



ROMAN CATHOLIC
Diocese of Charleston



**Diocesan Educational
Technology Plan
Updated February 2017**

Office of Catholic Schools

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Technology Mission Statement

The Catholic Schools Office of the Diocese of Charleston recognizes the new challenges that confront us as we share the gospel in a rapidly changing technological age. We pledge, along with our students, to acquire the necessary skills to face these new challenges with strong spiritual values and appropriate technical knowledge. Technology is not seen as an "end," but as a means through which thinking skills and academic knowledge are acquired. The Catholic Schools of the Diocese of Charleston are committed to preparing their students to succeed in a global technological society.

Core Purpose

To prepare the children of the Diocese of Charleston Catholic Schools for life.

Technology Vision Statement

As the center for Christ's teachings and the mission of the church, we respond to God's call to teach the whole child. The following objectives for a vision are encouraged at each school location in the Diocese of Charleston. Every school in the Diocese of Charleston will:

- (VS1) Provide students and staff access to current technology.
- (VS2) Create and annually review a local school strategic plan to fund and acquire current technology.
- (VS3) Provide opportunities for professional development to train staff in effective technology for use in school data management and instruction.
- (VS4) Provide resources encouraging safe educational use of technology at home or in the community (e.g. the library).
- (VS5) Maintain a current school technology plan aligned to this Diocesan educational technology plan and in accordance with AdvancED/SACS accreditation standards.

Executive Summary

The Diocese of Charleston Catholic Schools Office seeks to make universal recommendations in the use of education technology to help the needs of Catholic schools and students across the diocese. These recommendations focus on devices, baseline software, and best practices that contribute to the educational experiences, and improve the academic outcomes of students in elementary and secondary schools.

Utilizing the Department of Education's 2016 National Educational Technology Plan, the Diocese of Charleston aims incorporate the following and calls for the network of Catholic schools to:

- “**Redesign teacher preparation programs** to shift from a single technology course to thoughtful use of technology throughout a teacher’s preparation and minimum standards for higher education instructors’ tech proficiency.
- Set an expectation of **equitable access** to technology and connectivity **inside and outside of school** regardless of students’ backgrounds.
- **Adopt high-quality openly licensed educational materials** in place of staid, traditional textbooks.
- **Implement universal design principles** for accessibility across all educational institutions and include these principles within teacher preparation programs.
- **Improve technology-based assessments** to allow for embedded delivery within instruction and making near real-time feedback for educators possible.
- **Establish a robust technology infrastructure** that meets current connectivity goals and can be augmented to meet future demand.” (www.tech.ed.gov/netp)

It is imperative that the schools first meet the baseline infrastructure needs for the implementation of teacher and student devices. Without this, the addition of devices or software may not be successful for desired educational outcomes. Each school is to assess their level of technology advances and strive towards improving to meet the next level requirements. Reference to diocesan recommendations on network infrastructure, as well as consultation with the Diocese of Charleston’s Information Technology Department, will assist in guidelines and upgrades.

Within this document, schools will see recommendations on devices and tools for use at the elementary and secondary levels. Individual schools may deploy these applications at their discretion, but information pertaining to them is important:

- It is recommended that schools select an application that offers free unlimited storage and easy collaboration within an easily managed domain. Examples include Google Apps for Education or Office 360. Schools should utilize it for email, document storage, collaborative work, etc. Administrators of the domain should have the ability to allow or restrict individual apps within the domain for teachers and/or students. Schools make individual decision as to the grade level and restrictions within their own domains. The Diocese of Charleston's Information Technology Department can assist with a transition to this platform.
- Handheld electronic devices are recommended for primary grades (Pre-Kindergarten to 5th Grade). An example would be iPad. iPads offer a wide-range of education apps for these grade levels. Students' previous experiences and prior exposure to this device will help to focus on academic skills rather than technology skills.
- Portable word processing devices are recommended for middle and secondary grades (6th to 12th Grade). An example would be Google Chromebooks or Microsoft Surface. These devices provide for word processing needs and research capabilities for students. The ease of use, configuration, and management are a benefit.
- Specialized Labs will complement student devices for specific software needs that cannot be supported on handheld devices.

