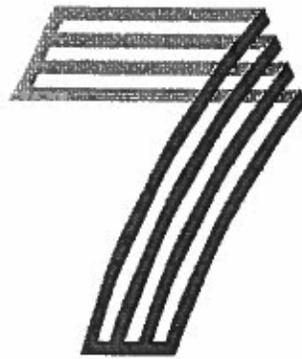


# SPARTANBURG SCHOOL DISTRICT SEVEN



*Tradition. Excellence. Innovation.*

## Technology Plan

July 1, 2015 – June 30, 2018

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Revised April 2015

I verify that all components for Spartanburg School District 7 technology plan have been addressed:

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# Executive Summary

Spartanburg School District 7's technology plan is a blueprint to the technologies that will assist students in maximizing their educational experience in order to compete successfully in today's society. It is also designed to outline the methods to provide teachers with advanced instructional tools and skills for the classroom. Building on the district's existing commitment to innovation, this framework defines the steps needed to achieve the next level of growth. Spartanburg School District 7's Technology Plan will also address the need to provide external stakeholders, parents, community groups, local businesses, and others with current and pertinent information about the direction of the District.

The plan focuses on the four areas of technology usage in the educational environment: Student Learning and Classroom Technology, Infrastructure and Security, Professional Development, Collaboration Opportunities. Student Learning and Classroom Technology addresses the ways in which students use technology as a tool for achieving state curriculum standards through enhanced problem-solving and critical-thinking skills. The technology skills which the students develop are imperative for success in today's increasingly technological society. Infrastructure and Security (hardware, software, and infrastructure) addresses the need to maintain, expand, update, and optimize technological tools across the district's schools and offices. Plans include continued technical support and more aggressive strategies to ensure the security of essential data and electronic resources. The Professional Development section concentrates on the need for all teachers, administrators, and staff in the district to increase their technology proficiency in order to maximize their effectiveness. Due to the ever changing nature of technology, current and relevant training of staff is essential to successful technology planning. School and community partnerships are the focus of the Collaboration Opportunities section, which addresses opportunities for outside partners to participate in the technology planning process as well as providing real-world experiences for both students and staff.

Evaluation of the progress of this technology plan is essential; however, evaluating the impact of educational technology is a continual process that requires constant updating. The evaluation process of this plan will address the implementation of the overall technology goals of the district. As technologies change and emerge, necessary modifications will be made to bring this plan in line with the overall objective of preparing our students to succeed in a technology infused world.

# Background Information

## District Profile

Spartanburg School District 7 is one of seven districts serving Spartanburg County in upstate South Carolina. The district primarily serves the city of Spartanburg and its surrounding neighborhoods and is located on the eastside of Spartanburg. The area served by the district is approximately fifty square miles. Historic neighborhoods, churches, and parks surround our schools and residents enjoy many cultural and recreational activities. The district enjoys the cultural benefits of a diverse population and our employees embrace that diversity.

Spartanburg School District 7 provides an innovative, demanding learning experience for students at every grade level, and employs highly qualified teachers and administrators.

We have a proud tradition of excellence. Our elementary and middle schools prepare our students to enter one award winning senior high school. Its outstanding curriculum plus its extensive extracurricular offerings rank Spartanburg High School as a national model. Spartanburg High School's average SAT score is consistently above the state and national average. The senior high school's academic program is respected around the country as evidenced by its Washington Posts designation as a top high school in the nation, and as the first public high school in the nation to be awarded the US Department of Education Blue Ribbon School Award four times. These accolades attest to the fact that excellence is not a goal; it is a way of life in Spartanburg School District 7.

The district currently serves approximately 7100 students. Just over seventy percent of the student population is eligible for free or reduced lunch, sixteen percent participate in the Gifted and Talented programs, and five and a half percent are identified as English Students of Other Languages (ESOL).

The district employs approximately 1100 staff members, with 652 of those being certified teaching staff. Sixty-seven percent of the district teachers hold advanced degrees. Over one-hundred district teachers are National Board Certified.

Spartanburg School District 7 is comprised of the following sites:

1	Child Development Center	PK3 – PK4	
7	Elementary Schools	K5 – 5 <sup>th</sup> Grade	
1	K-8 School	PK – 8 <sup>th</sup> Grade	
2	Middle Schools	6 – 8 <sup>th</sup> Grade	
1	Freshman Campus	9 <sup>th</sup> Grade	
1	High School	10 – 12 <sup>th</sup> Grade	
1	Special Education Facility	PK – 12 <sup>th</sup>	(Spartanburg Districts 1-7)
1	Career Center	10 – 12 <sup>th</sup>	(Spartanburg Districts 3 & 7)
1	Alternative School	6 – 12 <sup>th</sup>	(Spartanburg Districts 1-7)

Spartanburg School District 7 launched Seven Ignites, a comprehensive 1:1 technology initiative, in the fall of 2013. Students in third grade and above are issued their own personal computing device, an Apple iPad for grades 3-5 and a MacBook Air laptop for grades 6-12. This mobile technology allows students to access learning anytime and anyplace, empowering our students with the skills to compete successfully in today's society. We are confident this vision of student-centered learning will ignite an educational spark and produce future-ready graduates. This initiative aims to create a truly student-centered, 21st century learning environment and has positioned us for future growth and innovation.

In the fall of 2014, the District was named one of 11 new members accepted into the League of Innovative Schools, by Digital Promise, a national, independent nonprofit organization authorized by Congress to accelerate innovation in education. As the only district from South Carolina tapped for membership, the District was selected from a competitive and national pool of applicants based on its leadership, evidence of results, innovative vision for learning, and commitment to collaboration.

With the integration of the latest technology and digital innovations into instruction, District Seven is transforming the education experience. Innovative technology brings subject matter to life and stimulates students visually, physically and mentally. Digital learning can have a powerful impact on the lives of our students – in and out of the classroom. Our students are not only consuming a rich array of information, but also producing work that is as individual as they are. It inspires collaboration with other students but also encourages independent work. Personalized learning enhances

problem-solving, critical thinking, and analytical skills in students, arming them with skills and concepts they will need to compete in a highly technological knowledge-based economy.

## **Mission**

Spartanburg County School District Seven, in collaboration with parents and the community, will ensure a maximum educational experience for all students so that they will learn to think and apply the knowledge and skills necessary to become successful, productive citizens.

## **Vision**

We envision a district in which:

- Each student and staff member feels valued, safe, and respected.
- Educational opportunities are designed for students and staff to maximize learning.
- Student achievement is dependent upon a coalition of school, home, and community.
- A safe, orderly, and secure learning environment exists.
- Facilities and resources support and enhance all educational programs.
- Students and staff have continuous development as a community of learners.
- The curriculum includes the knowledge and skills for student success at all levels.

## **Beliefs**

We believe that:

- All students should be given educational opportunities that maximize their learning potential.
- Family and community involvement are indispensable factors in increased student performance.
- A safe and supportive school environment is essential for learning.
- Continuous professional development is essential for teacher performance and student progress as a community of learners.
- The curriculum must include standards and challenges that require higher thinking skills.
- Education for all students should be dynamic, embracing technology and delivering success at all levels.

- Student success has its foundation in regular school attendance.

## **District Technology Vision**

Spartanburg School District 7 envisions providing a technologically rich environment that will provide global access to educational resources and information, foster critical thinking skills and creativity through digital technology, provide a medium for collaboration, and prepare our students for tomorrow's world. We also envision an atmosphere for the classroom that will allow teachers to integrate technology to support learning across the curriculum, to engage all students in the learning process, and to utilize available information to improve student achievement.

