broward County, Florida

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Introduction

The world has changed, our students have changed, and traditional schools are no longer adequate in preparing our students for their future. The rapidly changing digital landscape and the ways today's students process and apply information demand that educators approach teaching and learning very differently from the way they were taught. The District must engage students more meaningfully in their learning to prepare them for the global workforce. No longer is knowledge printed in a textbook, where information is neither current nor interactive, sufficient to reach and teach each child. Rather, educators must employ "a digital framework of thinking, where content and information is relevant to each student, where they have the power to manipulate it and transfer it into their own meaning, improving upon that meaning, and then sharing it with the world" (Evan, A. (2010). The Digital Curriculum, http://tinyurl.com/6z4zjgv). Consequently, the Broward School District must strive to move beyond the 'textbook driven classroom' and create an environment that fosters autonomous learners, able to critically and creatively think and solve problems, adapt, communicate and collaborate on a global level, and integrate the digital tools and resources that already exist outside the classroom or that may not yet exist.

Educational Reform efforts focus on moving the educational system forward to meet the needs of a post-modern, highly-technical and highly-connected global world. Several resulting reforms are leading indicators of the direction school districts must take to meet these needs. These "drivers of change" include the following major areas of focus and were significant considerations in the development of Broward's District Education Technology Plan (DETP).

Foundations: Over the past 20 years, the Information and Technology Department has been on a course charted to increase the level of technology services that are aligned to the District's core business, educating students. A number of milestones evidence the progress made in this effort. We began systematically building the District's enterprise network and putting computers in the hands of students and teachers in the late 1990's. The foundations were laid for informed decision making with the creation of the Data Warehouse. Steady progress has been made in providing broad access to meaningful data and enriching the teaching and learning environment. "Best-Practice" changes to back-office and telecommunications systems have also been implemented, allowing for a more focused use of limited resources supporting the District's core educational mission. As we move forward the challenge is to meet the needs of the digital revolution in education, including the move to common core, mandated on-line assessments, and the migration from print to digital learning resources and delivery of anytime, anywhere learning.

Transition to Common Core State Standards, which infuse digital learning: The Common Core State Standards (CCSS) outline rigorous content expectations with the fundamental purpose of ensuring that all students are ready for life in a technological society. Given these new standards, the need to use digital tools, resources, and strategies effectively becomes woven into every aspect of today's curriculum. CCSS clearly define the role digital learning plays within the instructional process. Students who are college- and career-ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language skills across all disciplines. These standards require students to "use technology and digital media strategically and capably…to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms

old and new." Students become familiar and adept with the "strengths and limitations of various technological tools and mediums and can select and use those best suited for their communication goals." While the research/writing process is not new, there lies increased emphasis on students' ability to become agile in navigating multiple texts, in multiple formats, across multiple mediums and communicating their insights, ideas and conclusions thoughtfully, provocatively and efficiently in multiple ways. Within the context of a mathematical framework, students become fluent in using technology to "enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use these resources to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts." The Common Core State Standards requires a significant number of devices that meet minimum specifications for teaching and learning.

Online Assessments: The 2014–2015 school year will usher in sweeping reforms in the District's educational landscape. Currently instruction is aligned to both the Next Generation Sunshine State Standards (NGSSS) and the Common Core State Standards (CCSS) for literacy and mathematics. This dual alignment comes to an end with the administration of the CCSS-aligned, state-mandated assessments from the Partnership for the Assessment of Readiness for College and Careers (PARCC) test. This new test will measure student mastery of new reading, writing, language, speaking, listening, and mathematics standards. To highlight the uncertainty of the implications of these assessments, it is important to note that at the time of publication of this strategic plan, it is unknown whether 10th or 11th grade PARCC assessments will be used for high school graduation requirements. To adequately administer the new PARCC assessments and the State of Florida infusion of online End-of-Course testing, a sufficient number of computers must be provided to meet this ever-increasing need.

