south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

State Technology Plan
South Dakota Department of Education

MISSION & GOALS

Mission

The South Dakota Department of Education (SD DOE) aligns its overall mission to that of No Child Left Behind—"to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments." This mission also serves as the basis for the SD DOE's vision that all students will succeed. This department mission guides the Office of Assessment & Technology Systems within the Department, as it specifically looks to technology as a means to ensure high-quality education. The mission of the Office of Assessment & Technology Systems as it relates to technology is that all educators will be able to effectively and appropriately integrate technology into curriculum to enhance learning opportunities for students.

Goals

It is the goal of the Office of Assessment and Technology Systems to be responsive to the fullest extent possible, to assist schools with their technology needs. This means the Office will not be able to predict every need and activity in this plan but instead the Office will remain flexible and quick to respond as new needs arrive.

The Office of Assessment and Technology Systems has six general goals that dictate Office activities:

1. Student Achievement
2. Professional Development
3. Healthy Infrastructure
4. Community Involvement & Stakeholder Communications
5. Technology Integration
6. Data Collection and Usage

BACKGROUND INFORMATION

Purpose

This plan recognizes the technological and professional development accomplishments of the South Dakota Department of Education since 1995 and gives direction for the state agency through 2013.

This plan aims to set the priorities and responsibilities necessary to meet the future demands and expectations made of teachers and schools. It will provide a framework for offering districts across the state the tools needed to meet these priorities.

Relationship to Previous Plan

Since the original state technology plan was written in 1995, the South Dakota Department of Education has been successful in supporting the growth and effective use of technology in education throughout the state.

Priorities of the previous plan focused on goals related to quality educators and leadership, equity and access, learner achievement, professional development, effective and appropriate technology integration, and a healthy infrastructure. These priorities remain as key components of the goals set forth by this updated plan.

The priorities set forth in the previous plan have resulted in a variety of local and statewide successes, including the following:

***Digital Dakota Network (DDN)*:** School districts use this statewide Intranet with worldwide connectivity to communicate with other districts and the state with guaranteed levels of service. A minimum of a T1 frame relay or ATM circuit has been installed and maintained by the state for most school buildings in South Dakota at no cost to the schools. The installation and ongoing support of the network is the responsibility of the State. The state also provides Internet access to all schools and manages all K-12, university and government traffic to multiple national Internet providers.

***K-12 Data Center*:** Since 2000, the South Dakota Department of Education has financially supported the K-12 Data Center. This program oversees the Digital Dakota Network system which supplies Internet, email, web hosting, and other technology support services for schools.

DDN Campus: Built in 2002 by Infinite Campus, this student information system is used daily by K-12 teachers and administrators to create class schedules, record attendance, and report student grades.

***Technology for Teaching and Learning (TTL)*:** This series of intensive trainings seminars provided participating teachers, superintendents, principals, and network administrators with skills necessary to effectively use technology as a teaching and learning tool.

South Dakota Classroom Connections: This program was designed to provide an incentive for school districts to incorporate laptop computers into high schools. Initiated in 2006, this program was available to all public high schools in South Dakota and provided a $1 match from the state for every $2 spent by a local school district toward the purchase of a laptop computer for each high school student. By fall 2008, approximately 30% of all South Dakota students and more than one thousand teachers, administrators, and technology coordinators were participating in the program.

The experiences and lessons gained from these previous successes have laid the foundation for the goals set forth in this plan and they will continue to serve as a guide for future technology initiatives within the state.

Current Needs Assessment

The state collects extensive survey data each spring in the areas of hardware, technical support, budget and policy, Internet and distance learning, and teaching and learning. The purpose of collecting this data is to provide an overall, up-to-date picture of technology in the state. All public districts on the Digital Dakota Network (DDN) are required to provide this data. The same data is requested of private and Bureau of Indian Education schools but they are not required to complete the survey.

Data from this survey is used to inform the South Dakota Department of Education on curricular and hardware decisions. In addition, this information has been the basis of recommendations made to the Governor's Office on special projects. The Bureau of Information and Telecommunications (BIT), the agency responsible for supporting all of the technology in state government, also utilizes these data as they make decisions regarding the DDN.

GOALS

The following pages provide an overview of the activities that South Dakota Department of Education staff are presently supporting. Since these activities are entirely dependent upon state and federal funding which can fluctuate each year, the activities described are only what are anticipated should the funding remain available at its current level.

GOAL 1: STUDENT ACHIEVEMENT

The South Dakota Department of Education will work to increase student achievement across all content areas through the meaningful and effective use of technology.

Using a variety of methods, the South Dakota Department of Education will work to assist educators in designing effective instruction that is aligned with state content standards as a means to increase student achievement. Such methods include the promotion of a variety of one-time student events, series and streamed videos via the DDN. Sponsored by the South Dakota Alliance for Distance Education and the South Dakota's Star Schools Grant, these student programs include information from a variety of content areas and are managed by the South Dakota Department of Education.

The South Dakota Department of Education will also work to increase student achievement by assisting school districts in accessing e-learning options for students through the support of the South Dakota Virtual School. Developed in response to South Dakota Codified Law 13-33-24, the South Dakota Virtual School (SDVS) was created and is currently maintained through a partnership between the South Dakota Department of Education and the K-12 Data Center. The SDVS offers a solution for middle and high school students in the state who are interested in taking advanced course work, are in need of credit recovery offerings, or who have scheduling conflicts. SDVS also offers a solution for schools without qualified staff for particular content areas.

The SDVS serves as a clearinghouse of distance courses offered by providers who have been approved by the South Dakota Department of Education. Currently, 88 districts have had students enrolled in a SDVS course, and there are over 200 semester course offerings, including courses in Career and Technical Education, Fine Arts, Mathematics, Health Education, Science, Language Arts, Political Science, Technology, World Languages, Advance Placement, and Credit Recovery. The SDVS continues to add middle and high school courses to its course selections and is working with universities and technical institutes within the state to develop dual enrollment courses.

The South Dakota Department of Education will further promote student achievement by ensuring access to digital information resources. Students and teachers have continual access to South Dakota My Life, an online comprehensive career guidance program supported by the Office of Curriculum, Career, and Technical Education. This guidance program provides students with career assessment tools, ACT Test Prep, personal learning plans, and career information provided by multimedia interviews with people in several occupations.

The State Library also provides access to digital information resources through a core collection of electronic resources (online databases). These databases are provided to all libraries in South Dakota and all state citizens with a library card. The collection currently contains 41 subscriptions and includes research journals, encyclopedias, practice exams, genealogical records, online books, and newspapers. Each resource within the collection is evaluated annually for effectiveness by the library's Electronic Resources Task Force.

The South Dakota Department of Education will also promote student achievement by supporting the use of both the Achievement Series and the Performance Series websites in classrooms. Achievement Series is a web-based district-wide assessment tool that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports. Similarly, Performance Series is an online standards-based adaptive measurement designed for grades 2-12. These tests are designed to be criterion-referenced tests that are aligned to South Dakota standards.

Additionally, the South Dakota Department of Education will work to improve student literacy as a means to promote overall student achievement. South Dakota Codified Law 13-3-55 requires all public schools to administer an annual writing assessment as directed by the South Dakota Department of Education. In response to this law, the South Dakota Department has adopted an online formative assessment model. With this model, students in grades 5, 7, and 10 in all public schools use an online literacy program which provides immediate feedback on essay and summary writing activities. With the feedback provided by the online program, teachers are able to use the data provided by the program to better shape instruction and promote student achievement. The South Dakota Department of Education purchases the licenses for the online program for all students in grade 5, 7, and 10, and has secured state rates for school districts interested in purchasing additional licenses for students in other grades.

Finally, The South Dakota Department of Education will work to ensure student technology literacy as a means to promote student achievement. Through the No Child Left Behind Act, states are required to ensure and report the number of students who are technologically literate by the end of eighth grade.

As a result of the federal legislation, South Dakota was approved by the federal government to implement state K-12 educational technology standards during the 2007-2008 school year. Through an eleven-school pilot project, the state implemented a new statewide technology literacy assessment (TLA) for 8th graders during the 2008-09 school year. This allowed other districts one year to train staff in the new standards. The following school year, all public schools participated in the assessment.

Goal 1: The South Dakota Department of Education will work to increase student achievement across all content areas through the meaningful and effective use of technology.					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Assist educators in designing effective instruction that is aligned with state content standards.	DDN Program Guide	Available each academic year.	Office of Curriculum, Career, and Technical Education	General State Funding	http://doe.sd.gov/octa/ddn4learning/programguide/
	Achievement Series/ Performance Series	Available each academic year	Office of Assessment and Technology Systems	General State Funding	http://www.achievementseries.com http://www.edperformance.com
Assist districts in accessing e-learning options for students	South Dakota Virtual School	Continuous	Office of Curriculum, Career, and Technical Education	General State Funding	http://www.sdvs.k12.sd.us/
Ensure access to digital information resources	South Dakota My Life/Career Cruising	Continuous	Office of Curriculum, Career, and Technical Education	General State Funding	http://doe.sd.gov/octe/index.asp
	Statewide Electronic Resources	Continuous	State Library	General State Funding	http://library.sd.gov/databases/unlimited.htm
Improve student literacy	Online Formative Writing Assessment	Three testing windows throughout the academic year	Office of Assessment and Technology Systems	General State Funding	http://doe.sd.gov/octa/assessment/writetolearn.asp
Ensure student technology literacy	8th Grade Technology Literacy Assessment	Every April	Office of Assessment and Technology Systems	Federal Funding General State Funding	http://doe.sd.gov/contentstandards/nclb/assessment.asp

GOAL 2: Professional Development

The South Dakota Department of Education will work to increase participation in high-quality professional development opportunities, which supports technology integration in the classroom.

In order to increase participation in high-quality technology-integration professional development opportunities, the South Dakota Department of Education will collaborate with other entities to provide a variety of learning sessions to educators. The South Dakota Department of Education works in cooperation with the education consultants at Technology and Innovation in Education (TIE) to provide a number of professional development opportunities related to technology integration for educators. The South Dakota Department of Education provides financial support for these opportunities. Education consultants at TIE manage the development and implementation of the professional development trainings.