## **Needs Assessment**

### **Instructional Support:**

Spartanburg 7's one-to-one initiative works in large part due to the school level Technology Integration Specialists. The certified individuals work closely with teacher to assist them with training, co-teaching, curriculum integration, and simply providing a comfort level that support the classroom teacher's use of technology. The funding for these positions comes from a variety of sources at the present time, some of which is not solid. This position must be considered a mandatory position for the one-to-one initiative to succeed and flourish and the impact to advance out students.

### **Technical Support:**

As dependence on the technological tools in the classroom grows, additional high-level technical support becomes imperative. At both the school and district level, the quality of the support available must improve to meet the needs of the ongoing instructional program. Considerations such as funding the positions, acquiring and retaining the right personnel, and providing professional development for the staff must be determined.

## **Wireless and Bandwidth:**

Although the district has equipped the standard K-12 sites with wireless, increased connectivity is needed at non-traditional sites. Adult education sites, as well as alternative educational settings need to be equipped for the mobile technologies to come.

## **Classroom Technologies:**

Spartanburg School District 7 has equipped all core classrooms with mounted projection devices, sound system, and Interactive white boards. There is a need for these items to be distributed to non-core classrooms as well. Approximately, sixty-two additional classrooms need to be furnished with these technology tools.

## **Workstations:**

With over 3800 desktop workstations within the district, approximately 25% would be considered below acceptable performance standards. This does not include the one-to-one mobile devices issued to staff and students in grades 3 -12.

## **Mobile Labs:**

With the district one-to-one initiative, the plan to incorporate more mobile wireless labs with the schools was scratched. However, the PK to second grade classrooms would benefit from access to this technology. Two schools already have enough devices to distribute one-to-one down to the Kindergarten level, the remaining 5 sites and the early childhood location need to be address with regard to mobile devices.

# Student Learning and Classroom Technology

## Overall Goal:

Effectively utilize our 1:1 digital initiative to support curriculum and instructional strategies that enhance academic achievement for all students.

## Objectives and Strategies:

**Integrate digital content into learning processes, where appropriate, to enhance and engage learners**

### Actions:

- Encourage the use of digital tools that provide both immediate and ongoing student assessment, giving teachers the ability to drive future instruction that individualizes and differentiates
- Pursue the delivery of content and use of digital and Internet resources that foster innovative teaching and learning methods such as the use of social media and educational gaming that enhances and engages students in the learning process
- Provide opportunities for curriculum coordinators and instructional coaches to work closely with technology integration specialists to create integrated lesson plans to support use of technology

**Promote the use of technology for instructional strategies that foster the “4Cs” – communication, collaboration, creativity and critical thinking - among students.**

### Actions:

- Create environments, such as blended learning environments, that support research-based best practices including differentiated and individualized instruction that is greatly enhanced by the use of available technology
- Use technology to allow students to communicate locally, regionally and globally with peers to enhance the learning experience, develop critical skills and to support mastery of content knowledge
- Use technology tools that support work flow between teachers and students and student to student in order to enhance student centered learning through ease of communication and collaboration

- Develop both needs assessment and evaluation tools to ensure technology has an ongoing, positive impact on the learning process

**Provide continuous training and resources to faculty and staff that encourages the use of available technologies to support curriculum and instruction**

Actions:

- Provide teachers with technology resources and training, including assistive technologies, necessary to increase academic achievement by engaging students in active learning processes
- Provide ongoing, job-embedded professional development that supports the integration of technology with curriculum

**Provide policies, procedures, guidelines and resources to assist staff in incorporating digital literacy and citizenship lessons with SC approved curriculum.**

Actions:

- Train and utilize media and technology integration specialists in co-teaching and providing resources to teachers in order to create a culture of digitally responsible and literate students.
- Provide a variety of digital resources for media specialists, integration specialists and teachers to readily access easy to implement digital literacy/citizenship lessons
- Implement digital literacy and citizenships standards that are incorporated into curriculum, where appropriate and create a viable system for students to be well-versed in the standards. These can be developed from existing ISTE-NETS Standards and incorporate Common Sense Media lessons

**Pursue community partnerships that provide students with greater access to digital resources, seeks out available funding sources, allow a venue for students to showcase achievements using technology and provides opportunities to interact with and gain knowledge from community experts**

Actions:

- Secure funding resources through local businesses and universities in the form of grants and scholarships that support technology related initiatives
- Promote collaborative efforts with local higher education entities by teaming with both college students and faculty members. These partnerships can be

established to engage students in the learning process as well as increase pedagogy for district educators.

- Collaborate with other Spartanburg districts as well as districts throughout South Carolina to share success and showcase student achievements (such as participation in local and national competitions, events and conferences)

### **Evaluation Criteria:**

- Statewide achievement test scores will be tracked to determine the effectiveness of technology use within the curriculum.
- District report cards will show growth in graduation rate and a decrease in drop-out rates in order to show student engagement.
- Student Learning Objectives will be met or exceeded.
- Inventories and surveys will be used to establish equitable availability of technology in the District.
- Students will be surveyed, interviewed, and/or observed to monitor the effect of technology on the instructional program.

### **Summary of Findings:**

- The district's decision to invest in school-level technology integration specialists has proven to be successful. The readily available assistance provided through mentoring, coaching and co-teaching has proved invaluable in ensuring meaningful technology use in the classroom.
- Although most cannot correlate their practice into common modalities, blended learning has taken a stronghold in many classrooms across the district. This is definitely driven by the technology that is readily available to effectively implemented blended models
- The direct correlation that exists between teacher aptitude and students' effective use has been heavily supported in the district. Ongoing and job-embedded professional development have been key to creating a comfort level on device functionality that has allowed teachers to progress to more meaningful use of technology with their students
- The district is realizing the need for dedicated curriculum for keyboarding, word processing and digital literacy skills at all grade levels.

- In September of 2013, the district implemented a 1:1 digital conversion that provided a 13" MacBook Air to every 6-12 grade student and an iPad for students in grades 3-5.
- Technology integration specialists and tech support specialists were hired and we found that significantly more effective technology use was taking place in schools where there were instructional technology coaches

### **Spotlight on Success:**

*Through the collaborative efforts and support of stakeholders including students, school level staff and administrators, district level personnel, parents and other community members District 7 experienced a successful 1:1 digital conversion. A MacBook is provided to every student grades 6-12 and an iPad to every student grades 3-5. Placing strong emphasis on professional development and device usability, teachers moved quickly from learning device basics to successfully using technology as an effective classroom tool. A tour of any of the schools in the district shows student engagement through the use of technology to support instruction. Blended learning models supported by available technology have allowed teachers to differentiate and individualize instruction to ensure student achievement.*

### **Challenges and Improvement Opportunities:**

- ⇒ Keyboarding, word processing and digital literacy curriculum needs to be developed and a plan in place to ensure ongoing instruction in these areas at all grade levels. The challenge is to instill in teachers the value of finding time to teach these skills and for students to regularly practice.
- ⇒ The coordination and planning of student showcases seems a daunting and expensive task, however, it is a necessary task in order to communicate the value of our 1:1 program to all stakeholders.
- ⇒ WiFi still remains the 'unleveled playing field' for our students. The number of students without readily available Internet access in the home disallows for the full implementation of effective instructional strategies supported by available technologies, such as "flipped" classrooms that encourage the 4Cs.

