

# CONNECTICUT STATE DEPARTMENT OF EDUCATION

## EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2009 – June 30, 2012



ED 616

Section 254(h)(1)(B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573  
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

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# CONNECTICUT STATE DEPARTMENT OF EDUCATION

Mark K. McQuillan  
Commissioner of Education

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**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.**

## TABLE OF CONTENTS

OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING	1
EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS	3
COVER PAGE	4
TECHNOLOGY PLAN PREPARATION CHECK-OFF PAGE	5
LEA FEDERAL GRANT PROGRAM COMPLIANCE FORM	6
DISTRICT'S CURRENT STATUS	7-9
LEA Profile	7
Technology Planning Committee	8
Vision Statement	9
Needs Assessment	9
ADDRESSING STATE AND DISTRICT GOALS	11-19
Technology Funding Sources and Costs	20
CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION	21
APPENDIX A: Educational Technology Planning Toolkit	22
APPENDIX B: Technology Plan Review Guide	23
APPENDIX C: Optional Reporting	24

## OVERVIEW OF EDUCATIONAL TECHNOLOGY PLANNING

What skills, attitudes and attributes do our students need to succeed in our 21<sup>st</sup> century, information intense society?

Literacy in the 21<sup>st</sup> century requires more than the ability to read, write and compute. The State Board of Education believes that every student must develop strong technological skills and continually use them in order to function adequately in our 21<sup>st</sup> century world. Connecticut schools must ensure that technology resources are integrated across the curriculum in PK-12 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy, and be able to present that information in a variety of formats, including those with technology platforms.

An education that is technologically rich produces high school graduates with the tools, competencies and level of sophistication necessary to be successfully employed in an ever-changing global economy. Such an education enables all students to understand and use current and emerging technologies in their personal, academic and work environments. For many students, especially those with disabilities, technology often provides access to the general curriculum and allows them to perform tasks or demonstrate skills they would otherwise be unable to do.<sup>1</sup>

In order to help students be successful in a technologically rich economy:

- educational leaders must establish a vision for this transformed view of teaching and learning, and they must model this transformation in their own learning and work experiences;
- learners and their families must have equal access to tools that support their learning;
- the locus of control for learning must shift from teacher directed to student directed learning;
- learners must master the information literacy skills to access, investigate and apply information;
- every classroom in Connecticut must be connected to the statewide network with access to digital resources and curricula;
- learners must demonstrate their understanding and skills relative to measurable performance standards; and
- technology must be a vital link among the staff, students, parents and the expanded community.<sup>2</sup>

<sup>1</sup> Connecticut State Board of Education Position Statement on Educational Technology and Information Literacy, 12/4/04

<sup>2</sup> CAPSS Technology Position Statement, 12/14/01

This template is designed to help every school district use technology effectively by developing a comprehensive educational technology plan that addresses: district strategic initiatives, curriculum development and implementation, professional development, infrastructure, hardware, technical support, software, community involvement, fiscal planning, data management, monitoring and evaluation as they relate to the teaching and learning process.

High-quality comprehensive, educational technology plans must be collaborative and include ideas and suggestions from all members of the educational community. These stakeholders may include: faculty, staff, parents, students, and others. The planning process must be a shared activity that not only involves schools and school districts, but also the community-at-large. Resources and links have been provided in the appendices to assist in the development of local educational technology plans. Please refer to them as you begin the planning process.

## EDUCATIONAL TECHNOLOGY PLAN APPROVAL PROCESS

1. Complete your local technology plan using the template that follows on pages 5-21.
2. Once completed, your local technology plan must be reviewed by your Regional Educational Service Center (RESC) before submission to the Connecticut State Department of Education (CSDE). Submit *two hard copies* of your plan by March 9, 2009, to the following RESC staff for an initial review.

RESC Region	Staff	Phone	Fax	Email
ACES	Barbara Haeffner	203-407-4418	203-407-4590	<a href="mailto:bhaeffner@aces.org">bhaeffner@aces.org</a>
CES	Esther Bobowick	203-365-8883	203-365-8878	<a href="mailto:bobowice@ces.k12.ct.us">bobowice@ces.k12.ct.us</a>
CREC	Doug Casey	860-524-4092	860- 246-3304	<a href="mailto:dcasey@crec.org">dcasey@crec.org</a>
EASTCONN	Jane Cook	860-455-0707	860-455-0691	<a href="mailto:jcook@eastconn.org">jcook@eastconn.org</a>
Education Connection	Jonathan Costa	860-567-0863	860-567-3381	<a href="mailto:jcosta@educationconnection.org">jcosta@educationconnection.org</a>
LEARN	Karen Urgitis	860-434-4800	860-434-4837	<a href="mailto:kurgitis@learn.k12.ct.us">kurgitis@learn.k12.ct.us</a>

3. When your local plan has been reviewed, necessary revisions have been completed, and it has been signed off by your Superintendent or director and by the RESC reviewer\*, submit the plan to your local board for approval.
4. Once the plan has received local board approval, submit a hard copy and a CD-ROM version of your plan by June 15, 2009, for final review/state certification.