STEM (Science, Technology, Engineering and Mathematics): It is recognized that science, technology engineering and mathematics have become increasingly important in a global economy. According to the National Research Council (2011), "the primary driver of the future economy and concomitant creation of jobs will be innovation, largely derived from advances in science and engineering." Globalization has resulted in the movement of jobs to countries with lower-wage workers. To compete, the United States must ensure that our students have the skills needed for the knowledge-based economy of the 21st century. Research on job growth shows that in the next few years, 15 of the 20 fastest growing job classes will require substantial math and science preparation. Yet, when compared to other students on international tests of math and science, US students performed 25th in math and 21st in science out of 30 industrialized nations. Based on the data, it has become clear that schools that provide a rich environment with challenging courses in math and science that support student growth in these STEM fields are successful in preparing students for future positions, decisions and coursework (Lacey, 2009). The data shows that students who had exposure to research experiences in high school, who undertook an apprenticed mentorship or internship, and whose teachers connected the content across different STEM courses were more likely to complete a STEM major (in college) than their peers who did not report these experiences (National Research Council, 2012). While not all students may attend colleges or universities, it is understood that STEM-based decisions have become increasingly more important because they power our economy and constitute

fundamental aspects of our lives as citizens, workers, consumers, and parents. In order to ensure that each student attains the 21st century skills, the District must make available a significant number of end user devices.

Transitioning from print to digital instructional resources: The publishing industry is shifting from printed materials to digital material. This shift is driven by the increasing capacity of technology to transmit, store, combine, and display information. As the medium has shifted, cost savings have been realized from processes associated with print including printing, shipping, and physical inventory.

The transition to digital learning involves much more than scanning books and uploading them to computers, tablet devices, or e-readers; it is a systemic shift to immersive, online learning experiences that engage students in a way print media never could. In school libraries and media centers, research and reference materials have been replaced largely by digital content that can be easily and frequently updated and combined with video and photos. Textbook publishers are reformatting the content to leverage these changes and lead to a personalized learning experience. A significant number of student devices will be required in order to transition from textbooks to digital resources.

Citing the potential cost savings and the advantages of immersive personalized content, national and state leaders have called for the eventual replacement of print textbooks with digital tools. In 2012, Florida Statute 1006.40 was enacted requiring school boards to use at least 50 percent of the annual textbook allocation for the purchase of digital or electronic instructional materials. In October 2012, US Secretary of Education, Arne Duncan, called for the replacement of print textbooks by 2017. (http://edudemic.com/2012/10/5-reasons-digital-textbooks/ http://blogs.edweek.org/edweek/marketplacek12/2012/09/transition_from_print_to_digital_2017.html)

Establishing Personalized Education Learning Environments: Personalized Learning is the tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners. Typically, technology is used to facilitate personalized learning environments. Personalization takes into account the pace at which the learner is progressing and aims to assist students in reaching their full potential. This holistic approach takes into consideration each students aptitude, past achievement, and social and emotional readiness to learn. Learning objectives are different for each learner, and they will change throughout the learning process. The learner, guided by the teacher, is an active co-designer of the learning pathway-experience.

Data Systems that measure student growth and success: Technology systems enable student data to be available "on demand" to all key stakeholders – whenever and however they need it. Broward Schools recognize that the need for data goes beyond academics and helps link services provided by the District with community resources. The District has several data systems that monitor and report on student success. Improving these systems is essential to meeting new and evolving needs. Through Florida's Race to the Top (RTTT) award by the U.S Department of Education, a goal was established to equip every district in the state by June 2014 with a Local Instructional Improvement System (LIIS) that meets stakeholder needs for access to and use of data to inform instruction in the classroom, operations at the school and district, and research. The District is using funds provided through RTTT to connect data systems and create a platform

tool/dashboard that includes a variety of student assessment, academic, behavior, and demographic information. By tracking and monitoring school-wide and individual student performance data, this tool will ensure fully-informed decision making and promotes high quality instruction to help all students succeed.