The recommendations presented offer a range of options and solutions so that schools have the ability to meet the diverse needs of their school community. ***Focusing on student progression from elementary to high school, these recommendations promote an***

academic foundation to develop well-rounded, global citizens with our faith and Gospel values as our cornerstone.

Goals and Objectives

The following are major universal goals of the Diocese of Charleston Catholic Schools Office for elementary and secondary schools:

- By September of 2018, all elementary and secondary schools will develop lesson plans on digital citizenship in either content area, technology, or digital literacy classes. Utilizing Common Sense Media's Digital Citizenship is recommended for this process.
- By September of 2019, all elementary and secondary schools will utilize a platform for cloud-based, collaborative learning.
- By September of 2019, all elementary and secondary schools will utilize a free online learning management system to increase student engagement, communication, and collaboration. Examples are Google Classroom, Edmodo, or Schoology are acceptable platforms.
- By September of 2020, all elementary and secondary schools will have established progress towards meeting the minimum baseline device requirements for students, teachers, and school wide devices.
- By June of 2021, all elementary and secondary schools will have a developed plan for and taken action on implementation of a technology device program for students in the 3rd grade to 12th grade. Schools shall develop a refreshment cycle on all devices.

The ultimate goal is enhancing the learning experience of all students and prepare them for the highly collaborative digital world in which they will one day enter.

Statement on Acceptable Use Policy

The Diocese of Charleston has no written and distributed acceptable use policy (AUP) for our schools. The 2012 Administrative Handbook for Pastors and Principals notes that “each school must design and implement an acceptable use policy for students and any individuals with access to the school computers.”

Nonetheless, an AUP for educational learning environments is critical for the integrity of systems, programs, and information resources. An AUP protects the confidentiality of students and intellectual property rights and licensing agreements; it serves children by establishing policy on internet filtering and blocking content that is obscene or in other ways harmful to children. Consequently, the Principals Technology Committee tasks the TAC with establishing a list of basic guidelines to serve as a resource for schools to “design and implement an acceptable use policy” for their local learning environments.

Benchmark Levels

Please check all which apply

Level 1

- Filtered Internet access in all classrooms and offices
- One computer in each classroom for teachers
- At least one computer in each classroom for student use
- At least one projection device available for teacher use
- School web pages with basic information about school
- Participant in purchasing cooperative OR actively purchasing equipment individually with set budget/support
- Non-instructional IT support
- At least 25% of faculty integrates technology into curriculum at least once per week
- Principal, faculty and staff communicate by email
- ISTE standards introduced
- Current technology budget and funding plan
- Fixed or mobile computer lab with enough computers for a class
- Time is provided each week for teachers to plan the integration of subjects including technology
- Quarterly professional development on technology integration
- Child Internet Protection Act (CIPA) fully implemented for all student use
- Emerging technologies used to enhance instruction (list):

Level 2 (Including all of level 1)

- ___ A minimum of 3 computers in each classroom for student use
- ___ A minimum of 4 projection devices available to teachers
- ___ School website contains downloadable school forms and classroom pages with homework links
- ___ A minimum of 2 interactive whiteboards for teacher and student use
- ___ Technology Integration Specialist on staff
- ___ At least 50% of faculty integrates technology into curriculum at least once per week
- ___ Use of email for communication between home and school
- ___ Policy identifying process for replacement and upgrading of hardware and software
- ___ ISTE standards implemented for student, teacher and administrator
- ___ Utilization of interactive textbook web links and software
- ___ Adaptive technology to support special needs students
- ___ Emerging technologies used to enhance instruction (list):

- ___

Level 3 (Including all of Level 1 and 2)

- ___ Wireless access in office and classrooms
- ___ A minimum of one class set of wireless laptops or handheld devices in use
- ___ One projection device per classroom
- ___ A minimum of 75% of faculty integrates technology into curriculum

at least once per week

— ISTE standards meet for student, teacher and administrator

— Emerging technologies used to enhance instruction (list)

Level 4 (Including all of Levels 1, 2, and 3)

— Handheld devices and/or laptops/word processing devices are evident in

classroom instruction

— Entire school has wireless access

— Every classroom has an interactive white board

— 100% of faculty and staff proficient in the use of technology as an
instructional tool

— Use Project-based Learning as an instructional strategy

— Emerging technologies used to enhance instruction (list)

Addendum A

Recommendations for Technology Improvements

In order to continue to promote and encourage continuous improvement, the following charts and detailed information are recommendations for steps forward for the network of Catholic schools within the Diocese of Charleston. Developing a technology program that is competitive and cutting edge requires proper funding, staff training and professional development, and a school culture that embraces constant changes in the technology field. The information below, including rationales, will help schools to formulate a plan of action in order to advance technology within the school and should be evident in their yearly Technology Plans or listed in their technology plan status report.