The South Dakota Department of Education will also work to increase the awareness of and access to professional development opportunities for all constituents. Using the program escWorks.NET, educators in South Dakota are able to access a one-stop online site for locating professional development opportunities across the state. This program further provides for online registration and professional development tracking for teachers. Additionally, for administrators, the program provides for the scheduling of events, resources, and attendance tracking and reporting. escWorks.NET is supported by the South Dakota Department of Education and is used by each of the Educational Service Agencies in the state.

In addition, the South Dakota Department of Education supports the use of an online meeting client for a variety of professional development opportunities as a means to increase access to professional development opportunities. The use of the online meeting client promotes greater attendance at events because face-to-face participation and the related extended travel times are no longer necessary.

Finally, the South Dakota Department of Education will work to create technology integration professional license endorsement programs to encourage further participation in technology integration professional development. The Office of Accreditation and Teacher Quality is currently working with various stakeholders to develop several technology-related endorsements for teacher certification. These proposed endorsements include an Integration Specialist Endorsement, a Distance Learning Endorsement, a Network Coordinator Endorsement, and a Technology Teacher Endorsement.

Goal 2: **The South Dakota Department of Education will work to increase participation in high-quality professional development opportunities, which supports technology integration in the classroom.**					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Collaborate with entities to provide professional development to educators	Technology integration professional development via TIE	Ongoing	Technology and Innovation in Education (TIE)	General State Funding	http://www.tie.net/
Increase awareness of and access to professional development opportunities	Microsoft Live Meeting	Ongoing	Office of Assessment and Technology Systems	General State Funding	NA
	escWorks.NET	Ongoing	Educational Service Agencies/ Office of Assessment and Technology Systems	Educational Service Agencies General State Funding	http://www.escweb.net/sd_esa/
Offer professional certification for participation in professional development opportunities	Technology Endorsements	Ongoing	Office of Accreditation and Teacher Quality	General State Funding	http://doe.sd.gov/oatq/index.asp

GOAL 3: HEALTHY INFRASTRUCTURE

The South Dakota Department of Education will assist schools in maintaining a healthy technology infrastructure.

The South Dakota Department of Education, based upon previous efforts, will continue work to ensure hardware access and connectivity for all public school districts. In 1996, all 170 South Dakota school districts were wired with category five telephone wires, cable television wire, fiber optic cable, upgraded electrical wiring, and many more electrical outlets per classroom. The State of South Dakota paid for all of the materials, equipment and tools involved in this project. In 1999, the Connecting the Schools Project was initiated to take advantage of the infrastructure established in previous years and to establish a dependable and reliable networking infrastructure that would remove many support requirements from local school districts. The project was divided into two components: the deployment of a standardized network infrastructure and the creation of ongoing services, such as video conferencing, Internet access, and email. Upon completion, this network was named the Digital Dakota Network (DDN). In 2000, the K-12 Data Center was established to manage the DDN system. The K-12 Data Center provides technical support to participating districts at no cost, and is financially supported by the South Dakota Department of Education. To date, the installation and ongoing support of the DDN system is the responsibility of the state.

Furthermore, the South Dakota Department of Education ensures connectivity for all public school districts through a system called DDN Campus. The Student Information System, DDN Campus, was created to meet the requirements of South Dakota Codified Law 13-3-51 and resulted in a statewide web-based database of student and staff information distributed through the Digital Dakota Network. At the time of its creation, most school districts in the state used a stand-alone system that could not communicate with other school districts or with the state.

With DDN Campus, all student information data was stored using a unified secure system which allowed information to be easily shared with schools, parents, students, and the state. A request for proposal process identifed the vendor Infinite Campus as the best solution for the system. To date, approximatley 150 public school districts use DDN Campus.

Additionally, the state collects extensive data each spring in the areas of hardware, technical support, budget and policy, Internet and distance learning, and teaching and learning. The purpose of collecting these data is to provide an overall and up-to-date picture of technology in the state. These statistics are then used to support decisions made about the DDN.

The South Dakota Department of Education will also assist public school districts in planning for future technology needs through the use of a district technology plan. The district technology plan is a document that guides school districts in appropriating technology to effectively teach students, develop staff proficiencies, and maximize technology equipment usage. The South Dakota Department of Education requires a district technology plan to be on file for each educational entity that receives federal funding for telecommunications services as filed by the state (e-Rate) and as a basis for Title II, Part D funding under the Consolidated Application. The South Dakota Department of Education has provided a standardized format of technology plan organization to assist school districts in developing and revising their plans. Districts are encouraged to follow this format when compiling district technology plans in order to meet E-Rate and Title II D requirements.

GOAL 3: The South Dakota Department of Education will assist schools in maintaining a healthy technology infrastructure.					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Ensure hardware access and connectivity for all public schools	Maintenance of Digital Dakota Network (DDN) system	Ongoing	State of South Dakota & the K-12 Data Center	General State Funding	http://www.k12.sd.us/
	DDN Campus	Ongoing	State of South Dakota & the K-12 Data Center	General State Funding	http://www.ddncampus.net/
	Technology Survey	Annually, each spring	Office of Assessment & Technology Systems & the K-12 Data Center	General State Funding	http://www.k12.sd.us/
Assist public schools in planning for future technology needs	District Technology Plans	Ongoing	Office of Assessment & Technology Systems	General State Funding	http://doe.sd.gov/octa/techplan/index.asp

GOAL 4: COMMUNITY INVOLVEMENT & STAKEHOLDER COMMUNICATIONS

The South Dakota Department of Education will work to maximize community involvement and improve communications with stakeholders at the local, district, and state level through the use of technology.

The South Dakota Department of Education will promote public community access to technology by using the Digital Dakota Network (DDN). The DDN is a statewide interactive video communications system which uses compressed digital technology to provide a "meeting pipeline" across the state of South Dakota. The network is designed to increase access to education and government and enhance the business, education and health care climate in South Dakota. DDN video studios are located in government facilities, public and private universities, technical education institutions, and high schools. Any business, school, organization, agency or individual may use the DDN system for instruction, training, meetings and presentation purposes.

The South Dakota Department of Education will also improve communication with stakeholders through the use of an online billing system within the Birth to 3 Program. The Birth to 3 Program within the South Dakota Department of Education contracts with multiple providers who bill the state on a monthly basis for services provided to participating families. Previously, these providers submitted paper forms to the South Dakota Department of Education. However, due to technological changes within the program, providers now submit online forms to a secure database. This change to the program has fostered a more efficient method of collecting data and communicating with providers.

The South Dakota Department of Education will further improve communications with stakeholders, including parents, through the use of the student information system DDN Campus. The student information system, DDN Campus, was created in 2002 to meet the requirements of South Dakota Codified Law 13-3-51 and resulted in a statewide web-based database of student and staff information distributed through the Digital Dakota Network. At the time of its creation, most school districts in the state used a stand-alone system that could not communicate with other school districts or with the state. With DDN Campus, all student information data is stored using a unified secure system which allows information to be easily shared with schools, parents, students, and the state.

Additionally, DDN Campus is used daily by K-12 teachers, administrators, parents, and the South Dakota Department of Education. Teachers and administrators create class schedules, record and report attendance, and take advantage of secure web-based grading features within the program. Parents are able to instantly access their students' grades, attendance, and discipline records, and the South Dakota Department of Education is able to easily retrieve demographic information from schools in order to meet the federal reporting requirements of the Elementary and Secondary Education Act (ESEA).

The South Dakota Department of Education will continue to improve communications with stakeholders through the use of a variety of online publications. The South Dakota Department of Education publishes two primary online newsletters on a monthly basis. *The Zebra*, which targets teachers, and *EdOnline,* a newsletter intended for school leaders, provide information on current initiatives and upcoming events. These publications also highlight best practices and summarize national trends in education. The South Dakota Department of Education also publishes a Twitter ® Feed to inform interested parties about legislative actions, news headlines, and upcoming deadlines.

Goal 4: The South Dakota Department of Education will work to maximize community involvement and improve communications with stakeholders at the local, district, and state level through the use of technology.					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Promote public community access to technology	DDN Video Studios	Ongoing	State of South Dakota & the K-12 Data Center	General State Funding	http://ddnvideo.sd.gov/
Support the use of technology to communicate with stakeholders at the local, district, and state level	Birth to 3 Data System	Ongoing	Office of Educational Services & Support	General State Funding	http://doe.sd.gov/oess/Birthto3/index.asp
	DDN Campus	Ongoing	Office of Finance and Management	General State Funding	http://www.ddncampus.net/
	Online publication: *The Zebra* & *EdOnline*	Monthly	Office of the Secretary	General State Funding	http://doe.sd.gov/zebra/news/10/April/index.asp http://doe.sd.gov/educationonline/
	Twitter ® Feed	Ongoing	Office of the Secretary		http://twitter.com/sddoe

GOAL 5: TECHNOLOGY INTEGRATION

The South Dakota Department of Education will work to support instructional technology integration across the curriculum to engage digital learners.

The South Dakota Department of Education will assist teachers in improving their instructional methods while using multiple technology tools. Working in partnership with the Eastern Dakota Educational Cooperative through a Title II Part D grant, the South Dakota Department of Education coordinates a 21st Century Master Teacher Academy. Each teacher who attends the academy engages in continued professional development throughout the school year. Teachers in the academy meet a minimum of six times a year to deepen their understanding of 21st Century skills. Additionally, these teachers participate in coaching and reflection sessions regarding their use of 21st Century teaching skills. Participating teachers also provide training at their school or district level to increase the capacity of their colleagues.

In addition, the South Dakota Department of Education will support the creation of exemplary replicable technology integration projects. Under the Ed Tech program, the US Department of Education provides grants to state educational agencies. The South Dakota Department of Education administers a competitive grant program to allocate these funds to local educational agencies. Grants are awarded to applicants who encourage the effective integration of technology through high quality professional development models and who work to enhance 21st Century skills instruction and improve student academic achievement.

Goal 5: The South Dakota Department of Education will work to support instructional technology integration across the curriculum to engage digital learners.					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Assist teachers in improving their instructional methods while using multiple technology tools.	21st Century Master Teacher Academy	Ongoing throughout school year	Office of Assessment and Technology Systems & Eastern Dakota Educational Cooperative	Federal Funding	http://sdmasterteachers.wikispaces.com/2010+Application
Support the creation of exemplary replicable technology integration projects	Title II D Competitive Grants	Annually	Office of Assessment and Technology Systems	Federal Funding	http://doe.sd.gov/octa/title/IIpartd/index.asp

GOAL 6: DATA COLLECTION & USAGE

The South Dakota Department of Education will work to support the use of technology to promote data collection and usage at the state and district levels.