Broward Schools has long recognized the power of digital learning and the use of technology to improve business efficiency. This has led to a long tradition of educational technology integration and innovation. The District structures its professional development programs to maximize its investments in information technology. The District is closely examining all academic programs that include technology components to ensure alignment to the Strategic Plan and related staff development opportunities.

In 2012, a team of stakeholders began work on a new technology strategic plan covering the years 2013-2016 as a mechanism to carry this vision forward. The creation and review processes included representatives from key stakeholder groups and the Superintendent's Technology Advisory Committee. This team developed goals for the new District Technology Education Plan based upon an alignment to the District's Strategic Plan and a review of previous goals, related outcomes and achievements.

Factors considered in the Plans' development included:

1. Aligning goals and objectives to the District Strategic Plan and the State and National Education Technology Plans

2. Aligning to Common Core State Standards and National Education Technology Standards (ISTE-NETS) for students, teachers and administrators

3. Recognizing the critical role of leadership as change agents in the transformation of education

4. Meeting the needs of our schools communities of learners

5. Ensuring equity of access to all resources

6. Fostering a culture in which assessment and data informs and shapes teaching, learning and business practices

7. Incorporating innovative business and educational practices

8. Maximizing the use of mobile digital devices to expand learning opportunities and communications

9. Leveraging multi-faceted virtual and eLearning opportunities

10. Providing ongoing professional learning for all educators

11. Ensuring the infrastructure supports the digital learning environment

12. Promoting ongoing stakeholder communication and collaboration

The District's Guiding Tenets

Vision
Educating today's students to succeed in tomorrow's world.

Mission
Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.

Values
- All students will learn when their individual needs are met
- Learning is a lifelong process
- Every student has a right to a high quality educational option
- Engaged families combined with highly effective teachers and school leaders are the core components of a successful school
- Positive character education is essential to whole child development
- The diversity of our community is valuable and must be embraced
- Students must be prepared as innovative thinkers and responsible citizens to compete in a global economy
- High-quality customer service is a critical component of high-quality education
- Positive stakeholder involvement enhances student achievement
- Everyone must be held to the highest ethical standards to achieve excellence
- Everyone must contribute to and be held accountable for student achievement
- An equitable education provides all necessary resources to meet student needs
- All District services must clearly tie to student achievement
- Respect and dignity are critical, both in and out of the classroom
- Public education is the foundation of a democratic society
- It is essential that BCPS develops an informed, engaged, and responsible citizenry

Guiding Tenets of the District Education Technology Plan

Vision
Equipping today's learners with 21st Century competencies to flourish in a global society.

Mission
Utilize the power of technology to advance student achievement, develop a high quality workforce, ensure student safety, and improve business efficiency.

Values
- Technology integration in teaching and learning activities makes curriculum delivery engaging and relevant
- Technology supports the individual learning styles of students and addresses their exceptionalities
- Education and community partners are collaboratively involved in meeting District technology goals
- Technology extends the learning process beyond the school day and outside the schoolyard
- All stakeholders have Digital Citizenship and 21st century literacy skills
- All students and teachers have equitable access to digital tools, devices, and resources as part of their learning process
- The ISTE National Education Technology Standards (NETS) will continue to be integrated in the professional development and learning programs of teachers, students and non-instructional staff and administrators
- Technology is a necessary requirement for today's demanding business operations in a global economy
- Common Core State Standards require students to use technology and digital media strategically and capably

Needs Assessment

Broward County Public Schools (BCPS) utilizes several needs assessment instruments, customer feedback surveys, audit reports, evaluation studies, project results, and the work of standing technology committees to determine technology integration needs that support student achievement, teacher effectiveness and operational efficiency. In addition, BCPS uses the information gathered in the above data collection processes to develop plans for the maintenance, enhancement, and expansion of all technology related education and business services.