- ⇒ Attempts at balanced content filtering continue to be a challenge. On the one hand, the use of social media (such as blogging) is a proven effective and engaging learning strategy as is such Internet content as video streaming services. However, on the other hand, student safety and privacy continue to be an issue with many of these resources. Blocking content keeps students from hazardous situations but in the process it also keeps our students from wonderfully enriching content.
  
- ⇒ Teachers continue to fall across a wide spectrum of ability and acceptance of the technology in the classroom. The technology integration specialist in each building is an integral part of assisting teachers in moving forward with effective use, however, having teachers come to the realization that a shift in pedagogy is necessary is still difficult to attain.

# Infrastructure and Security

## Overall Goal:

Provide a powerful and secure network infrastructure as well as the accompanying technologies to provide equitable access for all students.

## Objectives and Strategies:

**Provide a robust network infrastructure that will support the 7Ignites 1:1 initiative.**

### Actions:

- Assess long-term bandwidth needs and develop strategies to meet those needs. System usage studies must be maintained to ensure the number of systems accessing the network does not degrade performance and to ensure optimal connection speeds.
- Review and update building level telecommunications wiring standards and prepare infrastructures for an optimum one-to-one learning experience.
- Analysis must be done to determine which schools require additional bandwidth due to the expanded use of technology. This analysis must be an on-going process as new technologies requiring expanded bandwidth become available and existing technologies are utilized to their full potential.

### Provide the following for all sites:

- **One high performance computer per teacher for administrative and instructional use.**
- **One high performance computing device per student at the grades 3-12 and easy access to center-based devices for students in grades PK - 2.**
- **One computer projection device per core subject classroom and access to a computer projection device for all other classrooms and instructional areas.**
- **A secure and proactively monitored computing environment to ensure safe access and information integrity.**

### Actions:

- Reassess strategies for procurement, technology refresh, maintenance and support, and distribution of all hardware and software.

- Revise and implement additional technologies to stay current with new instructional methodologies and practices.
- Review inventories and monitor staff changes to be sure that necessary technologies are available.

**Maintain and modernize policies and procedures to address equivalent access to technology-based resources for students at all sites.**

**Actions:**

- Monitor available technologies across the district and distribute funding as needed to the appropriate sites with regards to changing student populations.
- Monitor bandwidth usage to be sure that each student has access to the appropriate bandwidth to support their instructional programs

**Provide a technical support structure to ensure the technologies function appropriately.**

**Actions:**

- The District will provide at least one full-time technical support person for every 150 to 300 computers or classroom computing devices. This ratio is a generic model which needs to be evaluated on a routine basis by the district technology department and should be based on each site's needs and capabilities.
- The District will provide at least one full time network administrator per 40 servers and/or 5 locations.
- The District will provide documentation for effective trouble shooting procedures for school staff for implementing efficient technical support in each site. This documentation should include roles and responsibilities of personnel along with outside resources that might be involved in the technology support structure.
- The District will provide a response system for service requests that is based on the level of impact on the end users of the malfunctioning technology. Identify innovative strategies to better support technology.
- The District will provide ongoing training for all technical staff, both instructional and support.

**Spartanburg School District 7 will provide an updated communications system utilizing Voice over IP across the District in order to give more flexibility to staff and reduce costs.**

**Actions:**

- Investigate the options for a consolidated VOIP system possibly utilizing the various funding options.
- Develop a comprehensive plan for moving to a VOIP communications system.

**Evaluation**

- District and School surveys will be done to poll instructional staff to determine the responsiveness of the infrastructure and equipment.
- Network usage logs will be used to monitor network latency time periods in network response.
- Security audits will be utilized to verify the level of security
- Inventories and surveys will be used to establish equitable availability of technology in the District.
- Support staff will be surveyed to determine their level of expertise and their requirements for additional training.
- Semi-Annual training will be setup for all Support Staff and one-on-one training created for new support staff.

**Summary of Findings**

- Significant progress has been made to expand the wireless infrastructure capabilities across Spartanburg School District 7. Reliance on wireless is critical and expansion of wireless networks is a top priority.
- District sites that are not eligible for Federal funds (Adult Education and Early Childhood facilities) are not kept to the same technological standard as those that are eligible. Funding must be designated to support these facilities as well.
- Computer support must be a top priority for Spartanburg 7. There is a direct correlation between the ability to maximize the value of classroom technology and the up-to-date systems and devices available. Major OS revisions are accomplished each summer when devices are collected. This plan will need to

be reviewed and adjusted as necessary to stay current in order to minimize security risks and to help the classroom technology operate as it was intended.

- Database support and server support staff must manage multiple platforms and perform multiple roles just to keep the lights on. There is a desire for better technical support models to assist in the governance of these complex environments. District and school level technology support staff often work in a reactionary mode on a day-to-day basis.
- Spartanburg District 7 relies heavily on the State for network monitoring. The district would like to have more visibility into what is taking place and where potential risks may impact them on their side in the near future.
- Security is one of the high priorities for Spartanburg School District 7. The district must investigate the possibility of procuring annual security audits and targeted assistance to strengthen security measures.
- Spartanburg District 7 does not have a documented, comprehensive disaster recovery strategy in place. The last one completed by the District Technology staff has not been updated in some time. The district must address this deficiency.

## ***Spotlight on Success***

*Spartanburg School District 7 is in its second year of a massive one-to-one initiative for our third to twelfth grader students. Before the initiative came to fruition, much work was done to equip our core schools with a wireless infrastructure to accommodate the roll-out of individual devices for our students. Although there have many bumps along the way, the initiative was very successful due to a collaborated planning effort. Prior to the rollout, buildings were furnished with new network switches to accommodate wire access points. Every core school was equipped with a minimum of 1 wireless access point for every classroom and several sites were provided one for every classroom. Devices were evaluated and a determination was made; Apple MacBooks for all sixth to twelfth graders and Apple iPads for all third to fifth graders.*

## Challenges and Improvement Opportunities

- ⇒ Determining the ideal amount of bandwidth required per student to accommodate the optimal learning experience within each classroom is a difficult process. Bandwidth must be adequate or students and staff will become disengaged with the technology and these significant tools will remain idle. In like manner, if the wireless system is not robust enough to allow students and teachers to successfully leverage the desired technology, at a certain point, the learning process will be directly impacted.
- ⇒ A proactive assessment of all hardware and its “minimum requirements” versus “recommended requirements” is warranted. Many of the new technologies coming out today will claim to run on “minimum requirements” but the reality is they may not perform as desired. District 7’s technology department must strive to move technology platforms to the “recommended requirements.”
- ⇒ Spartanburg School District 7 must address the pressing need for a Disaster Recovery Solution. Since there is not a solid plan in place, this puts the district at risk of program interruption and data loss.
- ⇒ Security concerns are one of the most commonly mentioned issues across the school districts’ leaders. Security is a broad topic and potentially impacts many areas including: Student Data-PowerSchool, Websites, Teaching Portals, Employee Data-HR/Payroll Systems, Financial Data-Accounting & Finance Systems. There is a strong need for a comprehensive security approach to protecting institutional and personal data. The federal and state governments both have stringent guidelines for data security.
- ⇒ The staffing ratio of technology support personnel per student needs to be analyzed to determine proper level of technical staffing and training for schools. There is evidence that having several different versions of technology within the district and/or schools leads to decreased support capabilities due to the extreme challenges of requiring limited technology staff to learn the intricacies of several different hardware and/or software platforms.