Recommended Elementary School Student Use Devices

Student Grade Level	Minimum Baseline Recommendation September 2021
PreK-2	Cart based or Centers-based handheld devices One cart of 30 devices per 60 students <u>or</u> 1 handheld device per 5 students for Centers
3-5	Cart based handheld devices with 1 cart of 30 devices for every 60 students <u>or</u> 1:1 handheld devices use in these grades
6-8	Available handheld devices or alternative laptops per student <u>or</u> continued 1:1 handheld devices use
School Wide	PC or Mac Computer Lab

Rationale: Tablets offer flexibility and academic opportunity for students in the youngest grade levels. However, by the Grade 6, a more robust system is needed to support research,

word processing, and tools needed to successfully integrate technology into the curriculum. The availability of a computer lab is essential to fulfill capabilities that a handheld device cannot offer.

Enhancements: Schools may make localized decisions regarding cell phone use or personal device use in the classroom, but must have a policy in place for Bring Your Own Technology.

Implementation: The school administration should plan for a staggered roll out of all devices. This will allow for schools to disperse the cost of these devices over time, as well as, make the best use of any currently deployed devices. Schools may also look to defray the cost associated with the purchasing of technology by introducing a Bring Your Own Technology or Bring Your Own Device program.

Recommended Elementary School Teacher Used Devices

Teacher Grade Level	Minimum Baseline Recommendation September 2021
PreK-8	Laptop and handheld devices (i.e. iPad)
School Wide	Current Interactive Projectors with software and drivers; MS Office Suite

Rationale: Teachers will need access to full capabilities of a laptop in order to fulfill their professional responsibilities. Teachers should have access to handheld devices in order to deeply develop their professional use as well as explore best practices with them in the classroom.

Enhancements: Schools may purchase additional software to enhance the professional practices of and resources for teachers.

Implementation: Administration should plan for a staggered roll out of all devices in order to spread the cost associated with new technology. Schools should look to programs available within the community for nearly new devices.

Recommended Elementary School Building Wide Tools and Devices

Device	Minimum Base Recommendation
	September 2021
SmartBoard/Projectors	A minimum of a high quality interactive projection within all content area classrooms
Printers	Available in the computer lab and 1 per classroom or 1 available in an instructional area
Google Apps for Education	Cloud based storage and computing

Rationale: Interactive projectors promote positive academic outcomes and experiences for students. Connections in the curriculum enhances the learning process through these devices.

Enhancements: Schools may look to include interactive panels/flat screen televisions. Schools may also look to include 3D printers in their program as well as AppleTVs and Makerspaces in order to enhance the curriculum.

Implementation: Administration should look for a staggered roll out of these devices in order to alleviate any budget concerns.

Device Refreshment Cycle:

Schools should plan and budget for reasonable device refreshment cycles. This allows for devices to stay current in the school and in good working order. Schools should also have available one to two handheld devices or Handheld devices in the event of a damaged or broken device.

Devices	Refreshment Cycle
Student use handheld devices or laptops	Every 4 years or as needed
Student Use Computer Labs	Every 5 years or as needed
Teacher Use handheld devices and Laptops	Every 4 to 5 years or as needed
Smartboards and Interactive Projectors	Every 8 years or as needed
Specialized Devices	As needed

Recommended Secondary Schools Student Use Devices

Device	Minimum Baseline Recommendation September 2020
Handheld devices	Regularly available for student use (cart based, available for check-out)
Computer Lab	Robust PC or Mac labs to meet specialized programming and full operating system needs

Rationale: Handheld devices meet the needs of daily student use. The devices will complement the computer lab for specialized software needs that cannot be supported on a handheld device.

Enhancements: School communities may opt to select a full laptop rather than handheld devices. Schools may also choose to provide cart-based handheld devices for students or teachers. Schools should make a localized decision regarding cell phone use in the classroom.