The assessment instruments used to identify needs and plan programs are the Florida Department of Education (FDOE) Innovates Technology Resources Survey, FDOE Computer-Based Testing Certification Tool, the FDOE Common Core Readiness Gauge and the FDOE Digital Learning Readiness Gauge.

All BCPS public and charter schools complete the Florida Innovates Technology Resources Survey annually. The FDOE revises this annual technology survey to obtain relevant information pertaining to technology integration and technological capacity in Florida schools. The Florida Innovates Survey solicits responses from K-12 principals in both public and charter schools regarding the availability of technology, professional development, and integration into daily classroom practice. In Broward County, both the school and district surveys are completed. The district survey includes questions about infrastructure and network capacity, instructional technology integration, and budgeting. The school survey provides individual data on progress towards transitioning towards 21st century learning. Broward County has 100% participation in the Florida Innovates survey and the District uses the results for technology planning and benchmarking of progress.

Specifically, the results obtained from the Florida Innovates survey responses are used to:

- Track and measure progress in meeting the District's goals
- Plan the implementation of new programs or services needed to meet goals
- Increase the efficiency of existing programs and to adjust programs to meet current needs
- Obtain feedback from principals, teachers and other key stakeholders regarding needs

The Computer-based Testing (CBT) Certification tool is to certify readiness for the Florida Comprehensive Assessment Tests and End-of-Course (EOC) computer-based assessments. The CBT is completed four times a year.

As part of the Common Core State Standards implementation, the Digital Learning Readiness Gauge illustrates District progress on key indicators as the District prepares to offer a robust digital learning environment as well as communicate activities and progress to interested parties. The readiness gauge will be updated monthly.

Furthermore, the District conducts an annual Customer Satisfaction Survey through its Research Services Department that enables staff to measure the effectiveness of technology-related services. The results are integral to future technology planning. Ongoing reports are completed on a regular basis and address operational efficiencies. Outside evaluation reports provide valuable data on program effectiveness, particularly in regard to instructional technology initiatives.

Challenges & Risk Factors

The District strongly believes that technology has the power to support the informed decision making essential in the process of personalizing instruction while demonstrating business efficiencies. Investing in technologies and network systems that engage students in new ways and at new times and places in their daily lives will drive increases in student achievement and graduation rates, while enabling them to become effective citizens, and be adequately prepared for college and/or careers. There may be no other area of investment more worthy of consideration at this time than education technology.

The District has the opportunity to transform education through the increase use of technology within a realistic timeframe. However, adequate funding for the technology goals will be a challenge. Although the educational community within Broward County Public Schools supports the current goals and strategies of the technology plan, stipulated timelines must remain flexible, and goals and strategies must be periodically updated. Funding realities will be evaluated during all phases of the implementation of the plan, while realizing the need to fiscally conserve by investing in those technologies that prove, through exploration and investigation, to provide the greatest return on investment.

The District has a responsibility to educate the Broward County community (including the business community) about the importance of the Technology Plan, in order to obtain buy-in and support. The goal is to obtain funds, resources, and services that would assist in effectively implementing the Technology Plan. In addition, funds, resources, and services will be sought from grants (federal, state, foundation) and partnerships.

The ideals supported by the District's Education Technology Plan are central to the transformation of education in Broward's schools. Thus, providing funding and support over the life of the plan is critical. However, if the District, for any reason, is unable to complete or fund any of the technology goals it has set, proposed timelines could be extended and future funding priorities could be revisited without giving up on the ideas upon which the Technology Plan is based. Clearly, Broward's Education Technology Plan will serve as a model for the State of Florida for both its innovation and design, and may impact how such efforts will be funded at the state and federal levels in the future.

Program Evaluation Through Performance Management

The District has embraced performance management as a process to ensure that its efforts deliver outcomes aligned to the Broward County Public Schools' Three-Year Strategic Plan Strategic Planning. The process requires that all departments work with their customers to align to the District's Strategic Plan and are responsive to the customers' needs.