# Professional Development

## Overall Goal:

Provide continuous professional development for administrators and educators that enhance effective teaching and learning strategies with available technologies.

## Objectives and Strategies:

**Implement a set of technology proficiency standards for teachers and administrators that encourages growth in basic technology skills as well as the use of technology for teaching and learning**

### Actions:

- Create a multi-tiered system that measures ongoing progress of technology proficiency
- Provide ongoing training and support for teachers at all proficiency levels that ensures minimum proficiencies are met as well as encourage teachers to continue growth beyond minimum requirements

**Provide high-quality, ongoing professional development that specifically targets the needs of schools, teachers and administrators**

### Actions:

- Based upon teacher input/feedback, technology integration specialists, media specialist and district-level technology personnel will provide professional development in a variety of ways. This will include regularly scheduled training sessions (weekly/monthly), school-level meetings and job-embedded coaching and mentoring.
- Increase opportunities for all district staff to access online training. This includes district specific/created professional development as well as providing staff with knowledge of available webinars and online training courses provided by SCDE and other state and national education organizations.
- Use a 'train the trainer', ensuring that technology integration and media specialists are continually trained on strategies and best practices in both the use of technology and the curriculum that it supports
- Encourage teachers to share their best practices and strategies with the use of technology for teaching and learning. This can be accomplished in part by

creating a team of teacher experts that are recognized for their efforts by district and school level administration. This team of 'Igniters' conduct highly targeted professional development as well as lead collaborative work efforts for their peers, encouraging them to earn district certifications in a variety of technology proficiencies

**Utilize and promote online professional learning communities (PLC) for collaborative efforts and sharing of knowledge and resources among educators within district 7, around the state, the southeast and nationally.**

Actions:

- Create PLCs that encourage participation that is supportive of district efforts and maximize collaborative efforts towards common goals
- Ensure that teachers are using PLCs effectively by encouraging them to sharing experiences, evaluating practices, and share knowledge and feedback with others in the community

**Deliver professional development that goes beyond technology proficiencies and includes best practices for teaching and learning**

Actions:

- Technology integration and media specialists work closely with instructional coaches and curriculum coordinators to develop and deliver professional development that supports best instructional practices. This collaborative will provide training that goes beyond minimum technology proficiencies to support effective teaching and learning strategies, curriculum standards and student learning objectives.
- Technology integration and media specialists will train and work with administrators, teachers and teaching assistants to create and implement a curriculum-embedded digital citizenship/literacy program for all students grades K-12. These professionals will learn to identify issues related student online activity and behaviors and learn to be proactive in addressing such issues.
- District level technology and instructional personnel will develop a solid method of creating, delivering and tracking professional development and training in order to increase awareness and accountability of offerings and attendance. This will allow staff members to better understand their training options and more easily register and track their professional learning targets and outcomes

## **Evaluation Criteria:**

- Records of all professional development offered and participant information will be tracked.
- Technology minimum proficiency requirements will be followed for all instructional staff.
- Classroom access to digital resources will be documented and review on an annual basis.
- Staff will be surveyed to determine the types and depth of Professional Development offerings needed.
- Follow-up evaluations will be kept to determine that validity of the training and will be used to adjust content to meet the staff needs.

## **Summary of Findings:**

- Most all teachers in the district have attended training on device-specific functionality with both knowledgeable district personnel as well as Apple certified trainers. In addition, professional development and training has targeted both integration and instructional strategies. Teachers are ready for the next phase of learning how to use technology to support instruction.
- With input from technology integration and media specialists, a minimum technology proficiency standards rubric has been created for administrators and teachers and district is working on the best method of administering to staff members. The rubric will help school-level instructional technology personnel best assist those who struggle with the basic use of technology as well as identify those who can join the Igniter team of tech-savvy teachers
- The presence of building level technology integration specialists has had a meaningful impact on the effective use of technology in schools where they are able to work with teachers on a regular basis. The effect increases where teachers have common planning/opportunities to routinely work with instructional/instructional technology personnel in grade-level or content-specific teams
- The majority of educators and administrators in the district have embraced the use of technology for instructional use. There continues to be a wide variation of uses and proficiencies and professional development and training needs to continue to target all levels.

- There is a desire to continue online professional development as some teachers have enrolled and completed online courses (both through the district and outside organizations) and provided positive feedback about this experience. However, teachers appreciate, and many prefer, face-to-face and blended formats where they have opportunities to collaborate and learn from their peers
- District 7 recognizes the depth of knowledge and expertise on all aspects of digital teaching and learning that exists in our region and across the state. There are resources available to allow communication among district/school leaders and educators to easily share their knowledge and collaborate in order to increase success across South Carolina.

## **Spotlight on Success**

### ***District and Building Level Training:***

*District 7 now has a technology integration specialist (TIS) in every school. This team regularly attends district training/collaborative work sessions where they learn and share best practices in coaching, mentoring and training staff members on the use of technology in the classroom. These specialists work side-by-side with media specialists in providing teachers with customized professional learning opportunities on a daily basis. Emphasis is placed on training during grade-level and subject specific team meetings where teachers collaborate with TIS and other instructional coaches to ensure meaningful integration of technology with core content.*

*After being given their devices at the end of the 2014 school year, over 450 teachers voluntarily attended professional development sessions over the summer that targeted basic functionality of the district-issued devices. Ahead of anticipated schedule, by December of 2014, our professional development focus shifted from basic functionality to integration and instructional strategies. Our technology integration specialists and media specialists have provided no less than ten different professional development opportunities on a monthly basis at district level, as well as multiple training sessions at their schools, all of which have been well-attended by staff.*

### ***Implementation of Our Online Professional Learning Community***

*Using our online learning community, Edviation, most all of our 1200 district personnel complete district and state required training, such as OSHA and suicide prevention, completely online. In addition, we have used Edviation to offer blended and completely virtual professional development for teachers and administrators. This “Pajama PD” series has allowed educators to complete professional development anytime/anywhere and has afforded them more time for face-to-face collaborative work sessions with their peers.*

### ***Teachers as Trainers:***

*Through the encouragement of their peers and due to the significant amount of training provided that has created a confident culture with the use of technology in the classroom, many staff members have stepped forward to provide district and school level professional development and lead collaborative work sessions in their schools. These teacher-led opportunities have become critical in moving the district forward in implementing best instructional practices for our 1:1 initiative.*

### **Challenges and Improvement Opportunities:**

- ⇒ Developing a system where technology integration specialists can recognize effective use of technology in classrooms and provide feedback to teachers and administrators without formally observing and evaluating educators has proven difficult. A system is necessary in order to maximize support and appropriately target professional development without compromising the relationship between these coaches and their teacher peers. District is currently working on, and will soon be testing a rubric that will assist TIS in assessing the use of technology in order to better target teacher needs. This will also help in providing classroom teachers with ‘conversation starters’ on possible needs versus evaluations from TIS.
- ⇒ Although feedback from teachers praises the value and meaningfulness of professional development offered by the district, teachers continue to cite time constraints as their biggest hurdle in attending professional development. In addition, balancing the time between delivering necessary/required training and teachers’ desire and need to collaborate with peers continues to be an issue.