Send to:

Arthur Skerker  
Connecticut State Department of Education  
165 Capitol Avenue – Room 215  
Hartford, CT 06106

5. Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the superintendent.

\* *The RESC reviewer's task is not to evaluate your technology plan but to check it for completeness. Once a plan has received the RESC reviewer's signature (and your board's approval) it is ready for submission to the state.*

Cover Page

**EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012**

District/Agency:		
LEA Code:		
Technology Plan Contact:		
Phone:		
Fax:		
Email:		
Address:		
Name of Superintendent or Director:		
Email:		
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

**For RESC/SDE Use Only:**

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

## Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

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Signature of Authorized LEA Agent

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Date

LEA Federal Grant Program Compliance Form

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

\_\_\_\_\_ is compliant with the provisions of the Children’s Internet Protection Act (CIPA) [20 U.S.C. § 6777]

\_\_\_\_\_ will be CIPA compliant by this date. \_\_\_\_\_

\_\_\_\_\_ has applied for E-Rate Funding for FY 2008.

The LEA’s comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: \_\_\_\_\_

**OR**

Date the plan is to be submitted for board approval: \_\_\_\_\_

**Certified by:**

\_\_\_\_\_  
Signature of Superintendent or Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Superintendent or Director

## LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

LEA NAME:	
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	
Based on that evaluation, how many of those students were considered technologically literate?	
How many hours of technology related professional development were offered to certified educators in 2007-08? <i>(Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)</i>	
How many hours of technology related professional development were offered to administrators in 2007-08? <i>(Count only those pd hours offered specifically for administrators.)</i>	
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120. )</i>	
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? <i>(Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)</i>	

<p>When filling out the table below, please consider the following conditions:</p> <ul style="list-style-type: none"> <li>▪ the number and percentage of each grade level of students that can have high-speed internet access at the same time;</li> <li>▪ that students are grouped in clusters of no more than thirty and no less than ten; and</li> <li>▪ that students remain in their own school.</li> </ul>	
Maximum number of Grade 4 students who could be accommodated under the above conditions.	
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	
Maximum number of Grade 6 students who could be accommodated under the above conditions.	
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	
Maximum number of Grade 8 students who could be accommodated under these conditions.	
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	
Maximum number of Grade 10 students who could be accommodated under the above conditions.	
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	



## VISION STATEMENT

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the technology plan.

## NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of technology, infrastructure and telecommunications services, and administrative needs.

### Curriculum Integration

- *When evaluating your needs, consider:*
  - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
  - *how curriculum strategies are aligned to state standards;*
  - *the current procedures for using technology to address any perceived curriculum weaknesses;*
  - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
  - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

### Professional Development

- *When evaluating your needs, consider:*
  - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
  - *the technology professional development activities that have been offered to teachers; and*
  - *how the effectiveness of the professional development activities will be assessed.*

### Equitable Use of Technology

- *When evaluating your needs, consider:*
  - *the availability of technology to students and staff in the district – all students should have equal access to the technology;*
  - *the amount of time available for the use of technology by students and staff; and*
  - *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*

The following matrix **may** be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	
Teachers (preschool)	
Teachers	
Noncertified staff	

The following matrix **may** be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	
Students (elementary)	
Students (middle school)	
Students (high school)	
Students (with disabilities)	

**Infrastructure and Telecommunication**

- When evaluating your needs, consider:
  - the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;
  - the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and
  - how E-Rate has allowed the district to improve or increase its technology infrastructure.

**Administrative Needs**

- When evaluating your needs, consider:
  - how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and
  - the professional development opportunities that are available to administrative staff.

## PLAN IMPLEMENTATION

### LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

**Goal 1:** Improve student academic achievement through the use of technology in elementary and secondary schools.

**Goal 2:** Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

**Goal 3:** Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

**Goal 4:** Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

**Goal 5:** Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

**Goal 6:** Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

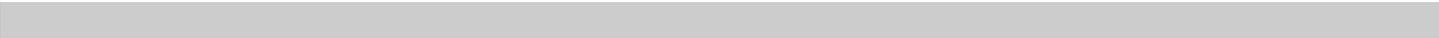
**Goal 7:** Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

**Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.**

Your plan must:

- describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- describe how the LEA will address the [National Educational Technology Standards for Students](#);
- describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>



**Goal 2:** Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Your plan must:

- describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;
- describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;
- describe how the LEA will provide specific research-based professional development opportunities to all staff; and
- describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>

**Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.**

Your plan must:

- describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);
- describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and
- describe the specific provisions the LEA intends to make for the interoperability of the technologies.  
(Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>



Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- describe how the LEA will ensure that students with special needs will have those needs addressed through technology;
- describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;
- describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and
- describe how the LEA will ensure equal access to all students, teachers, staff and administrators.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>

**Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.**

*Your plan must:*

- *describe how the LEA will evaluate and make changes to this plan on a yearly basis;*
- *describe how the LEA will provide access for students to take on-line tests, when available;*
- *describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;*
- *describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and*
- *describe how the LEA will implement technology initiatives to improve student achievement.*

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Accountability Measure</u></b>	<b><u>Timeline</u></b>

**Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.**

*Your plan must:*

- *describe how the LEA will meet current and future funding requirements to support plan implementation;*
- *describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and*
- *describe how the LEA will meet current and future funding requirements to keep the technology updated.*

<b><u>Objective</u></b>	<b><u>Strategy</u></b>	<b><u>Accountability Measure</u></b>	<b><u>Timeline</u></b>



**Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.**

*If your entity does not receive any NCLB related funding (Title I-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.*

*To qualify for participation in the E-Rate Program the plan must include:*

- A. an assessment of the telecommunications services that will be needed to improve education;*
- B. clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
- C. a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
- D. an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*
- E. a professional development strategy to ensure that staff know how to use these new technologies to improve education; and*
- F. an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.*

*Additionally, in broad terms, using the table below, describe where you are now, where you want to be in three years and how you expect to arrive at that point.*

<b>Objectives/Activities/Strategies</b>	<b>Monitoring and Evaluation Procedure</b>
<b>2009-10</b>	
<b>2010-11</b>	
<b>2011-12</b>	

Goal 8 : Additional LEA Goals (Optional)

## Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR \_\_\_\_\_

**NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED**

- List the professional development and technologies to be acquired during each year of the agency’s plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. *(Assume that Title II D funding [or its replacement] will remain flat.)*
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school’s School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
<b>TOTAL</b>							

## CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at [http://E-Ratecentral.com/CIPA/cipa\\_policy\\_primer.pdf](http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf).

I, \_\_\_\_\_, certify that one of the following conditions (as indicated below) exists in  
Name of Superintendent/Director

\_\_\_\_\_  
 LEA

- My LEA/agency is E-Rate compliant; or  
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

\*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

\*\* Codified at 20 U.S.C. § 6777. See also, <http://www.ed.gov/legislation/ESEA02/pg37.html>

\_\_\_\_\_  
 Signature of Superintendent/Director

\_\_\_\_\_  
 Date

## APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	<a href="http://www.state.ct.us/sde/board/ed_technology.pdf">http://www.state.ct.us/sde/board/ed_technology.pdf</a>
National Educational Technology Plan	<a href="http://www.nationaletechplan.org/default.asp">http://www.nationaletechplan.org/default.asp</a>
CT Educational Technology BLOG	<a href="http://cteducationaltechnology.blogspot.com/">http://cteducationaltechnology.blogspot.com/</a>
CT Administrator Technology Standards	<a href="http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf">http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf</a>
CT Teacher Technology Competencies	<a href="http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf">http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf</a>
National Educational Technology Standards for Students	<a href="http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm">http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm</a>
CT Education Network (CEN)	<a href="http://www.ct.gov/cen/site/default.asp">http://www.ct.gov/cen/site/default.asp</a>
CT Commission for Educational Technology (CET)	<a href="http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930">http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930</a>
<i>SETDA Toolkits</i>	<a href="http://www.setda.org/web/guest/toolkits">http://www.setda.org/web/guest/toolkits</a>
CAPSS Position Statements on E-Learning and Educational Technology	<a href="http://www.capss.org/statements">http://www.capss.org/statements</a>
Partnership for 21 <sup>st</sup> . Century Skills	<a href="http://www.21stcenturyskills.org/">http://www.21stcenturyskills.org/</a>
A Guide For Assessing Technology <i>(published in 2002 but still relevant)</i>	<a href="http://nces.ed.gov/pubs2003/2003313.pdf">http://nces.ed.gov/pubs2003/2003313.pdf</a>
<i>ICT Literacy Skill maps</i>	<a href="http://www.21stcenturyskills.org/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=33">http://www.21stcenturyskills.org/index.php?option=com_content&amp;task=view&amp;id=31&amp;Itemid=33</a>
Interactive School Technology and Readiness Assessment	<a href="http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&amp;CFID=1752780&amp;CFTOKEN=91033516">http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&amp;CFID=1752780&amp;CFTOKEN=91033516</a>
ISTE's Center for Applied Research in Educational Technology	<a href="http://caret.iste.org/">http://caret.iste.org/</a>



**APPENDIX C: This section is optional.**

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.