Key functions within the performance management review process related to this Education Technology Plan include:

1. Aligning the District Education Technology Plan (DETP) to the goals of the District's Strategic Plan
2. Defining the value-added proposition for information and technology in the District
3. Identifying the primary customers and structure projects and processes to meet their needs
4. Collecting and utilize data to measure progress in achieving objectives and making strategic adjustments as indicated

Decisions regarding what digital resources to continue to procure and what new resources are needed are driven by usage data and feedback from teachers and students on the effectiveness of the resources for instruction.

District Technology Plan Goals

Goal 1: Technology in Teaching – Leverage the power of technology to provide educators access to data, content, resources, expertise, and professional learning experiences that enable and inspire more effective teaching, improve student learning outcomes and meet individual student needs.

Goal 2: Technology in Learning – Leverage the power of technology to provide meaningful real-world learning experiences that engage and prepare students in a personalized learning environment to be college- and career-ready.

Goal 3: Information Technology (IT) Service Management and Support – Deliver customer-focused technical services and support to all schools and district departments.

Goal 4: Professional Learning Supporting Technology – Ensure appropriate use, maintenance and support of the technology infrastructure and equipment.

2013-2016 DISTRICT EDUCATION TECHNOLOGY PLAN

GOAL 1: TECHNOLOGY IN TEACHING

Goal 1: Technology in Teaching – Leverage the power of technology to provide educators access to data, content, resources, expertise, and professional learning experiences that enable and inspire more effective teaching, improve student learning outcomes and meet individual student needs.

Plan Alignment

Broward District Strategic Plan	State of Florida Technology Plan	US DOE National Technology Plan
Goal 1: High Quality Instruction **Goal 2:** Continuous Improvement	**Learning Environment:** Enhance the integration of technology in curricula **Access:** Increase access to digital tools; Provide access to reliable infrastructure; Improve opportunities to digital content; Enhance access to student data **Support:** Ensure trained instructional technology staff; Information & Communications Technology (ICT) training for educators to enhance instruction	**Teaching:** Prepare and Connect **Infrastructure:** Access and Enable **Assessment:** Measure What Matters

Objective 1.1: Expand teacher access to digital content, resources, and tools leading to a more effective teaching environment.

- **Strategy 1:** Expand broadband access to address online assessment and personalized learning.
- **Strategy 2:** Converge network-based services to WEB and Internet protocol where functionally and economically practical.
- **Strategy 3:** Ensure all schools are wirelessly enabled to support instructional needs.
- **Strategy 4:** Ensure the teacher portal platform supports an efficient distribution of digital resources.

Objective 1.2: Continue to provide virtual, blended and digitally powered professional learning experiences for adults to increase digital literacy, enable teachers to create engaging learning environments for students, and provide leadership to transform the teaching and learning environments of the 21st Century.

- **Strategy 1:** Implement web-based applications that provide a secure and productive environment for the creation and sharing of teaching resources and strategies.

- **Strategy 2:** Implement approved web-based social networking applications that interconnect employees, students and parents to provide professional and personal learning opportunities.

- **Strategy 3:** Infuse 21st Century literacy skills and instructional strategies into the Common Core State Standards professional learning plan of teachers and administrators.

- **Strategy 4:** Leverage the power of online and blended learning systems to meet virtual learning mandates and expand professional learning opportunities for adult learners.

- **Strategy 5:** Continue to partner with university teacher preparation programs to align pre-service instruction to the District's Strategic Plan and Goals.

Objective 1.3: Ensure teacher access to current devices and classroom tools to support 21st century literacy, virtual learning, and personalized instruction.

- **Strategy 1:** Conduct a needs analysis to determine which devices available in the market place best address the needs of instructors.

- **Strategy 2:** Devise and implement a technology acquisition and refreshment program that provides current teaching tools.

- **Strategy 3:** Maximize vendor affiliation partnerships to acquire approved devices at reduced costs.