The district's current piloting of monthly early release at two designated schools is a positive first step in providing necessary training time. In addition, encouraging participation in online professional learning communities as well as creating virtual, real-time collaborative spaces will help ease time constraints.

- ⇒ The ability for teachers to observe their peers during the delivery of exemplary lessons in the classroom is a proven effective method of training and increasing the implementation of best practices. Time, scheduling issues that disallow teachers to have observation time during the teaching day and budgetary issues all contribute to the hindrance of this job-embedded training style. The district is attempting to mirror this training model by using available technologies to record, reproduce and disseminate delivery of instruction by exemplary teachers.
- ⇒ Convincing some teachers that the most effective use of technology that truly enhances and engages students requires a shift in pedagogy. The most recent best instructional practices such as blended models, project-based learning and student driven inquiry instruction do not rest with technology alone, but use technology as a powerful tool to make the required pedagogical shift. This requires TIS to work closely with curriculum coaches and instructional leaders to assist with this shift.

# Collaboration Opportunities

## Overall Goal:

To create and expand opportunities for district staff, students, parents and community members to build partnerships that promotes the efforts of our digital immersion.

## Objectives and Strategies:

**Build relationships with private, public and non-profit organizations that create opportunities for our students to bridge opportunity gaps and prepare them for life beyond high school**

### Actions:

- Reach out to local businesses, non-profit agencies and government entities for help in providing greater access to community and public WiFi areas for use by students and their families.
- Create opportunities for students to showcase their use of technology and their digital literacy skills to the community by hosting and participating in school, community, state and nationally sponsored events such as digital fairs, conferences and events like Digital Literacy Day and Lego League competitions
- Work with local manufacturing in ensuring that skills taught to students match the needs of their companies in an attempt to close the gap between available employment and student education/desire to fill these positions
- Collaborate with colleges and universities in order to ensure students are well prepared for college and, in reciprocity, ensure higher education is prepared to engage and retain our 21<sup>st</sup> century learners.
- Communicate to colleges and other teacher preparatory programs the changing expectations for teacher candidates as it relates to shifts in pedagogical practices brought about by the availability and use of technologies for teaching and learning (i.e. blended learning, global communications, differentiated instructional strategies)

**Provide collaborative opportunities for students, teachers and administrators within district 7, in the region, across the state and nationwide to share best practices, increase knowledge and create opportunities for individual and professional growth**

**Actions:**

- Increase knowledge of digital resources, coursework, professional development and training available to students, teachers and administrators through the SCDE, local colleges and universities and other public and private organizations.
- To build partnerships with other South Carolina districts that allow us to pool professional and program development experience and other resources through face-to-face and online professional learning communities
- Encourage teachers to create classroom environments that make the best use of digital resources in order for students to communicate with peers both locally and globally to enhance knowledge and understanding
- Restructure classroom communities and implement pedagogy that makes the best use and encourages collaborative efforts among students

**Ensure our parent, as stakeholders, are continually involved and informed in decision-making and efforts to create digitally literate citizens**

**Actions:**

- Assist parents with digital proficiency of and parent involvement in using the district-issued mobile devices in an effort to create digitally literate citizens beyond our student population. This includes district participation in local, state and nationally sponsored events such as 312 Everyone On and Digital Literacy Day events that exist to assist the community with digital education and access.
- Provide resources and opportunities for parents to be committed to students' digital citizenship, privacy and safety and engage parents in participating in our efforts to teach digital citizenship and literacy to our students
- The district should continue to develop plans and policies for after school access to computers and other technologies and resources, especially in areas where technology is not available in homes.
- Schools can seek funding opportunities or creative strategies to provide incentives that encourage after-school access to technology and resources, especially in areas where technology is not available in homes.
- The district will continue to investigate options to provide Internet access for students within the community by working in collaboration with the public library, community centers, institutions of higher education, churches, and local government to provide anytime, anywhere access to technologies and digital content.

## **Evaluation Criteria:**

- Records of all meetings with community partners will be maintained
- Surveys of all business and education partners will be used to determine possible future collaboration efforts.
- Listing of school and district technology related grants.

## **Summary of Findings:**

- In issuing devices to students in the district, we have shed greater light on the need for students to have regular access to the Internet at home and in their community. Working with local business, the City of Spartanburg and nonprofit agencies we have been able to extend the area of coverage to some local parks and public spaces. This includes two centers opened by nonprofits that specifically serve our students as safe places to access free WiFi and collaborate with peers. This has eased the access issue, however, by no means has it leveled the playing field for our students
- Students are spending more time in digital spaces and using the Internet to collaborate both locally and globally, and so there is a greater need to teach the social, ethical and technical skills to be safe and successful in those environments.
- At all levels, student email is being leveraged to heavily communicate with students, including school announcements, news and scheduling. It has also created opportunities for better work flow between teachers and students and student to student, opening many opportunities to safely collaborate with a variety of audiences.
- As much research has pointed out, teachers value the ability to collaborate and learn from their peers. Providing face-to-face opportunities within the school day as well as after school in online learning communities and networks is essential to student success
- Despite the widespread use of digital resources, such as Edmodo, as collaboration tools, many teachers remain wary of online transparency, especially when it comes to 'inviting' parents into the classroom using these digital tools.
- Parents' concerns over students' use of district-issued devices stems from parents not knowing what learning looks like without paper and pencil. A continuous line of information and communication on all aspects of our digital initiative is essential for continued success of the program.

- Hosting visitors from other South Carolina districts as well as sharing insight and information at South Carolina administrator meetings and trainings has presented leadership with reflective topics and time to discuss goals in the Seven Ignites initiative. Sharing our successes and struggles has helped us with our constant evaluation of the vision of our Seven Ignites initiative.
- Our initial partnership with local colleges spotlights the need for further, ongoing collaborative efforts to ensure all teacher candidates from every local college can meet the expectations of working in a digitally-innovative district

### **Spotlight on Success**

*In September 2014, District 7 was named as one of 11 new members accepted into the League of Innovative Schools by Digital Promise, a national, independent nonprofit organization authorized by Congress to accelerate innovation in education. The League aims to foster greater innovation in learning and leadership practices. Spartanburg School District 7 superintendent, Dr. Russell Booker, signed the FUTURE READY PLEDGE, part of the White House ConnectEd initiative promising to create highly personalized and Internet connected environments for our students. District Seven has received a 5-year federal grant totaling \$600,000 for Anderson University to provide professional development and support for teachers using mobile computing devices, i.e., iPads and MacBook Airs to enhance teaching and learning. The Northside Development Corporation has provided additional funding towards the purchase of MacBook Airs for all fourth and fifth graders at the Cleveland Academy of Leadership as a part of the Northside Initiative. Cleveland will be the only elementary school in District Seven utilizing the MacBook Air laptops. The Juice Bar is a dedicated space at St. Christopher's Episcopal Church for those who attend Spartanburg High School to get "Apple Juice," AKA electrical power, for their MacBook Airs as well as access to free Wi-Fi. Their goal is to provide a safe environment for students to come and relax, see friends, hang out and do homework.*