The South Dakota Department of Education will support the electronic collection and integration of information and data systems to track student learning. Using the student information system, DDN Campus, the South Dakota Department of Education will maintain a database of student and staff information. All data will be housed in a unified secure system which allows information to be easily shared among schools and between the state. Additionally, DDN Campus is used daily by K-12 teachers and administrators as the stored data is used to create class schedules, record and report attendance and take advantage of a secure web-based grading feature. The South Dakota Department of Education is also able to easily retrieve demographic information from schools in order to meet the federal reporting requirements of the Elementary and Secondary Education Act (ESEA) in an efficient way.

The South Dakota Department of Education will further support the use of technology to promote data collection through the online database, named the Personnel Record Form (PRF). The Office of Finance and Management collects staff data from school districts in the state via the PRF. The PRF is linked to the Office of Accreditation and Teacher Quality's database and easily shares teacher information to determine which positions an individual is authorized to teach.

Additionally, the South Dakota Department of Education will support the use of technology for data collection through the Online Teacher Renewal System. The Office of Accreditation and Teacher Quality accepts teacher applications for initial and renewal teacher licenses via an online application system. Applicants are able to submit personal and payment information via the system, creating a more efficient, user-friendly certification process.

Once processed, information from the online teacher renewal system is accessible by school administrators through a website titled Teacher 411. From this website, administrators and the public are able to determine teacher certification areas.

The South Dakota Department of Education will support the use of technology for data collection and usage through the development of a longitudinal data system. The Office of Finance and Management within the South Dakota Department of Education has applied for funds to develop a longitudinal data system which will include student data from the K-12 system, universities, technical schools and industry. With this system, student data can be efficiently and accurately managed, analyzed, and disaggregated.

Finally, in order to assist teachers in improving and personalizing student learning, the South Dakota Department of Education will work to support the collection and use of relevant student assessment data for use by the educational community. Since 2003, the South Dakota Department of Education has provided online student performance results for the South Dakota State Test of Educational Progress (STEP) to teachers. In 2006, the SD DOE began using the website eMetric, which is designed to provide quick and easy access to student performance results. This site provides teachers with a wealth of information in a highly interactive and flexible format. Teachers can create their own reports, graphs, and or external data files with powerful tools for querying, computation and disaggregation.

Goal 6: The South Dakota Department of Education will work to support the use of technology to promote data collection and usage at the state and district levels.					
Objective	Activity	Timeline	Responsible Party	Funding Source	Link
Support electronic collection and integration of information and data systems to track student learning	DDN Campus	Ongoing	Office of Finance & Management	General State Funding	http://www.ddncampus.net/
	Personnel Record Form	Ongoing	Office of Accreditation & Teacher Quality	General State Funding	http://doe.sd.gov/ofm/prf/index.asp
	Online Teacher Renewal System/ Teacher 411	Ongoing	Office of Accreditation & Teacher Quality	General State Funding	http://doe.sd.gov/oatg/teachercert/index.asp https://apps.sd.gov/applications/de04public/TeacherLookup/TeacherSearch.aspx
	Longitudinal Data System	Ongoing	Office of Finance and Management	Federal Funding	
Improve and personalize student learning by supporting the collection and usage of student assessment data at the district level	eMetric	Ongoing	Office of Assessment & Technology Systems	General State Funding	https://solutions1.emetric.net/sdstep/

EVALUATION

The Office of Assessment and Technology Systems is in an ideal position to draw on the large body of data that is routinely and systematically collected through the Department of Education. These data provide the State's technology leaders with a wealth of information on the technology needs and supports necessary for educators to enhance their effectiveness in the classroom, and thus, achieve the desired outcome of increased student performance. This, in conjunction with an ongoing, comprehensive evaluation, produces specific and definitive information about the level of increase and effectiveness in the application of technology across all of South Dakota's K-12 public schools.

The plan for the evaluation of the South Dakota State Technology Plan uses a decision-based model. Evaluation methods include both quantitative and qualititative strategies which will provide information for both formative and summative purposes. Formative data will be collected to inform project direction throughout the implementation period. Summative information will be gathered to describe the final results of the project. This type of evaluation will provide feedback necessary to determine how well technology is being used in South Dakota's education system and whether specific technologies are serving as effective teaching and learning tools. Furthermore, the empirical evidence gathered during the evaluation process will assist state policy makers in making technology-related decisions.

The evaluation process will be based on organizational management methods that examine accountability, effectiveness, and impact. In order to examine accountability, projects will be monitored to determine whether the activities outlined in the state technology plan are accomplished in a timely manner.

Data, such as project activity flow charts, timelines, and checklists, will be collected and analyzed and documentation reviews will be conducted to assess project completion.

Effectiveness will be examined through the review of project activities by both state leaders and project participants. Data such as perception surveys and overall satisfaction ratings will be collected and analyzed and the review of critical factors that influence teaching, learning, and managing with technology will all be considered to determine effectiveness.

Finally, impact will be examined by assessing the changes in attitudes, behaviors, and skills that occur as a result of the project. Project participants will be evaluated through case studies and technology assessment tools to determine if changes in behavior and practice have occurred. In addition, student academic achievement and performance will be examined.

Monthly reports of interim results will be prepared and made available to the Secretary of Education and other state leaders. An annual written report of results will be prepared and made available to the Secretary of Education, the state legislature, and other state leaders. An executive summary of the report will be prepared for distribution to the profession.

FUTURE CHALLENGES

Based on recent needs assessments and evaluations, the South Dakota Department of Education anticipates future challenges in continuing to achieve the goals set forth in this plan. These challenges center on providing financial resources for upgrading the Digital Dakota Network (DDN) and providing additional bandwidth to schools. Additionally, providing increasing levels of professional development related to technology integration to greater numbers of teachers across the state will also continue to be more difficult. Consequently, the South Dakota Department of Education continues to explore new technologies and strategies that will assist in meeting these future demands.

APPENDIX A:
No Child Left Behind (NCLB) Title II, Part D Requirements

Based on the federal requirements of the No Child Left Behind legislation, each state must submit a long-range educational technology plan that considers the educational technology needs of the districts in the state. The statewide technology plan must contain the following fifteen requirements.

Strategies

This plan serves as an outline for the South Dakota Department of Education's long-term strategies for reaching the Enhancing Education Through Technology (Title II Part D) program goals over the next three years.

Goals

This plan provides six goals listed on page 2 for using technology as a means to improve student academic achievement. Complete descriptions of each of the goals are included on pages 5-22.

Steps to Increase Accessibility

Goals 3 and 5 offer strategies for increasing student and teacher access to technology. Additionally, the competitive grant funds described in Goal 5 are targeted for high-needs districts.

Accountability Measures

The South Dakota Department of Education will use the Evaluation Plan (pages 23-24) described in the statewide Technology Plan to determine if activities funded under Title II Part D are effective in integrating technology into curriculum and instruction.

Innovative Delivery Strategies

The Digital Dakota Network (DDN) is the primary vehicle used by the South Dakota Department of Education to address South Dakota's distance education needs. This statewide network is supported by a number of other online applications in order to address access limitations and technology integration needs brought about by the rural nature of the state and the large geographical distances between schools.

Non-Supplant Assurance

The South Dakota Department of Education assures EdTech funds will be used to supplement, not supplant, state and local resources.

Professional and Curricular Development

The South Dakota Department of Education addresses professional and curricular development as well as technology literacy of students and teachers through Goals 1 and 2.

Technical Assistance

The Office of Assessment and Technology Systems within the South Dakota Department of Education provides technical assistance to school districts in a variety of ways. Staff members within the Office of Assessment and Technology Systems post resources to the South Dakota Department of Education website and to content-specific wikispaces. Additionally, information is distributed through email distribution lists. Personal assistance is offered at statewide conferences and via telephone and web conferencing.

Technology Resources and Systems

In each of the goals of this plan, the South Dakota Department of Education will provide technology resources and systems for the purpose of establishing best practices that can be widely implemented by districts, as well as other states.

Strategies for Financing Technology

The South Dakota Department of Education outlines financial strategies to support statewide technology initiatives within each goal of the State Technology Plan.

Strategies for Parental Involvement

Goal 4 is devoted to community involvement, particularly engaging families. In addition, parental involvement is supported by the implementation of DDN Campus throughout the state.

Competitive Grant Description

The South Dakota Department of Education issues a Request for Proposal to ensure the Ed Tech competitive grants are of sufficient size and duration and that the projects funded by the grant are of sufficient scope and quality to carry out the purpose of the program effectively. A sample Request for Proposal can be viewed at http://doe.sd.gov/octa/title/IIpartd/index.asp.

Integration of Technology with Curricula and Instruction

Technology integration as described in Goal 5 of this plan will work in concert with the professional development described in Goal 2. The synergy of these two goals will ensure ongoing technology integration within school curricula and will further promote the use of technology integration instructional strategies in all schools.

Incentives

Districts will be encouraged to provide teachers the opportunity to participate in professional development activities described in this plan. As incentives, many districts provide release time, substitute teachers, and pay scale increases to encourage teacher participation. Other incentives are also commonly provided, including participation stipends and graduate credit which may support licensure renewal.

Support

The South Dakota Department of Education will invite both public and private entities to participate in the implementation and support of the State Technology Plan both in the described activities and in others projects as appropriate during the three-year plan. Additionally, the state will secure volume discounts on related services which will be offered to school districts.

APPENDIX B: GUIDELINES FOR DISTRICT TECHNOLOGY PLANS

Each school district will maintain and annually review and evaluate a comprehensive technology plan that addresses at a minimum: professional development, curriculum and integration, equipment maintenance and replacement schedules, and student and staff acceptable use and internet safety policies. This technology plan should be part of, or guided by, the collective school improvement plan or the strategic plan of the school district. This comprehensive technology plan, after review and approval by the Department of Education (DOE) will remain on file at the DOE and will be in effect for three years. Although not specifically required, other education cooperatives, state institutions, and support entities should also develop comprehensive technology plans.

The Department of Education can assist local districts in developing their comprehensive plans and may offer planning resources including expertise, print and non-print materials, and planning and awareness sessions to promote uses of technology. School districts are encouraged to post their plans on local web sites or the DOE web site for purposes of local planning, implementation, and making information available to parents and families, school boards, communities, and other districts.
All districts should include provisions within their technology plans to gather and report progress of the plans and should make this information available to their educators, families, and communities.