- **Strategy 4:** Implement a school technology environment scorecard that prioritizes equipment needs within the learning environment and assists with decision-making.

Objective 1.4: Utilize data and assessments that give students, educators, and other stakeholders' timely and actionable feedback.

- **Strategy 1:** Continue to build and develop data-decision tools for teachers that lead to instructional improvements that meet all students learning needs.

- **Strategy 2:** Research and develop new technology based assessment tools and instructional strategies that both engage learners and assess complex skills.

- **Strategy 3:** Revise methods of securely gathering and sharing assessment data for students as a part of continuously improving their learning.

- **Strategy 4:** Meet the minimum standards for a Local Instructional Information System (LIIS) by providing access to student behavior and academic performance data that will ensure fully-informed decision making and promote high quality instruction to help all students succeed.

- **Strategy 5:** As part of the LIIS, integrate teacher practice and professional development data with student achievement results for evaluation of all peoressional learning.

GOAL 2: TECHNOLOGY IN LEARNING

Goal 2: Technology in Learning – Leverage the power of technology to provide meaningful real-world learning experiences that engage and prepare students in a personalized learning environment to be college- and career-ready.

Plan Alignment

Broward District Strategic Plan	State of Florida Technology Plan	US DOE National Technology Plan
Goal 1: High Quality Instruction **Goal 2:** Continuous Improvement	**Learning Environment:** Strengthen student Information & Communications Technology (ICT) skills; Enable opportunities to personalize and extend student learning **Access:** Increase access to digital tools; Provide access to reliable infrastructure; Improve opportunities to digital content; Enhance access to student data **Support:** Improve community involvement	**Learning:** Engage and Empower **Infrastructure:** Access and Enable **Assessment:** Measure What Matters **Productivity:** Redesign and Transform **R&D:** Innovate and Scale

Objective 2.1: Support the expansion of student access to digital content, resources, and tools leading to a one-to-one, personalized learning environment for all BCPS students.

- **Strategy 1:** Conduct a needs analysis to determine which devices available in the market place best address the needs of learners.
- **Strategy 2:** Design and implement secure network access to support Bring Your Own Device (BYOD).
- **Strategy 3:** Maximize vendor affiliation partnerships to assist parents/students in acquiring approved devices at reduced costs, which are equitably accessible.
- **Strategy 4:** Devise and implement a technology acquisition and refresh plan that ensures equipment is current and operational.
- **Strategy 5:** Develop and implement a long-range plan to provide instructional resources to students in a digital format on a digital device.

Objective 2.2: Provide technology that supports the alignment to Common Core State Standards, reflects 21st Century literacy skills and creates personalized learning environments for students.

- **Strategy 1:** Support school redesign and innovative initiatives that incorporate digital learning through acquisition of appropriate technology tools and resources.

- **Strategy 2:** Support the transformation of media centers to a "Learning Commons' concept.

- **Strategy 3:** Support the procurement of digital instructional resources aligned to Common Core State Standards.

- **Strategy 4:** Expand virtual education opportunities to meet the needs of students and maintain compliance with legislative online course requirements.

Objective 2.3: Architect technology solutions that provide learning resources for all learners anytime and anywhere.

- **Strategy 1:** Design/expand remote access solutions that support learners with anytime and anywhere access.

- **Strategy 2:** Develop community partnerships to support off-campus learning access.

Objective 2.4: Implement a learning management system that includes digital curricular content that can be centralized, easily searched and retrieved to meet individual learning needs of students.

- **Strategy 1:** Design, implement/expand and/or procure application hosting environment(s) that enable a learning management system.

- **Strategy 2:** Enhance network security strategies that provide seamless and transparent access to a learning management system.

- **Strategy 3:** Design and/or procure a content management solution as needed to meet the requirements of digital content delivery and to maintain a consistent theme in the presentation of the digital content.