## **Challenges and Improvement Opportunities:**

- ⇒ Although community, district and Spartanburg city efforts have increased WiFi availability in public areas and initiatives by nonprofit organizations have provided WiFi sites specifically for district 7 students, much work needs to be done to close the access gap for all of our students. Funding the effort continues to be an issue as is maintaining a system of access. Continued collaboration with private and public organizations that reiterate necessity and student achievement outcomes is key in working with stakeholders.
- ⇒ Providing time for teachers to collaborate with their peers continues to be a challenge. Both Spartanburg High School and Cleveland Academy of Leadership have piloted a student early release schedule on a monthly basis in order to provide teachers time to collaborate. These pilots will help us best determine how to overcome issues related to this and similar models that provide more extensive time for teachers to meet with peers.
- ⇒ Encouraging parents to attend school functions that would help facilitate their involvement in our Seven Ignites program is difficult due to transportation issues and in finding ways to inform parents of the importance of their partnership efforts. Outreach efforts also require off-campus Internet access points that can support many users.
- ⇒ The idea of showcasing student work is enticing to teachers and administrators; however, the feeling of being strapped for time discourages them from participation in such endeavors. Working with teachers in integration strategies that target their content and outcomes and, at the same time parallels showcase efforts, will need to be worked on to make this happen.
- ⇒ The creation of our Seven Ignites website has provided districts across South Carolina and the United States with great insight into our digital immersion efforts. The district needs to look into expanding it's sharing of resources and collaborative opportunities. Possible methods could include regularly scheduled webinars as well as hosting an institute that invites other districts to come learn from our administrators and teacher experts in our successes and best practices

# Benchmarks

## 2015-2016:

**-Expand the use of digital content across the curriculum moving away from traditional materials**

**-Increase the percentage of flipped classrooms and blended learning environments at the secondary level**

**-Increase the internal WAN bandwidth for elementary school sites.**

**-Expand the availability of WiFi to the non-traditional learning spaces**

**-Implement phase one of the new technology proficiency policy.**

## 2016-2017:

**-Continue to search for online, digital content to support the classroom teacher.**

**-Expand the percentage of flipped classroom options at the secondary level and focus on promoting the same pedagogy for the elementary teacher.**

**-Expand the available bandwidth as the 7Ignites initiative continues.**

**-Implement phase two of the Technology Proficiency system.**

## 2017-2018:

**-Monitor the usage and adjust online, digital content as necessary to be sure that appropriate resources are available.**

**-Expand the available bandwidth as the 7Ignites initiative continues.**

**-Implement phase three of the Technology Proficiency system with a goal of reaching 90%.**

# Technology Funding Plan

## Forecasted for Fiscal Year 2015-2016:

General Fund Allocation for Technology (not including staff salary or fringe benefits)	\$132,000
Capital Expenditure Funds for Technology	\$500,000
Capital Expenditure Funds for Computing Device Replacement	\$1,500,000
E-Rate Proceeds	\$50,000
<b>Total Funds 2016-2017</b>	<b>\$2,182,000</b>

## Forecasted for Fiscal Year 2016-2017:

General Fund Allocation for Technology (not including staff salary or fringe benefits)	\$140,000
Capital Expenditure Funds for Technology	\$500,000
Capital Expenditure Funds for Computing Device Replacement	\$1,500,000
E-Rate Proceeds	\$50,000
<b>Total Funds 2017-2018</b>	<b>\$2,190,000</b>

## Forecasted for Fiscal Year 2017-2018:

General Fund Allocation for Technology (not including staff salary or fringe benefits)	\$140,000
Capital Expenditure Funds for Technology	\$500,000
Capital Expenditure Funds for Computing Device Replacement	\$1,500,000
E-Rate Proceeds	\$20,000
<b>Total Funds 2018-2019</b>	<b>\$2,160,000</b>

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## Policy IJNDB **Technology** Resources And Internet

Issued 6/12

**Purpose:** To establish the board's vision and the basic structure for the use of **technology** resources in instruction.

**Technology** is a vital part of education. In an effort to promote learning and expand educational resources for students, the district provides a variety of **technology** resources for students and staff. The district's goal in providing these resources is to promote educational excellence by facilitating resource sharing, communication and innovation.

The purpose of the district's educational network is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. All use of the Internet and network must be in support of education and research and consistent with the educational objects of the district. Use of other networks or computing resources must comply with the rules governing those networks. Transmission of any material in violation of any federal or state laws or regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Access to computer systems and networks owned or operated by the district imposes certain responsibilities and obligations on users and is subject to district policies and local, state and federal laws.

### **Technology** access

Because **technology** is a vital part of the educational process and the curriculum of the district, students and staff will be provided access to the Internet. By providing this access, the district intends to promote educational excellence in schools by allowing access to resources unavailable through traditional means. The district provides this instructional resource as an educational tool for staff and students and its use will be governed by this Internet acceptable use policy. The failure to follow this policy or responsibilities may result in the loss of privileges or other disciplinary measures.

With access to computers and people all over the world also comes the availability of material that may not be of educational value in the context of the school setting. The district has taken precautions to restrict access to controversial or inappropriate materials; however, on a global network it is impossible to control access to all materials and an industrious user may discover controversial information. Users (and parents/legal guardians of students who are users) must understand that neither the district nor any district employee controls the content available on outside systems. The district firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the district.

The smooth operation of the Internet network relies on the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that students and staff are aware of their responsibilities when using the Internet. All staff and students must abide by the generally accepted rules of network etiquette, including the following.

- Vandalism is prohibited. Vandalism includes any malicious attempt to harm or destroy data of others. Vandalism also includes, but is not limited to, the uploading or creation of computer viruses, deletion or alteration of other user files or applications, removing protection from restricted areas.
- Never access or attempt to access inappropriate or restricted information not directly related to the educational purposes. Restricted information includes obscene, libelous, indecent, vulgar, profane or lewd materials, advertisements or services not permitted to minors by law; insulting, fighting and harassing words; and other materials which may cause a substantial disruption of the academic environment.
- Do not be abusive in messages to others. Profanity, vulgarities or other inappropriate language is prohibited. Illegal activities are strictly forbidden. Do not disrupt, harass or annoy other users.

- Documents, electronic mail, chat room messages and any other form of direct communications may not include a student's Social Security number or any other personally identifiable information that may lead to the identity of one's self or others. For example, do not reveal personal home addresses or phone numbers to others.
- No student pictures (video or still) or audio clips will be published without permission from the student's parent/legal guardian. No original student work will be published without permission from the student's parent/legal guardian.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all electronic mail. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- All communications and information accessible via the network should be assumed to be private property. Always cite all quotes, references and sources. Users may not reproduce copyrighted material without permission.
- All subject matter on district web pages will relate to curriculum, instruction, school-authorized activities or to the district. Neither students nor staff may publish personal home pages as part of district web sites or home pages for other individuals or organizations not directly affiliated with the district. All pages on the district's server(s) are property of the school district.
- Use of the Internet is for educational and educational support activities only. Users may not use the system for financial or commercial gain.
- All work should be proofread so as to avoid spelling and grammatical errors.
- Always follow the instructions of the supervising staff members.
- No user of the system may use the system to make an unauthorized disclosure or use of, or otherwise disseminate, personal identification information regarding minors and/or students.
- No user of the system may send messages or information with someone else's name on it or misrepresent the source of information entered or sent.
- No user of the system may send messages or information that is inconsistent with the school's conduct code or assist others to violate that code.
- No user of the system may distribute addresses, home phone numbers or other personal information which could then be used to make inappropriate calls or contacts.
- No user of the system may engage in "spamming" (sending an annoying or unnecessary message to large numbers of people).
- No user of the system may purchase something which requires a credit card number and obligates a student or school to provide payment to another party without consent of the supervisor.
- No user of the system may access or attempt to access and/or alter information in restricted areas of any network.
- No user of the system may download or load any software or applications without permission from the building network administrator or system administrator.
- No user of the system may violate the confidentiality rights of other users on any network.
- Failing to report abuses or other conditions that may interfere with the appropriate and efficient use of school resources will result in disciplinary actions.