To assure safe and effective teaching and learning environments in South Dakota communities continue to flourish, the following recommendations for policy are made:

1.) Every school system should have a policy on utilizing the DDN for distance learning.

2.) Guidelines for equipment maintenance and repair should be included.

3.) Guidelines for replacement of obsolete equipment should be described.

4.) Every school must have an Acceptable Use Policy and a policy insuring compliance with the Children's Internet Protection Act. (CIPA).

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2010 Technology Plan Submission Guidelines

For Plans requesting an Effective Approval Date of July 1, 2010 through June 30, 2013

Initial Submission Deadline: November 15, 2009

Final Submission Deadline: January 31, 2010

The District Technology Plan is a document that guides the district in appropriating technology to teach students effectively, develop staff proficiencies, and maximize equipment usage.

The Department of Education requires a Technology Plan on file for each educational entity that receives federal funding for telecommunications services as filed by the state (E Rate) and as a basis for Title II, Part D funding under the consolidated application and the competitive grant applications.

The South Dakota Department of Education has developed the following **standardized organization** to assist school districts in developing/revising their plans.

It is recommended that this format is followed when compiling the District Technology Plan in order to meet E-rate and Title II Part D requirements. Your district may add any component or information that makes this a viable document individualized to your district.

Once submitted, if revisions are necessary to meet regulations; the district will need to resubmit the whole plan with the additions added in the appropriate places, thus submitting one complete plan upon approval.

For additional help see examples and resources at: http://doe.sd.gov/octa/techplan/index.asp
or email techplans@state.sd.us for assistance.

Technology plans and revision addendums should be submitted electronically (Microsoft Word, PDF) to:

techplans@state.sd.us

Technology Plan Sections

1. **District Information:**
   School District Name and Number:
   School District Mailing Address:
   City:
   Zip Code:
   District Contact Person and Title:
   Contact Phone:
   Contact Email:
   Date of Submission:
2. **Technology Committee**
   - List the Technology Committee members and their title.

Committee Member	Title
i.e. Margie Raymaul	*school board member*
i.e. Susie Racman	*high school student*

3. **Vision**
   - State the district's technology vision.
4. **Needs Assessment** *please obtain input from a variety of sources such as students, parents, staff, community members and former students.*
   - List all groups that data was collected from in formulating the districts goals and objectives.
   - Explain how collected data was summarized and results used in formulating the technology plan's goals and objectives.
5. **Consolidated Application** *District technology should support and integrate with the needs assessment goals of the consolidated application/school improvement plan for the district.*
   - Explain how technology integration will support and help carry out the district's consolidated application/school improvement goals, objectives and strategies over the next three years.

---

6. **Three Year Goals.** *State at least one goal for each of the following categories. If you need space for additional objectives or activities, please insert additional rows in tables.*

   - Improving Student Academic Achievement
   - Professional Development
   - Improving Technology Integration into Curricula and Instruction
   - Improving Infrastructure
   - Expanding Distance Learning
   - DDN Usage- the Digital Dakota Network (DDN) is a statewide interactive video **and** broadband Internet data communications system using compressed digital technology to provide an online "meeting pipeline" to School Districts.

Three Year Goal(s) - Improving Student Academic Achievement. This will include the use of technology to improve academic achievement of all students.

Goal:
Explain how the above goal addresses the ed tech state standards. See this link: http://doe.sd.gov/contentstandards/NCLB/index.asp

Each goal should have at least one objective. One line per activity

Objective	**Activity**	**Timeline**	**Evaluation Method Benchmark**	**Quantity if applicable**	**Projected Cost**	**Source of Funding**
Ex. Provide access, training, and time for wiki page design	*purchase site license for wiki pages*	*2010-2013*	*Purchase, observation, survey*	*30*	*3,000*	*General/*

Three Year Goal(s) - Professional Development This may include teachers, principals, administrators, school library personnel and support staff to further the effective use of technology.

Goal:

Each goal should have at least one objective. One line per activity

Objective	**Activity**	**Timeline**	**Evaluation Method Benchmark**	**Quantity**	**Projected Cost**	**Source of Funding**
Ex provide professional development opportunities which support the application of 21st century technology skills and tools in teaching and learning	Participation incentives for year long unit development	2010-2013	evaluations	10 teacher/ 3 days	3,000	Title II, part D

Three Year Goal(s) - Improve Technology Integration into Curricula and Instruction.
This may include software and electronically delivered learning materials.

Goal:

Each goal should have at least one objective. One line per activity

Objective	**Activity**	**Timeline**	**Evaluation Method Benchmark**	**Quantity If applicable**	**Projected Cost**	**Source of Funding**
Ex Increase technology integration into core subject areas	*Curriculum mapping professional development*	*2010-2013*	*Number of units created in system*	*n/a*	*4,000*	*General fund*

Three Year Goal(s) - Distance Learning and DDN use. Telecommunication technologies (via a networking system called DDN) are provided through state funds to local districts partially obtained through a statewide application for E-rate funding. In this section the district should list any goals, objectives and activities for educational usage of distance technologies **(**video-conferencing, virtual high school, and internet-based).

Goal:

Each goal should have at least one objective. One line per activity

Objective	Activity	Timeline	Evaluation Method Benchmark	Quantity if applicable	Projected Cost	Source of Funding
Ex Increase student access to quality courses	Purchase distance courses from approved content providers	2010-2013	Course evaluations	5 student seats	1,250	General funds

Projected DDN Usage

Activity	Timeline	Quantity if applicable	Projected Cost	Source of Funding
Ex Principal meetings	*2010-2013*	*15/yearly*	*0*	*na*
State Department Web Conferences	*2010-2013*	*100/yearly*	*0*	*na*

Three Year Goal(s) - Improvement of Infrastructure and Technology. This may include wiring, networking systems, connectivity, hardware, etc and needs to include all equipment that you intend to procure to achieve the goals and objectives set forth in this technology plan. Any equipment for which you intend to apply for E-rate should be included in this section.

Goal:

Each goal should have at least one objective. Fill out one line for each of your activities.

Objective	Activity /item	Timeline	Evaluation Method Benchmark	Quantity if applicable	Projected Cost	Source of Funding
Ex Increase wireless access for staff and students	*Wireless Router*	*School yr 2010-2011*	*Hardware*	*5 @150.00*	*750.00*	*E-rate*
Ex increase 21st Century Skill usage for staff and students	*1 to 1 laptop initiative*	*School yr 2010-2012*	*Hardware*	*100 @900.00/year*	*90,000/year*	*Capital outlay*

Three Year Goal(s) – Telecommunications Services and Equipment. Explain the district's plans for the future procurement and expansion of telecommunication services and equipment (data, voice, and video). Include all equipment and ongoing services that you intend to procure to achieve the goals and objectives set forth in this technology plan. Any equipment and/or new or ongoing services for which you intend to apply for E-rate should be included in this section. Provide funding source.

Goal/objective	Services	Timeline	Quantity	Projected Cost	Source of Funding
Ex Increase access to information technologies	*Increase bandwidth between buildings*	*2011-2012*	*T-1 line*	*50,000*	*Erate/local funding*

Three Year Goal(s) - Use of Technology to Promote Parental Involvement and Increase Communications with Parents. Explain how the district will use technology effectively to promote parental involvement and increase communication with parents.

Goal:

Each goal should have at least one objective. One line per activity

Objective	Activity	Timeline	Evaluation Method Benchmark	Quantity if applicable	Projected Cost	Source of Funding
Ex Increase open communication with parents	*¼ staff position to create and maintain parent portal*	*2010-2011*	*Amount of use for portal/position evaluation*	*Na*	*15,000*	*General funds*

Three Year Goal(s) – (Optional) include any additional goals the district has written that do not fit into one of the above categories.

Goal:

Each goal should have at least one objective. One line per activity

Objective	Activity	Timeline	Evaluation Method Benchmark	Quantity if applicable	Projected Cost	Source of Funding

7. Inventories

- List the district's technology inventory (such items as computers, servers, hubs, cameras, graphing calculators, TV's, telecommunications equipment, distance learning equipment, etc.).

  Public School Districts meet this requirement through the annual technology survey submitted to the K-12 Data Center at https://members.k12.sd.us/in/DDNAdmin/DDNSurveys.asp

  * if you are a public school that meets this section through the K12 data center please indicate so on your technology plan. If you did not file the technology survey it must be completed or inventories must be attached.

  Private Schools who do not utilize the above site (which is available to them) for inventory will need to include this item in detail in their plan and **must be kept on file at the district for audits.**

  * if you are a public school that meets this section through the K12 data center please indicate so on your technology plan or attach the district's technology inventory to your plan.
- Describe what records management information you are maintaining on the district's technology equipment. (i.e. hard drive size, RAM, processor speed, video capability, networked, etc.).
- Explain the district's software review and new purchase plan to replace outdated software/licenses.
- List individual software programs, site licenses and indicate quantity of each.
- Explain the district's plan to review and update network and facilities.

8. Attach Acceptable Use Policy

The following must be in your policy:

- Explain how the district addresses personal use and access of online services for students and staff.
- Explain how the district addresses ownership of software and data.
- Explain the consequences for violating your Acceptable Use Policy for students and staff.

9. Attach Distance Learning Policy (identify in the plan if no policy exists**)**

10. Three Year Telecommunications Services and Equipment Policy.

- Explain your policy for usage/maintenance/upgrading of telecommunications equipment. Include information for each category:
  - **Voice**- cellular phones, pagers and paging services, telephone service, two-way radios, answering machines, voice messaging systems, alarm telephone lines, homework hotline services, long distance telephone service, etc.;
  - **Data-**routers, hubs, ATM switches**,** web servers, internal data lines, domain name registration, firewall service, WAN, access points, antennas, battery backup, etc.;
  - **Video-**ATM switches, Monitors, interactive televisions ITV, Video equipment, Video services, etc.)

11. E-rate Document Retention Policy (if filing an individual e-rate application)

- Provide a copy of the district's E-rate document retention policy. This applies to any school district that files its own E-rate application separate from the state. (Sample policy attached to these Guidelines).