- **Strategy 4:** Replace the current student portal platform with a single sign-on learning management system to support a personalized learning environment and more efficient distribution of digital resources.

Objective 2.5: Implement a Local Instructional Information System (LIIS) that places data from students, teacher and administrator evaluation systems and professional development systems into one single sign-on system.

- **Strategy 1:** Included in the Florida RTTT mandate

- **Strategy 2:** Provide both professional learning needs assessment data as well as professional learning effectiveness data for continuous improvement of employees.

GOAL 3: INFORMATION TECHNOLOGY (IT) SERVICE MANAGEMENT AND SUPPORT

Goal 3: Information Technology (IT) Service Management and Support – Deliver customer-focused technical services and support to all schools and district departments.

Plan Alignment

Broward District Strategic Plan	State of Florida Technology Plan	US DOE National Technology Plan
Goal 2: Continuous Improvement **Goal 3:** Effective Communication	**Learning Environment:** Ensure utilization of technology based assessments; **Access:** Increase access to digital tools; Provide access to reliable infrastructure; Improve opportunities to access digital content; Enhance access to student data **Support:** Ensure trained instructional technology staff and support; Improve community involvement; Enable technology leadership	**Learning:** Engage and Empower **Infrastructure:** Access and Enable **Assessment:** Measure What Matters **R&D:** Innovate and Scale

Objective 3.1: Provide an infrastructure that meets the District's strategic demands for quality educational outcomes, effective communication and operational efficiency.

- **Strategy 1:** Upgrade and expand the District's network capabilities to meet educational and operational requirements.
- **Strategy 2:** Ensure wireless overlay in all schools.
- **Strategy 3:** Provide and refresh technology equipment to meet the educational and operational needs of the District. An appropriate refresh cycle will be established based on the type of technology.
- **Strategy 4:** Provide a centralized communications system that supports efficient communications between teacher, student, parent, and district administration including those increased demands that are driven by virtual education options.

Objective 3.2: Develop, implement and/or procure applications that respond to the District's strategic demands for quality educational outcomes through increased operational efficiencies.

- **Strategy 1:** Provide application services that promote business efficiencies through data-driven decision-making.

- **Strategy 2:** Develop applications utilizing portal strategies for centralized communications, content management, consistent branding, secure access, and targeted communications for parents, students, and employees.

Objective 3.3: Ensure that the District's strategic demands are met for quality educational outcomes through continued technical support and customer focus.

- **Strategy 1:** Ensure customer satisfaction through enterprise and site-level technology management, support, and specialized programs.

- **Strategy 2**: Provide for a centralized communications center and protocols that support collaborative teaching, learning and business activities.

- **Strategy 3:** Conduct periodic assessment of customer satisfaction and modify systems and programs as indicated.

Objective 3.4: Provide Quality Assurance for all Information and Technology projects where projects are aligned and measured against the goals and objectives of the District Strategic Plan.

- **Strategy 1:** Create a project management office that will develop the processes and procedures to manage IT projects.

- **Strategy 2:** Provide the technical tools that support the project management processes.

- **Strategy 3:** Engage other departments and stakeholders in the "PMO" processes to prioritize needs, minimize risk, contain costs and improve communication.

Objective 3.5: Develop funding strategies to provide the infrastructure, staff, suite of e-learning tools and end user equipment required for the 21st century teaching and learning environment as envisioned in this plan.

- **Strategy 1:** Obtain alternate sources of funding through public and private grants.

- **Strategy 2:** Continue to maximize e-Rate opportunities as a source of alternative funds.

- **Strategy 3:** Expand the Sales Tax Funds for Technology program to increase available dollars.

- **Strategy 4:** Conduct TCO assessments of existing and proposed e-learning solutions.

2013-2016 DISTRICT EDUCATION TECHNOLOGY PLAN

GOAL 4: PROFESSIONAL LEARNING SUPPORTING TECHNOLOGY

Goal 4: Professional Learning Supporting Technology –` Ensure appropriate use, maintenance and support of the technology infrastructure and equipment.