#### **Technology protection measures**

In compliance with the Children's Internet Protection Act (CIPA), 47 USC § 254(h), the district uses technological devices designed to filter and block the use of any of the district's computers with Internet access to retrieve or transmit any visual depictions that are obscene, child pornography or "harmful to minors" as defined in the CIPA.

Adult users of a district computer with Internet access may request that the “technology protection measures” be temporarily disabled for valid educational research purposes or other lawful purposes not otherwise inconsistent with this acceptable use policy.

### **Internet safety policy**

Prior to accessing the Internet, students and staff must receive instruction on the appropriate use of the Internet. In addition, parents/legal guardians will be required annually to sign a permission form before students will be allowed access to the Internet. Students also must sign a form annually acknowledging that they have read and understand this policy, that they will comply with the guidelines set forth herein and that they understand the consequences for violating these guidelines. Employees must sign a similar acknowledgement form.

### **Email, phone and Internet usage**

The district will monitor email, phone and Internet activity and may disclose the content and/or details when, in the district’s sole discretion, there is a business need to do so. Employees and any students granted email accounts should not expect that email messages, even those marked as personal or accessed by a personal ID, are private or confidential.

Email, phone and Internet usage should be used only for business/educational purposes. The district reserves the right to monitor personal use to the same extent that it monitors business use. Use by employees of the district’s communication system constitutes consent to monitoring. Continued use of the system is conditioned on acceptance of and strict adherence to the district’s policies. Failure to adhere to policy requirements may result in discipline or dismissal.

Employees should exercise the same restraint and caution in drafting and transmitting email messages as when writing a formal memorandum on district or school letterhead. Users should assume that messages will be saved and reviewed by someone other than the original addressee.

Adopted 6/3/08; Revised 6/5/12

### **Legal references:**

#### **Federal law:**

47 USC Section 254(h) - Children’s Internet Protection Act.

The Digital Millennium Copyright Act of 1998, Section 512 - Limitations on liability relating to material online.

#### **S.C. Code of Laws, 1976, as amended:**

Section 10-1-205 - Computers in public libraries; regulation of Internet access.

Section 16-3-850 - Encountering child pornography while processing film or working on a computer.

Section 16-15-305 - Disseminating, procuring or promoting obscenity unlawful; definitions; penalties; obscene material designated contraband.

Section 59-19-90 - General powers and duties of school trustees.

#### **Court cases:**

Purdham v. Fairfax Co. Sch. Bd., 637 F.3d 421, 427 (4th Cir. 2011).

## Acceptable Use Policy

# Spartanburg County School District No. 7

School Name

## Network Acceptable Use Agreement for Students

**Parents Note:** Please read this agreement, and sign the appropriate section on the reverse side.

Spartanburg County School District #7 offers Internet access for students use in virtually every classroom at all our schools. This capability can enhance the educational experience for our students by providing access to a wide variety of resources from around the world. The district utilizes Internet filtering software and hardware to monitor and control access by users in compliance with the Children's Internet Protection Act.

This agreement addresses the privilege of using the Internet on district network systems. From readily available computer workstations in the classroom and the media center, students and teachers can literally connect to millions of computers and people around the globe. This allows easy access to electronic mail, news, information databases, downloadable software, discussion groups, and other electronic resources.

While the Internet is an exciting and powerful educational tool and resource, it must be used responsibly, and only for the purpose of education. Internet access is made available to support instruction by providing access to resources consistent with educational objectives. Every student is permitted to use the Internet on district computers under the following conditions:

### **Students Agree To:**

- Use appropriate language
- Practice proper computer use and observe all security restrictions and guidelines
- Have all network activity logged, recorded, and archived
- Respect all electronic communications and information as private property
- Use technology only for educational purposes as appropriate to school assignments
- Observe copyright laws and policies
- Follow the teacher's instruction of when and/or when not to log into the Internet.

### **Students Agree Not To:**

- Reveal personal information about themselves or others on the Internet
- Use the network in ways that would disrupt its use by others
- Use network computers to create, use or download materials that would not be permissible in district classrooms in any other form; (i.e., obscene, profane, or pornographic materials).
- Use network computers, programs or files without the teacher's permission/approval.
- Delete or alter programs, systems, data or download any type of program without the teacher's permission/approval.
- Deliberately tamper with a computer system.
- Use a computer system to change or alter district records or documents.
- Use district computers for personal, commercial, or political purposes.

**Please sign the appropriate section.**

### **Acceptance**

#### ***Student Acceptance***

I understand and agree to abide by this Internet Use Agreement. I understand that any violation of this agreement may lead to Internet access being revoked, and, as appropriate, further disciplinary action.

- **Student Name (Please Print)** \_\_\_\_\_
- **Student Signature:** \_\_\_\_\_

#### ***Parent or Guardian Acceptance***

I have read this Internet use Agreement. I understand that this access is intended for educational purposes only and that Spartanburg County District No. 7 has taken precautions to limit access to controversial material. However, I realize it is impossible for the district and the teacher to guarantee information access or accuracy, or to restrict access to all materials which I might deem inappropriate. I will not hold the district and/or the teacher responsible for materials acquired on the network. Further, I accept responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use a school computer for independent Internet navigation.

I understand that teachers or media specialists who are exploring Internet sites with a group of students do not need special permission for that activity if the faculty member is in control of the Internet navigation. A student who is navigating the Internet under the supervision and direction of a faculty member is not independently navigating the Internet, and thus special parental permission is not required.

- **Parent/Guardian Name (Please Print):** \_\_\_\_\_
- **Parent of Guardian Signature:** \_\_\_\_\_

[Sign this section only if you do not want your child to have independent Internet access in school.]

#### ***Refusal***

At this time, I do not grant permission for my child to independently use the Internet at school.

- **Parent/Guardian Name (Please Print):** \_\_\_\_\_
- **Parent of Guardian Signature:**  
\_\_\_\_\_



## STUDENT PLEDGE FOR USE OF MACBOOK AIR

- I will take proper care of my MacBook Air.
- I will not loan my MacBook Air or charger and cords to others.
- I will be accountable for my MacBook Air at all times.
- I will charge my MacBook Air's battery as prescribed.
- I will not leave my MacBook Air in an unlocked vehicle.
- I will keep food and beverages away from my MacBook Air.
- I will not disassemble any part of my MacBook Air nor attempt repairs.
- I will not remove district-required applications.
- I will protect my MacBook Air by carrying it in the case provided.
- I will not stack objects on top of my MacBook Air.
- I will not leave my MacBook Air outside or use it near water.
- I will save school-related data to the district-assigned storage. (District Seven will at times re-sync and/or re-mage MacBook Airs. All files not saved to server or other storage media will be deleted during these processes. Students are ultimately responsible for saving all their personal files to their personal cloud storage. Examples include personal music, books, etc.)
- I will not place decorations (such as stickers, markings, etc.) on my MacBook Air. As previously stated, "skins," which are designed to be easily and cleanly removed are permissible.
- I will not deface the serial number, manufacturer labels or district labels on any MacBook Air.
- I will follow district policies outlined in the MacBook Air Guide and the District's Acceptable Use Policy.
- I will file a police report in case of theft, vandalism or other violation within 48 hours.
- I will be responsible for all damage or loss caused by negligence or abuse.
- I agree to return my MacBook Air, case and power cords in good working order.
- I agree to return my MacBook Air, case and power cords when I transfer or leave the district for any reason.
- I understand that my MacBook Air is equipped with tracking capabilities, utilized for loss prevention. I understand a report can be accessed for every location this device travels.