Implementation: A staggered roll out of devices should be planned in order to spread out the costs associated with purchasing technology. Schools should make decisions regarding Bring Your Own Device or Bring Your Own Technology to school. These types of programs may help to defray the costs of purchasing equipment.

Recommended Secondary Schools Teacher Use Devices

Device	Minimum Baseline Recommendation September 2020
Laptop	Robust PC or Mac laptop with Microsoft Office and any needed specialized software

Rationale: Teachers need full capabilities of a laptop (PC or Mac) in order to best fulfill their professional responsibilities.

Enhancements: Schools may look to include a tablet for all building teachers and to purchase software to enhance professional practices and resources to complement instruction.

Implementation: The administration should plan for a staggered roll out of devices in order to help spread out the costs associated with purchasing equipment.

Recommended Secondary Schools Building Wide Tools and Devices

Tool or Device	Minimum Baseline Recommendation September 2020
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Projector	High Quality HD Projector
Printers	Available within Computer Labs
Applications	Cloud Based computing and storage for schoolwide use

Rationale: Interactive Projectors are not as imperative as they are within the elementary school setting. As an alternative, secondary schools should look to invest in HD projectors or HD TVs.

Enhancements: Schools may look to include interactive projectors. Specialized hardware and software, such as 3D printers, Makerspaces, Robotics, etc, will support academic goals and programs.

Implementation: Administration should plan for a staggered roll out of the devices in order to help disperse the costs of purchasing the equipment.

Device Refreshment Cycle

Best practices allow for budgeting and planning for reasonable device refreshment in schools. It allows for devices to stay current and in good working order.

Devices	Refreshment Cycle
Student Use handheld devices, Handheld devices, or Laptops	Every 4 years or as needed
Student Use Computer Labs	Every 5 years or as needed
Teacher Use handheld devices or Laptops	Every 4 to 5 years or as needed
HD Projectors	Every 8 years or as needed
Specialized Devices	As needed

Addendum B

Diocese of Charleston

School Technology Plan Status Report

to be submitted yearly with the Superintendent's Report

School Year _____

School Name

Address

Phone

Principal

Technology Integration Specialist

We are in compliance with the Children's Internet Protection Act (CIPA)

Current Plan Benchmark Level and criteria

- **Attach Benchmark list and check all that apply**
 - **Use Benchmark list to set goals for next year - List Yearly Goals and Strategies and Costs (Time, Talent and Treasure) needed to achieve them**

Describe Professional development plan

What will be the Evaluation process used to monitor progress toward the specified goals?

***Please attach technology portion of school budget showing Hardware and Software acquisition and other technology costs)**

Addendum C

From the Office of Educational Technology, the 2016 National Educational Technology Plan sets forth the following statement and goals. These should be considered as each school develops their Technology Plan.

Learning: Engaging and empowering learning through technology

- Goal: All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society.
- For further detail, see <https://tech.ed.gov/netp/learning/>

Teaching: Teaching with technology

- Goal: Educators will be supported by technology that connects them to people, data, content, resources, expertise, and learning experiences that can empower and inspire them to provide more effective teaching for all learners.
- For further detail, see <https://tech.ed.gov/netp/teaching/>

Leadership: Creating a culture and conditions for innovation and change

- Goal: Embed an understanding of technology-enabled education within the roles and responsibilities of education leaders at all levels and set diocesan, deanery, and local visions for technology in learning.
- For further detail, see <https://tech.ed.gov/netp/leadership/>

Assessment: Measuring for learning

- Goal: At all levels, our education system will leverage the power of technology to measure what matters and use assessment data to improve learning.
- For further detail, see <https://tech.ed.gov/netp/assessment/>

Infrastructure: Enabling access and effective use

- Goal: All students and educators will have access to a robust and comprehensive infrastructure when and where they need it for learning.
- For further detail, see <https://tech.ed.gov/netp/infrastructure/>

For a list of recommendations from the 2016 National Educational Technology Plan, see the **Conclusions** section (<https://tech.ed.gov/netp/conclusion/>) which outlines next steps and implementation as well as addresses challenges that may exist for schools. Most importantly, schools must meet the challenge to bridge the digital divide.