Plan Alignment

Broward District Strategic Plan	Florida Professional Development Evaluation Protocol
Goal 2: Continuous Improvement	**Planning 3.1.1 District Needs Assessment:** At least annually the district identifies professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data. **Learning 3.2.5.** Use of Technology: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning. **Implementing 3.3.3 Web-based Resources and Assistanc**e: The district supports the implementation of professional learning through district and school web-based resources. **Evaluating3.4.2. Implementation of Learning:** The district evaluates at least 10% of the district-level professional learning to assess the level of high-fidelity implementation in the work place.

Objective 4.1: Develop, deliver, and assess the effectiveness of targeted professional development for teachers and teacher leaders

- **Strategy 1:** Employ a three-pronged approach to professional learning
  - Professional Learning on how to use the technology and equipment
  - Professinal Learning on how the technology and equipment is used in an educational setting
  - Professional Learning on specific application of the technology and resources within the district curriculum

- **Strategy 2:** Provide professional learning appropriate to the level of technological expertise of the participant

- **Strategy 3:** Provide professional learning for coaches who support teachers with teaching and learning strategies, to ensure the integration of technology into the classroom.

- **Strategy 4:** Provide resources to support the implementation of new technology or new application of technology in the classroom

- **Strategy 5:** Provide just-in-time learning opportunities to assist staff having difficulties with various aspects of software or hardware use.

- **Strategy 6:** Offer professional learning via multiple formats and learning styles.

Objective 4.2: Develop, deliver, and assess the effectiveness of targeted professional development for school-based administrators.

- **Strategy 1:** Employ a three-pronged approach to professional learning
  - Professional learning on how to use the technology and equipment
  - Professional learning on how the technology and equipment is used in an educational setting
  - Professional learning targeting what the application of the technology and resources within the district curriculum looks like in the classroom.

- **Strategy 2:** Provide professional learning appropriate to the level of technological expertise of the participant

- **Strategy 3:** Provide resources to support the implementation of new technology or new application of technology in the classroom

- **Strategy 4:** Provide professional learning on the culture, resources and support required in a school to integrate technology into the teaching and learning environment.

Objective 4.3: Develop, deliver, and assess the effectiveness of targeted professional development for technical staff members.

- **Strategy 1:** Include professional learning in contracts with vendors of new equipment.

- **Strategy 2**: Provide professional development for I&T staff in the area of project management

- **Strategy 3:** Provide just-in-time learning opportunities to assist staff having difficulties with various aspects of software or hardware use.

Objective 4.4: Develop, deliver, and assess the effectiveness of targeted professional development for business operations.

- **Strategy 1:** Complete a cluster of learning opportunities covering the core basic technology skill sets critical for success in this district.

- **Strategy 2:** Provide continuous professional learning opportunities for employees to ensure accuracy and efficiency in their work.

- **Strategy 3:** Provide continuous professional learning opportunities to deepen the understanding of how the use of technology can improve business processes.

- **Strategy 4:** Provide just-in-time learning opportunities to assist staff having difficulties with various aspects of software or hardware use.

- **Strategy 5:** Offer professional learning via multiple formats and learning styles.

Appendices

For detailed review of the documents listed in the Appendices and transcripts of the stakeholder interviews please go to our website, www.broward.k12.fl.us/DETP/.

E-RATE CROSSWALK

ERATE REQUIREMENT	BROWARD SCHOOLS EDUCATION TECHNOLOGY PLAN 2013-16
The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services	Guiding Tenets of the DETP (Pg. 9) District Technology Plan Goals (Pg. 12) Goal Statements 1-3
The plan must have a professional development strategy to ensure that staff know how to use these new technologies to improve education or library services	Goal 4 (Pg. 21-23)
The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services	Needs Assessment (Pg. 10)
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise	Program Evaluation Through Performance Management (Pg. 11)