12. Attach Children's Internet Protection Information

- Explain the district's CIPA safety policy, including the use of filters to protect against access to the visual depictions outlawed in the act.

  Address:
  - access by minors to inappropriate matter on the Internet and the web;
  - the safety and security of minors when using electronic mail, chartrooms and other forms of direct electronic communications;
  - unauthorized access, including so-called "hacking", and other unlawful activities by minors online;
  - unauthorized disclosure, use, and dissemination of personal identification information regarding minors;
  - measures designed to restrict minors' access to material harmful to minors.

- Describe the policy for monitoring and updating blocking/filtering software.

- Explain how the district is educating minors about appropriate online safety behavior, including interacting with other individuals on social networking sites, chat rooms, and cyber bullying awareness and response. If no efforts are being made please indicate on plan.

- Provide an explanation of your districts continuing efforts to provide the public (your parents) with information regarding internet safety and the use of technology. If no efforts exist please indicate so on plan.
- If this is your first time submitting a plan for approval you must provide the date that a public meeting was held in regard to the CIPA requirements.

13. Collaboration with Adult Literacy

- Describe your districts collaboration or development with adult literacy service providers to maximize the use of available technologies, training facilities, and project related resources. If this is not applicable, please state as such.

14. Evaluation

- Describe the process for evaluating the district's overall Technology Plan. Note: Updates and addendums should be submitted yearly on a three year approved plan.
- Explain the measures taken for evaluating the impact of the plan on student performance.

(End of Tech Plan Guidelines)

Sample E-rate Records Retention Policy

Policy: Retain the following documentation, to the extent applicable, for five years after the last date of service. Last date of service is the last day of the service delivery period of the E-rate funding year for recurring services. Last date of service for equipment purchases funded through E-rate is the latest date of (1) date of purchase of equipment; (2) installation date; or, (3) the date of the E-rate funding commitment decisions letter.

1. USAC Forms & Certifications
1.1. Form 470, 470 Certification & delivery confirmations (if a form or certification was mailed to SLD).
1.2. Form 471, 471 Certification & delivery confirmations
1.3. Form 472 & delivery confirmations
1.4. Form 479 (*Consortium members & consortium leaders only*)
1.5. Form 486, Certification & delivery confirmations
1.6. Form 500 & delivery confirmations

2. USAC Letters
2.1. Form 470 Receipt Notification Letter (RNL)
2.2. Form 471 Receipt Acknowledgment Letter (RAL)
2.3. Form 471 Out Of Window Letter (OOW)
2.4. Funding Commitment Decision Letter (FCDL)
2.5. Form 486 Notification Letter
2.6. Form 500 Notification Letter
2.7. BEAR Notification Letter
2.8. Quarterly Disbursement Reports (QDR)
2.9. Other USAC letters

3. Technology Plan & Approval Letter
3.1. Written Technology Plan with Creation Date
3.2. Approved Technology Plan
3.3. Approved Technology Plan updates
3.4. Certified Technology Plan Approver Letter (or screen print if approval is maintained online)
3.5. Professional Development Training Logs
3.6. Technology Plan Training Sign In Sheets

4. Competitive Bidding, Vendor Evaluation & Contracts
4.1. State and Local Procurement Regulations (printout or website reference)
4.2. RFP/ Public Notice/ Advertisement
4.3. All Vendor responses & Bids received (winning and losing)
4.4. Bid Evaluation criteria, Evaluation Matrix & Bid ratings **(Sample Available)**
4.5. Notice of Award letters
4.6. Miscellaneous documents (memorandums, board minutes, notes to file)
4.7. Signed and Dated Contracts/ Service Agreements/ Notice of Award Letters
4.8. Contract Amendments/Addendums/Extensions
4.9. State Master Contracts (printout or website reference)
4.10. Vendor Correspondence

5. PIA Review
5.1. Letter of Agency (LOA) consortium
5.2. Consultant agreement or LOA
5.3. Responses to PIA inquiries (email, faxes, case numbers)
5.4. Entity eligibility documentation (state website printout, matching records, etc.)
5.5. Discount eligibility calculation documentation
5.6. Item 21 Attachment (online or paper)
5.7. Product Service Eligibility (warranties, product descriptions, network diagrams etc.)(for E-rate equipment)
5.8. Budget (Final approved, Superintendent Letter, draft budget, Grant Letters)
5.9. Request to Cancel Services

6. CIPA (Children's Internet Protection Act)
6.1. Undertaking Actions to comply with CIPA (e.g., public notice, public meeting or hearing minutes, etc.)
6.2. Filtering Documentation (purchase, installation, use)
6.3. Internet Safety Policy
6.4 Logs of filtering incidents

7. Service Delivery & Inventory Management (Applicable for E-rate funded equipment or E-rate funded maintenance)
7.1. Inventory/Asset Registry
7.2. Schematic of equipment
7.3. Receipt of service/ product and installation log (work orders)
7.4. Replacement Log (replacement or upgrades)
7.5. Maintenance Log
7.6. Equipment transfer log

8. Invoicing & Payments
8.1. Customer Bills
8.2. Calculation Workpapers for BEARs
8.3. Service Certifications
8.4. Proof of Payment of discount and non-discount amounts (cancelled checks, bank statements)
8.5. Reimbursement from vendor verification (BEAR only)
8.6. Miscellaneous (memos to vendors, notes to file, emails)

9. Change Requests & Appeals
9.1. Appeal Request
9.2. Appeals Delivery Receipt (proof of postmark, fax confirmation)
9.3. Service Substitution Request
9.4. SPIN Change Request
9.5. Documentation of Funds Returned to USAC
9.6. Invoice Deadline Extension Request
9.7. Service Deadline Delivery Request
9.8. Transfer of Equipment Notification

10. Miscellaneous
10.1 PIN mailer (For the authorized user)
10.2 Site Visit documentation
10.3 Audit documentation

APPENDIX C:
NEEDS ASSESSMENT SURVEY TOOLS

State of South Dakota K-12 Data Center

South Dakota District Technology Survey 2009-2010 School Year

Overview

Please ensure all your educational staff take the **2010 Educator Technology Integration Survey**. This survey will be used to report data related to integration practices/levels to the federal governmnet.

General questions: Contact Peg Henson at (605) 773-2489 or by e-mail at Peg.Henson@state.sd.us

Technical questions: Contact the K-12 Data Center by e-mail at Help@k12.sd.us

This survey is available until Friday, May 28, 2010 at 5:00PM Central time. You may edit your answers until that time.

Completing all tabs in this survey will complete the survey. A tab will display **Completed** under its name when all required questions have been answered. There is no button to mark or submit the survey as completed.

View a printable version of this survey

Hardware

When listing numbers for equipment, include any equipment expected to be in place by June 30, 2010.

Hardware - Computer Inventory

1. Identify the number of student and educator/staff computers in use in your district for each grade range. If computers are shared between grade ranges, list the computers under the grade range that primarily uses the computers. List computers under Educator/Staff if they are entirely used for educator or staff purposes and students do not access them at any time.

1.1. List computers used by grades **K - 5**:

1.1.1. List computers purchased/acquired on or before June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

1.1.2. List computers purchased/acquired after June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

1.2. List computers used by grades **6 - 8**:

1.2.1. List computers purchased/acquired on or before June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

1.2.2. List computers purchased/acquired after June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

1.3. List computers used by grades **9 - 12** or solely for district administration:

1.3.1. List computers purchased/acquired on or before June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

1.3.2. List computers purchased/acquired after June 30, 2005:

	Desktops (PC)	Desktops (Mac)	Laptops (PC)	Laptops (Mac)	Tablets (PC)
Student	*	*	*	*	*
Educator/Staff	*	*	*	*	*

2. How many Macintosh computers are running:

*MacOS 10.X? *MacOS 9.X?

*MacOS 8.X? *MacOS 7.X?

3. What browser do you primarily use on your Macintosh computers? Firefox

Other:

4. How many PCs (desktops, laptops and tablets) are running:

*Windows Vista? *Windows XP?

*Windows 2000? *Windows NT/ME/9X?

5. What browser do you primarily use on your PCs? Firefox

Other:

Hardware - Server Inventory

6. How many of your servers are running:

*Windows 2008? *Linux / Unix?

*Windows 2003?		*Mac OS Server?	
*Windows 2000?		*Novell?	
*Windows NT?			
*Other?		If other, what operating systems?	

Hardware - PDAs

7. *What is your district's preference for a Personal Data Assistant?

*Please elaborate on why your district would choose that PDA:

Hardware - Peripherals and Other Devices

8. Please report the number of each of these items in your district:

*TV Monitors	*Web TV Units	*Assistive / Adaptive Devices
*Smartboards	*Laser Printers	*Inkjet Printers
*Computer Projection Devices, Destinations, etc.	*Smart Phones *(Blackberry, Treo, etc.)*	*Digital Cameras
*Laserdisc Players	*Standalone DVD Players	*Digital Camcorders
*Standalone CD Writers	*Standalone DVD Writers	*PDAs
*Scanners	*Graphing Calculators	*GPS Units
*USB Storage Devices		

List any assistive / adaptive devices that are presently utilized in your district:

Hardware - Backups

9. *Do you routinely utilize backups? ◯ Yes ◯ No

10. *What hardware do you use for backups?

11. *What software do you use for backups?

12. *Do you verify that your backups are working? ◯ Yes ◯ No

If "Yes", how do you verify that your backups are working?