I have read, understand and agree to the stipulations set forth in the MacBook Air Student/Parent Guide, Spartanburg School District Seven Acceptable Use Policy, and the Student Pledge for Use of the MacBook Air. I understand my MacBook Air is subject to inspection at any time without notice and remains the property of Spartanburg School District Seven.

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian (signature) \_\_\_\_\_ Date \_\_\_\_\_

Student Name (print) \_\_\_\_\_

Student (signature) \_\_\_\_\_ Date \_\_\_\_\_

## Page 1: District 7 Teacher and Administrator Technology Proficiency Assessment

This assessment tool will help evaluate your level of proficiency in meeting district standards for technology use and integration. You will have an opportunity to save and revisit the assessment at any time as well as print a copy for further review and guidance.

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If you would like to save/print the assessment for further review prior to completing and submitting digitally you can do so by selecting the print button below. This will save the assessment as a PDF. After completion of the assessment there will be an opportunity to review, save, print and/or send it to the district office for entry into your Edvation professional learning transcript

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### SECTION 1: BASIC TECHNOLOGY OPERATIONS & CONCEPTS

---

1. (check all that apply). I can **\*This question is required.**

- Identify components of a computer system (i.e. memory, USB port) & its operating system using correct terminology
- Connect cables and cords correctly (power cords, printer cables, interactive whiteboard connection)
- start/shut down, log in to my device, open and close files and applications
- create and save documents using MS Office and iWorks word processors and presentation applications
- can submit tech support/instructional tech support requests using the proper channels
- perform basic desktop navigations (scroll, click/drag/drop, open/close programs)
-

use basic editing and formatting features of Microsoft Office software (select pitch/font, adjust margins, underline text)

- use basic editing and formatting features of Apple iWorks applications

---

2. FOR K-5 TEACHERS: I am able to do the following with the iPad

- Turn on/off the iPad and put the iPad to 'sleep'
- Open and close applications
- Move apps, place apps in folders, delete apps and folders
- Have a working Apple ID and be able to download apps from the App store
- Navigate between open applications
- Remove/add apps to the dock
- Move between app screens
- Connect/disconnect from WiFi
- Access Spart7.org and Spart7.onmicrosoft.com email from the iPad
- Adjust volume, mute sounds
- Add/remove apps from the dock

---

3. FOR 6-12 TEACHERS: I am able to do the following on the MacBook

- Turn on, shut down and restart the MacBook
- Add/Remove apps from the dock
- Use the trackpad to 'right-click'
- Locate/navigate to applications
- Connect to available WiFi networks/Disconnect WiFi
- Navigate ('swipe') between screens
- Show all open applications
- Use FINDER to locate files and folders
- Create/delete files and folders including emptying TRASH
- Open/quit applications as well as minimize, maximize and close windows
- Use Airdrop to share files
- Add approved apps using Absolute

---

SECTION 2: INTERNET ACCESS, NAVIGATION AND USE

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4. While accessing and using the Internet I am able to **\*This question is required.**

- Use and understand related terminology including the terms browser, URL, webpage, hyperlink and World Wide Web
- properly type in a web address
- save and retrieve websites to/from favorites, as bookmarks and/or Safari reading list

- Identify and navigate webpages using hyperlinks
- Use browser navigation tools (i.e. 'home', 'reload', back, forward) and open/close/navigate between multiple tabs
- Identify a variety of popular web browsers (Internet Explorer, Safari, Google Chrome and Firefox)
- Use established channels to request website blocks/unblocks

---

**SECTION 3: COMMUNICATION AND COLLABORATION** Use basic Web tools and applications to communicate with peers, students and parents (MS365 email, Outlook email, Edmodo)

---

**5. I am able to do the following using Edmodo \*This question is required.**

- Create and invite people to groups, remove students from groups, join groups
- Post a note, quiz or assignment to a person/group
- Reply to a post and delete a student post
- add an item to my Edmodo library
- Use the calendar to create an event

---

**6. I am able to do the following using Outlook (@spart7.org) AND MS365 (@spart7.onmicrosoft.com)**

- log in from the email app and from the web server (mail.spart7.k12.sc.us/owa/ and outlook.office365.com)
- reply, reply all, forward emails
- add files as attachment to an email and insert a picture in an email
- create folders to organize emails and move emails to specific folders
- delete emails and empty the 'deleted email' folder
- search email folders for specific items and do basic email reordering (by name, subject, date received)
- Access the calendar, add an event and accept a calendar invite
- MS365: Upload/retrieve and create a document to/in my personal ONEDRIVE cloud storage
- MS365: Search the directory for individuals and groups and view group conversations

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**SECTION 4: DIGITAL CITIZENSHIP/ETHICAL USE**

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**7. When using the World Wide Web I understand that safety, security and ethical use are important by**

- familiarizing myself with District 7's Acceptable Use Policy

- demonstrating my understanding of copyright law, fair use and Creative Commons licensing
- establishing classroom rules and policies that ensure compliance with District guidelines and federal laws to ensure student safety and privacy online
- Implement recognized best practices for classroom management in a 1:1

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#### SECTION 5: TECHNOLOGY INTEGRATION TO SUPPORT CURRICULUM & INSTRUCTION

8. When applicable, I effectively use available technology in the teaching and learning process by
- creating and implementing integrated lessons with the assistance of a coach, mentor or colleague
  - using technology resources to gather information for my subject area
  - having students use digital resources in place of 'traditional' methods at an introductory level (i.e. type assignments, use online textbooks, conduct basic research and complete skill/practice activities)
  - Use digital resources to deliver content to my students (i.e. post assignments to Edmodo)
  - using technology applications to conduct summative student assessment (i.e. using Edmodo to assign an end of unit quiz, grading a term paper using online 'mark up' tools)
  - having students use resources to complete independent, highly structured assignments given by the teacher
  - seek out assistance in identifying and implementing assistive technology resources to accommodate some learners

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#### SECTION 6: PROFESSIONAL LEARNING & GROWTH

9. My professional learning as it relates to technology use includes
- Being aware of and accessing district resources, online professional learning communities and other digital resources to enhance my knowledge and growth of the use of technology in the classroom
  - Using PD360 (Edviation) to access digital resources and learning tools that increase my knowledge of instructional strategies supported by technology
  - includes seeking assistance/information from colleagues and instructional coaches on a regular basis to increase meaningful integration

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10. FOR TEACHERS: I am able to do the following using PD360 (Edviation)

- Access the catalogs to view available training and register/unregister for training sessions
- View, analyze and print my Edviation transcripts
- Register and access online training courses (i.e. Student Services training/Pajama PD)
- Efficiently search for and view Edviation video content
- Access and review my observations and complete assigned PD

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Once all proficiencies are met you can email this completed form to the district office for review and to include in your professional learning transcript. Please complete the following when you are ready to send the completed form to your building admin. **\*This question is required.**