13. *Do you use off-site backups? ◯ Yes ◯ No

Budget & Policy

Budget & Policy - Budget

1. Please indicate the amounts spent or budgeted for instructional and administrative technology in your district, and whether the source of these funds is from the E-rate Program or from your district's budget: *(Please round to the nearest $100)*

	Spent 2009/2010 *(Projected through 6/30/2010)*		Budgeted 2010/2011 *(Projected through 6/30/2011)*	
E-rate Eligible Equipment and Services	E-rate Funds	District Funds	E-rate Funds	District Funds
Servers, hubs, routers, switches, wiring, other network equipment	*	*	*	*
Software for operating network	*	*	*	*
Other internal connections equipment eligible for E-rate	*	*	*	*
Telecommunications charges *(local, long distance, Internet access)*	*	*	*	*
Internet access *(other than DDN)*	*	*	*	*
Maintenance of E-rate eligible equipment	*	*	*	*

	Spent 2009/2010 *(Projected through 6/30/2010)*	Budgeted 2010/2011 *(Projected through 6/30/2011)*
Equipment and Services Not Eligible for E-rate	District Funds	District Funds
Bought Computer Hardware/Peripherals	*	*
Leased Computer Hardware/Peripherals	*	*
Phone stations	*	*
Software *(including applications and licenses)*	*	*
Professional Development For Educational Technology *(including salaries devoted to technology training and education, training costs, seminar costs, [attendance for in-person and online courses])*	*	*
Distance Learning *(Cable TV, Satellite, etc.)*	*	*

Service/Support/Maintenance of equipement and services not eligible for E-rate	*	*
Retrofitting *(costs of configuring buildings such as modifying electrical or cooling systems to be able to use technology)*	*	*
Other *(for example, printer cartridges, other items needed for use of technology that do not fit within any of the above categories)*	*	*

2. How is technology funded in your district? *(Check all that apply)*

- ☐ District Line Item Budget
- ☐ Site-Based Line Item Budget
- ☐ Capital Funds
- ☐ Loans
- ☐ E-rate Funds
- ☐ Local Bonds
- ☐ State Funds
- ☐ State Bonds
- ☐ Federal Funds
- ☐ Grants

3. *Is your district planning a bond issue in the next 18 months that will include technology? ○ Yes ○ No

Budget & Policy - Policy

4. *Do you have a district-wide policy indicating which computer platforms your school may purchase? ○ Yes ○ No

If "Yes", what is that platform? N/A

5. *Do you have an Acceptable Use Policy in place that is utilized? ○ Yes ○ No

If "Yes", does your policy address Internet use? ○ Yes ○ No

If "No", are you going to implement one yet this year or next year? ○ Yes ○ No

6. *Do you have a Wireless Access Policy? ○ Yes ○ No

7. *Do you have an Information Security Policy? ○ Yes ○ No

8. *Do you hold annual public meetings regarding CIPA compliance or internet safety? ○ Yes ○ No

If "Yes", what is the date of the last meeting?

E-rate

E-rate - General Information

1. Please enter the following information for the person responsible for E-rate in your district:

*Name | *E-mail Address

*Phone Number | *Fax Number

2. *What is the complete name of your district?

3. *What is the E-rate entity number assigned to your district? *(An entity number is a unique identification number assigned by the E-rate administrator to each school district)*

4. *How many classrooms in your district have access to voice telephone service? *(Include classrooms with a wired*

telephone or a classroom where the teacher has a wireless/mobile telephone)

5. How many buildings in your district receive Internet access services at the following speeds:

*Less than 10 mbps

*Between 10 mbps and 200 mbps

*Greater than 200 mbps

6. *How many drops (outlets) to the Internet does your district have?

7. *How many classrooms in your district have access to the Internet? *(At any speed or any kind, broadband, dial up, etc.)*

8. *How many computers or other devices (such as video conference equipment or other equipment that is attached to an Internet connection) have access to the Internet?

9. What is the name of each LEA in your district that does not participate in the National School Lunch Program?

E-rate - Technology Plan Status

10. *What is the date on which your district's applicable technology plan expires?*(Most districts prepare their own technology plans, but some districts may be part of a larger consortium technology plan, or may prepare technology plans for each school within the district)*

11. *Does your district have a copy of the letter approving your most current technology plan? ◯ Yes ◯ No

12. If your district's applicable technology plan expires between July 1, 2010 and June 30, 2011:

12.1. What is the date on which your district wrote its new technology plan?

12.2. What is the date on which your district submitted its new technology plan to the Department of Education for approval?

E-rate - Remote Internet Access

E-rate rules do not allow funding for Remote Internet access. "Remote Internet Access" means dialing into the district's network from home or another location off of school premises, and accessing e-mail or the Internet. "Remote Internet Access" does NOT mean web-based retrieval of information or email using a NON-DNN Internet connection. If someone has an Internet connection at home and uses his or her own Internet connection to remotely log onto the DDN, this is NOT considered "Remote Internet Access" under E-rate.

13. *Does your district allow Remote Internet Access AS DEFINED BY E-RATE? ◯ Yes ◯ No

13.1. If "yes", has anyone (school personnel or students) used Remote Internet Access at any time during the period July 1, 2009 through the present time? ◯ Yes ◯ No

13.1.1. If "yes", How many different individuals used Remote Internet Access during the period July 1,

2009 through the present time? If you don't know the answer, please find out and provide the correct number.

14. *During the period July 1, 2009 through the present time, how many different individuals on average (students + faculty) had access to the Internet while at school?

15. *Does your district plan to close any school or district building (either temporarily or permanently) during the period July 1, 2010 through June 30, 2011? ◯ Yes ◯ No

15.1. If "yes", please list the name and physical location address of each school that your district plans to close during the period July 1, 2010 through June 30, 2011.

16. *Does your district plan to open any new school or reopen any school or district building which was closed during the period July 1, 2010 through June 30, 2011? ◯ Yes ◯ No

16.1. If "yes", please list the name and physical location address of each school or district building that your district plans to open or reopen during the period July 1, 2010 through June 30, 2011. Please include the names of schools which may be consolidated during the period July 1, 2010 through June 30, 2011.

17. *Does your district plan to change the name of any school during the period July 1, 2010 through June 30, 2011? ◯ Yes ◯ No

17.1. If "yes", please list the current and new name and physical location address of each school or district building for which your district plans to change the name during the period July 1, 2010 through June 30, 2011.

Network / Internet Connectivity

Network / Internet Connectivity - Internet Access

1. Please indicate the number of rooms with Internet access in your district by type, the total number of these rooms in your district, and the number of computers with Internet access in each location within your district.

Only report rooms once; for rooms with a dual purpose, report them under the **category for which they are used the most**. Other locations may include special education rooms, etc.

Teacher and student computers are considered instructional and should be listed under the Instructional Rooms category. Other computers should be listed by their location or general use.

	Computer Labs	Instructional Rooms	Library/Media Center	Admin Offices	Other Locations
1.1. ROOMS total in	*	*	*	*	*

district					
1.2. ROOMS with Internet access	*	*	*	*	*
1.3. # of COMPUTERS with T1 or faster Internet access	*	*	*	*	*
1.4. # of COMPUTERS with 10 Mbps or faster Internet access	*	*	*	*	*

Network / Internet Connectivity - Internet Access Per Elementary Building

1. Per Elementary building, list the # of instructional computers with dial-up Internet access, high speed Internet access, and no Internet access?

Building Name	Dial-Up	High Speed	No Internet

Network / Internet Connectivity - Internet Access Per Middle School Building

2. Per Middle School building, list the # of instructional computers with dial-up Internet access, high speed Internet access, and no Internet access?

Building Name	Dial-Up	High Speed	No Internet

Network / Internet Connectivity - Internet Access Per High School Building

3. Per High School building, list the # of instructional computers with dial-up Internet access, high speed Internet access, and no Internet access?

Building Name	Dial-Up	High Speed	No Internet

Network / Internet Connectivity - Firewall

1. *Does your school currently use a firewall? ◯ Yes ◯ No

If "Yes", how many firewalls does your school have?

If "Yes", what product do you use?

If "Yes", who supports your firewall? N/A

Network / Internet Connectivity - Internet Caching and Content Filtering

2. *Does your school currently use any Internet content ◯ Yes ◯ No

filtering/monitoring? (e.g. Fortinet, SonicWALL, Cyberlibrary, NetNanny, Surf Watch, WebSENSE, etc.)

If "Yes", what product do you use?

3. *Does your school use an Internet caching product? ◯ Yes ◯ No

If "Yes", what product do you use?

Network / Internet Connectivity - Antivirus

4. *Does your school use anti-virus software on your workstations and file servers? ◯ Yes ◯ No

If "Yes", what product do you use? Symantec AntiVirus (from the Stat

Other:

Network / Internet Connectivity - Services

5. *Does your district have an intranet for communication within your district? ◯ Yes ◯ No

6. Who hosts your school website that is viewable by the public? Self/School

Other:

7. Who hosts your teachers'/staff's e-mail? Self/School

Other:

8. Who hosts your students' e-mail? Self/School

Other:

9. Who hosts your public DNS? Self/School

Other:

10. *Has your school district utilized the K-12 Data Center streaming media services? ◯ Yes ◯ No

11. *Has your school district utilized the K-12 Data Center WebCT service? ◯ Yes ◯ No

Network / Internet Connectivity - LAN and WAN

14. *How many schools in your district have LANs (local area networks)?

15. *Are the administration building(s) and schools connected to each other through a WAN (wide area network)? ◯ Yes ◯ No

If "Yes", how many buildings are connected?

16. *Does your district use fiber or other connections to connect buildings that were not originally wired in the Connecting the Schools project back to the high school, middle school or elementary? ◯ Yes ◯ No

17. *Do you have a network diagram or documentation of your network? ◯ Yes ◯ No

18. *How many switches do you have in your network?

19. *How many hubs do you have in your network?

20. *Does your district have any colony schools within its geographic area? ◯ Yes ◯ No

If "Yes", list the name of each colony school in your district's geographic area that is connected to your district's wide area network:

Network / Internet Connectivity - Wireless

21. *Does your school have wireless networking? ◯ Yes ◯ No

If "Yes", how many access points?

If "Yes", what types of access points?

If "Yes", do you use wireless in a lab environment? ◯ Yes ◯ No

If "Yes", how many desktops are connected to the wireless?

If "Yes", how many laptops are connected to the wireless?

22. If you do have a wireless network, do you secure your wireless network? ◯ Yes ◯ No

If "Yes", what additional security to you use?

23. *Do you have plans to install a wireless lab or wireless network in the next year? ◯ Yes ◯ No

Teaching and Learning

Teaching and Learning - Teachers and Technology

1. *Of the professional development activities your teachers engaged in last year, what percentage was technology-oriented?

2. *Did your district use distance learning for professional development and/or technology training this year? ◯ Yes ◯ No

If "Yes", how many times? | How many total hours worth?

3. Are your teachers required to demonstrate technology skills for employment with your district? ◯ Yes ◯ No

If "Yes", how are they evaluated? *(Check all that apply)*

☐ Hands-on Evaluation ☐ Professional Development Hours

☐ Transcripts ☐ Other

4. *Does your district offer release time to teachers for technology-related training? ◯ Yes ◯ No

If "Yes", how long? 2 days or less

5. *Does your district have anyone whose responsibilities include providing leadership and support for teachers in integrating technology into the curriculum? ◯ Yes ◯ No

If "Yes", indicate how many people you have employed at the full-time or part-time level:

Full-time | Part-time

6. Estimate the percentage of your District's instructional staff that has received the following levels of training for using technology to improve education:

Staff Training Hours *(Total 100%)*:

*0-5 Hrs		*5-15 Hrs		*15-25 Hrs	
*25-50 Hrs		*50+ Hrs			

Teaching and Learning - Standards

7. *Has your district incorporated technology use into your student content standards? ◯ Yes ◯ No

If "Yes", at which grade level(s)? *(Check all that apply)*

☐ Elementary ☐ Middle ☐ Sr. High

8. *Does your district have local student technology standards? ◯ Yes ◯ No

If "Yes", at which grade level(s)? *(Check all that apply)*

☐ Elementary ☐ Middle ☐ Sr. High

If "Yes", are they modeled after national standards? ◯ Yes ◯ No

Which national standards are you using?

9. *Is your district aware of the new State educational technology standards? ◯ Yes ◯ No

If "Yes", has your district started implementation procedures? ◯ Yes ◯ No

10. *Does your district have any technology proficiency requirements for students to matriculate to the next level? ◯ Yes ◯ No

If "Yes", please describe those requirements:

11. *Does your district conduct any online testing for purposes of meeting the requirements of No Child Left Behind? ◯ Yes ◯ No

If "Yes", please describe those activities:

12. *Does your district use the Internet to transmit information to the United State Department of Education for purposes of reporting on your district's compliance with the requirements of No Child Left Behind? ◯ Yes ◯ No

If "Yes", please describe those activities:

13. *Would your district be able to afford the technology it currently uses in the event that the State did not provide subsidized Internet access and video ◯ Yes ◯ No

conferencing capabilities through the DDN?

14. Based upon South Dakota's working definition of technology integration:

Effective technology integration is achieved when students are able to best select, use, and master technology tools to help them obtain content information in a timely manner, analyze and synthesize the information, and present it professionally with a proficient mastery.

*At what percent of teacher integration is your K-12 District

- 0-20% **Developing** - Limited use of technology; a few applications are used by a few teachers; teachers who do use technology are experimenting; school or district goals for technology integration are largely unmet.
- 21% - 50% **Approaching** - Moderate use of technology by a fair number of teachers; most teachers are learning how to integrate and a few teachers are at a high level of practice; some school or district goals for technology integration are being met.
- 51% - 75% **Meets** - Many teachers make use of a number of different technologies and applications and some are at a high level of practice; the minimum goals in the district plan for curricular integration and related staff development are being met.
- 76% - 100% **Exceeds** - Most teachers are at a high level of understanding and practice; most of the goals for curricular integration are being exceeded.

*At what percent of student integration is your K-12 District

- 0-20% **Developing** - Limited use of technology; a few applications are used by students; students who do use technology are experimenting or using for automation; student technology integration elements are largely unmet.
- 21% - 50% **Approaching** - Moderate use of technology by a fair number of students; most students are learning how to integrate and a few students are at a high level of practice; some technology integration elements are being met.
- 51% - 75% **Meets** - Many students make use of a number of different technologies and applications and some are at a high level of integration; the minimum elements of integration are being met.
- 76% - 100% **Exceeds** - Most students are at a high level of understanding and integration; most

	of the elements for integration are being exceeded.
At what overall percentage integration is the K-12 District	◯ 0-20% **Developing** - Limited use of technology; a few applications are used by staff and students; those who do use technology are experimenting and using mostly for automation; student technology integration elements and or district goals for technology integration are largely unmet. ◯ 21% - 50% **Approaching** - Moderate use of technology by a fair number of staff and students; most teachers and students are learning how to integrate and a few staff and students are at a high level of practice and integration; some technology integration elements and/or district goals for technology are being met. ◯ 51% - 75% **Meets** - Many staff and students make use of a number of different technologies and applications and some are at a high level of integration; the minimum elements of integration and minimum goals for curricular integration and staff development are being met. ◉ 76% - 100% **Exceeds** - Most staff and students are at a high level of understanding and practice; most of the goals for curricular integration and most elements for student integration are being exceeded.
*Explain why or how you determined your district to be at this percentage.	

Distance Learning

Distance Learning - General		
1. *Does your district have a local policy addressing distance education in your district?	◯ Yes	◯ No
If "Yes", does it address the following:		
1.1. Who issues credit for video classes and/or Internet-based courses?	◯ Yes	◯ No
1.2. Whether teachers are paid additional pay to develop or redesign a course to be delivered over distance?	◯ Yes	◯ No
1.3. Whether teachers are paid additional pay to teach a course delivered over distance?	◯ Yes	◯ No
1.4. Do you specifically address	◯ Yes	◯ No

asynchronous/Internet-based courses in your policy?

2. *Does your district provide Distance Learning classes for students? ◯ Yes ◯ No

If "Yes", are the classes sent or received? Neither

If "Yes", what grade levels are the classes for? *(Check all that apply)*

☐ K-6 ☐ 7-8 ☐ 9-10 ☐ 11-12

3. *Does your district utilize the South Dakota Virtual High School? ◯ Yes ◯ No

If "Yes", how many classes are your students taking through SDVHS?

If "Yes", how many students are in classes through SDVHS?

4. *Do you have a working phone in your DDN room? ◯ Yes ◯ No

If "Yes", what is that phone number?

5. *Who typically assists non-school individuals that use your DDN room?

6. Have you used the videoconferencing capabilities of the DDN for:

*Professional development? ◯ Yes ◯ No Number during this year?

*Meetings? ◯ Yes ◯ No Number during this year?

*Enrichment activities at the K-6 level? ◯ Yes ◯ No Number during this year?

*Enrichment activities at the 7-12 level? ◯ Yes ◯ No Number during this year?

Distance Learning - Training

7. *Do you require your distance teachers to have training regarding teaching at a distance? ◯ Yes ◯ No

8. *Do you provide training to your distance teachers regarding teaching at a distance? ◯ Yes ◯ No

Distance Learning - Compensation

9. *How much do you pay your teacher(s) to teach at a distance per semester/course? *(Please round to the nearest dollar)*

10. *What other types of compensation do you provide your distance teachers?

Technical Support

Technical Support

1. Rate the level of technical support/maintenance your school receives from the following sources:

1.1. *District Staff ◯ 5 Best ◯ 4 ◯ 3 ◯ 2 ◯ 1 Worst ◯ N/A

1.2. *School-level Support Staff

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.3. *School-level Certificated Staff

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.4. *Vendor

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.5. *Library-Media Specialist

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.6. *Students

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.7. *Parents / Community Members

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

1.8. *Other

○ 5 ○ 4 ○ 3 ○ 2 ○ 1 ○ N/A
Best Worst

2. *How many full-time technical support personnel do you have in your district?

3. How many part-time technical support personnel do you employ at the various hourly levels?

*Less than one hour per week

*2-10 hours

*11-20 hours

*21-30 hours

*Over 31 hours

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

2010 Educator Technology Integration Survey

This survey is being used to determine an educator's level of technology integration with 21st Century Learning.

Note: In order to submit the results of this survey, you must fill out all required questions and then press the **Submit** button at the bottom of the page. Required questions are marked with an asterisk (*).

1. General Information

Position:

Other:

*Grade Level:

*District:

*School:

2. Content Focus

*Check all that apply.

- [ ] Arts
- [ ] English, Reading or Language Arts
- [ ] Geography
- [ ] Government and Civics
- [ ] History
- [ ] Math
- [ ] Science
- [ ] Technology
- [ ] World Languages
- [ ] Other

If other, please describe:

*What content area will you focus on as you learn to integrate 21st century skills and technology?

- [ ] Arts
- [ ] English, Reading or Language Arts
- [ ] Geography
- [ ] Government and Civics
- [ ] History
- [ ] Math
- [ ] Science

☐ Technology
☐ World Languages
☐ Other

If other, please describe:

3. Adoption of Technology

Please read the descriptions of each of the six stages related to **adoption of technology**. Indicate the number of the stage that best describes where you are in the **adoption of technology**.

From: Christensen, R. (1997). Effect of technology integration education on the attitudes of teachers and their students. Doctoral dissertation, Univ. of North Texas. Based on Russell, A. L. (1995) Stages in learning new technology. *Computers in Education, 25(4)*, 173-178.

Stage 1: Awareness	I am aware that technology exists but have not used it - perhaps I'm even avoiding it.
Stage 2: Learning the process	I am currently trying to learn the basics. I am often frustrated using technology. I lack confidence when using technology.
Stage 3: Understanding and application of the process	I am beginning to understand the process of using technology and can think of specific tasks in which it might be useful.
Stage 4: Familiarity and confidence	I am gaining a sense of confidence in using technology for specific tasks. I am starting to feel comfortable using technology.
Stage 5: Adaptation to other contexts	I think about technology as a tool to help me and am no longer concerned about it. I can use it in many applications and as an instructional aid.
Stage 6: Creative application to new contexts	I can apply what I know about technology in the classroom. I am able to use it as an instructional tool and integrate it into the curriculum.

*The stage that best describes where I am now is...

4. Instructional Strategies

To what extent do you feel confident implementing...

*inquiry-based learning strategies	○1 ○2 ○3 ○4 ○5	No confidence / Highly Confident
*reflective practices (i.e. journaling)	○1 ◉2 ○3 ○4 ○5	No confidence / Highly Confident
*diagnosis of student academic needs and teaching to those needs	○1 ○2 ○3 ○4 ○5	No confidence / Highly Confident
*student centered activities	○1 ◉2 ○3 ○4 ○5	No confidence / Highly Confident
*management of student use of technology	○1 ○2 ○3 ○4 ○5	No confidence / Highly Confident
*technology to support learning	○1 ○2 ○3 ○4 ○5	No confidence / Highly Confident

If a class period is equal to 100%, what percent of class time are your students engaged in the following activities

in the following activities.

In an average class period, my students do each of the following activities...

*Collect, organize, and analyze information and/or data.	○ 20% or less ○ 21% - 40% ○ 41% - 60% ○ 61% - 80% ○ 81% - 100%
*Solve real world problems	○ 20% or less ○ 21% - 40% ○ 41% - 60% ○ 61% - 80% ○ 81% - 100%
*Practice computations/procedures	○ 20% or less ○ 21% - 40% ○ 41% - 60% ○ 61% - 80% ○ 81% - 100%
*Evaluate and/or defend ideas or views	○ 20% or less ○ 21% - 40% ○ 41% - 60% ○ 61% - 80% ○ 81% - 100%
*Memorize facts/definitions/formulas	○ 20% or less ○ 21% - 40% ◉ 41% - 60% ○ 61% - 80% ○ 81% - 100%
*Work on multidisciplinary projects	○ 20% or less ◉ 21% - 40% ○ 41% - 60% ○ 61% - 80% ○ 81% - 100%
Other	◉ 20% or less ○ 21% - 40% ○ 41% - 60% ○ 61% - 80% ◉ 81% - 100%

If other, please describe:

5. Attitudes and Beliefs About Technology

Indicate your level of agreement with each of the following statements

*Technology is unpredictable (i.e. network is down, server crashes)	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree

	○ Strongly Agree
*Knowing how to use technology is a worthwhile skill	○ Strongly Disagree ○ Disagree ◉ No Opinion ○ Agree ○ Strongly Agree
*Technology is hard to figure out how to use	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree
*It is difficult to integrate technology into most of my lesson plans	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree
*Use of technology motivates student learning	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree
*The majority of students use technology in order to avoid more important school work	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree
*Technology enhances creative learning activities	◉ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree
*Using technology enhances student interaction in the classroom	○ Strongly Disagree ○ Disagree ○ No Opinion ○ Agree ○ Strongly Agree

6. 21st Century Focus

Definitions:

- 21st Century Tools: Computers, Smart Boards, Search Engines, Blogs, Wikis, Bookmarking, Social Networking etc.
- 21st Century Skills: The use of technology and strategies to teach students 21st Century skills including critical thinking, problem solving and innovation, effective communication and collaboration, and self-directed learning.

Indicate your level of familiarity

*How familiar are you with 21st Century Tools?	○ 1 ◉ 2 ○ 3 ○ 4 ○ 5 Not at all Very familiar
*How familiar are you with 21st Century Skills?	○ 1 ○ 2 ○ 3 ○ 4 ○ 5

How familiar are you with 21st Century Skills?	○1 ○2 ○3 ○4 ○5 Not at all	Very familiar
*To what extent does your district's professional development **model the use of technology** in building your capacity to teach 21st Century Skills?	○1 ●2 ○3 ○4 ○5 Not at all	Extensively
*To what degree has your district's professional development focused on **increasing your capacity to use technology** to teach students 21st Century Skills?	○1 ○2 ○3 ○4 ○5 Not at all	Extensively

If a class period is equal to 100%, what percent of class time...

*do your students have access to 21st Century Tools?	●20% or less ○21% - 40% ○41% - 60% ○61% - 80% ●81% - 100%
*do you use 21st Century Tools to plan and deliver instruction?	○20% or less ○21% - 40% ○41% - 60% ●61% - 80% ○81% - 100%
*do you use 21st Century Tools to assess student mastery of core content?	○20% or less ○21% - 40% ○41% - 60% ○61% - 80% ○81% - 100%
*are you helping your students make intensive use of technology to become 21st Century learners?	○20% or less ○21% - 40% ○41% - 60% ○61% - 80% ○81% - 100%

Cancel Submit

APPENDIX D:
SOUTH DAKOTA DEPARTMENT OF EDUCTION TECHNOLOGY INITIATIVES

Past Initiatives:

1996 **Wiring the Schools Project**

All 170 South Dakota school districts were wired with category five telephone wire, cable television wire, fiber optic cable, upgraded electrical wiring, and many more electrical outlets per classroom. Crews of 7-8 prison inmates worked with a supervising electrician and completed the project by the summer of 1999. The State of South Dakota paid for all of the materials, equipment and tools, and the cost of one supervising electrician per work crew. Additionally, the inmates were paid $3 in wages by the state for each ten-hour day of work, working six days a week. Local school districts were responsible for the costs of a night security guard as well as food and lodging for the inmates.

1997 **Technology for Teaching and Learning Academy (TTL)**

The first Technology for Teaching and Learning (TTL) Academy was designed to develop educators' technology skills and to increase student achievement. Teachers spent twenty days (200 hours) at these immersion academies, focusing on technology competence and integration strategies. A core requirement of these academies was the development of curriculum that was aligned to state content standards and incorporated the appropriate and effective use of technology. Additional academies were added over time to address emerging technologies. These newer academies provided professional development to school administrators, network administrators, and paraprofessionals. By the end of 2002, over 50% of the k-12 educators in the state had participated in one of these academies.

1999 **Connecting the Schools Project**

The goal of the Connecting the Schools Project was to take advantage of the infrastructure established by the Wiring the School Program and to establish a dependable and reliable networking infrastructure that would remove many support requirements from local school districts. The project was divided into two components: the deployment of a standardized network infrastructure and the creation of ongoing services, such as video conferencing, Internet access, and email. To date, the installation and ongoing support of the network (named the Dakota Digital Network or DDN) is the responsibility of the state.

1999 **Digital Dakota Network (DDN)**

The Digital Dakota Network (DDN) is a statewide interactive video communications system using compressed digital technology to provide a "meeting pipeline" across the state of South Dakota and the global community. The DDN connects the Executive, Legislative and Judicial branches of state government, the Board of Regents, private universities, the four public technical schools, municipal governments and the K-12 community.

The Network is designed to increase access to education and government and to enhance the business, education and health care climate in South Dakota. Studios are located in government facilities, public and private universities, technical education institutions, and high schools. Any business, school, organization, agency or individual may use the DDN system for instruction, training, meetings and presentation purposes. (http://ddnvideo.sd.gov/)

2000 **K-12 Data Center**

The K-12 Data Center oversees the DDN system which provides centralized hosting of email, web, WebCT, DNS, and other services to K-12 schools in South Dakota. The K-12 Data Center provides all of these functions to the schools at no cost to participating districts, and has been financially supported by the South Dakota Department of Education since 2000. (www.k12.sd.us)

2002 **DDN Campus**

The Student Information System, DDN Campus, was created to meet the requirements of South Dakota Codified Law 13-3-51 and resulted in a statewide web-based database of student and staff information distributed through the Digital Dakota Network. At the time of its creation, most school districts in the state used a stand-alone system that could not communicate with other school districts or with the state. With DDN Campus, all student information data was stored using a unified secure system which allowed information to be easily shared with schools, parents, students, and the state.

A request for proposal process identifed the vendor Infinite Campus as the best solution for the system. To date, approximatley 150 public school districts use DDN Campus.

Additionally, DDN Campus is used daily by K-12 teachers, administrators, parents, and the South Dakota Department of Education. Teachers and administrators are able to create class schedules, record and report attendance, and take advantage of a secure web-based grading feature. Parents are able to instantly access their students' grades, attendance, and discipline records, and the South Dakota Department of Education is able to easily retireve demographic information from schools in order to meet the federal reporting requirements of the Elementary and Secondary Education Act (ESEA).

2005 **Curriculum Mapping**

The South Dakota Department of Education negotiated a contract with TechPaths: A Curriculum Mapping System. TechPaths was a powerful, user-friendly tool for aligning standards with curriculum maps. The TechPaths system utilized exclusive templates--embedded in the software--for the design of lessons, assessments, and units. This provided searchable libraries of maps and the associated curriculum design work. The software was available to all K-12 South Dakota schools on a cost-share basis wherein the state funded two-thirds of the per-user fees for the sub-license agreement. Approximate costs for school districts were $14 per user. (http://doe.sd.gov/octe/mapping/index.asp)

2006 **South Dakota Classroom Connections Program**

The South Dakota Classroom Connections Program was designed to provide an incentive for school districts to incorporate laptop computers into high schools. The program was available to all public high schools in South Dakota and provided a $1 match from the state for every $2 spent by a local school district toward the purchase of a laptop computer for each high school student. In 2006, 20 school districts with a total of 5000 students were chosen to pilot the program. Teachers within the selected pilot schools received a series of training opportunities provided by Dakota State University, which included five days of initial professional development related to computer applications and classroom technology integration. Additionally, a Laptop Summer Institute was developed in 2007 and continues to date. By fall 2008, 57 high schools, with approximately 11,000 students (approximately 30% of all South Dakota students) and 1000+ teachers, administrators, and technology coordinators were participating in the program. (http://doe.sd.gov/ofm/classroom_connections/index.asp)

Current Initiatives:

2003 **Dakota STEP Online Test Results**

Since 2003, the South Dakota Department of Education has provided online student performance results for the South Dakota State Test of Educational Progress (STEP) to teachers. In 2006, the SD DOE began using the website eMetric, which is designed to provide quick and easy access to student performance results. This site provides teachers with a wealth of information in a highly interactive and flexible format. Teachers can create their own reports, graphs and/or external data files with powerful tools for querying, computation, and disaggregation. (https://solutions1.emetric.net/sdstep/)

2005/06 **Achievement Series/Performance Series**

Supported by the South Dakota Department of Education, Achievement Series is a web-based district wide assessment tool that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports.

Test items for End of Course exams have been added to the Achievement Series website as an Item Bank. This bank of items has been created with very tight security and is not available for use in other exams.

Similarly, Performance Series is an online Standards-based Adaptive Measurement designed for grades 2-12. The test is designed to be a criterion-referenced test that is aligned to South Dakota standards. A curriculum Alignment Guide is used to align the state standards to skills assessed in the Performance Series test. This process is done by adjusting the grade level of the skills to match the grade level of the specific standards. Once a student completes a test the reports will reflect the adjusted grade levels. (http://doe.sd.gov/octa/assessment/dacs/index.asp)

2006 **South Dakota Virtual School**

Developed in response to South Dakota Codified Law 13-33-24, the South Dakota Virtual School (SDVS) was created and is currently maintained through a partnership between the South Dakota Department of Education and the K12 Data Center. The SDVS offers a solution for middle and high school students in the state who are interested in taking advanced course work, are in need of credit recovery offerings, or who have scheduling conflicts. SDVS also offers a solution for schools without qualified staff for particular content areas.

The SDVS serves as a clearinghouse of distance courses offered by providers who have been approved by the South Dakota Department of Education. Currently, 88 districts have had students enrolled ins a SDVS course, and there are over 200 semester course offerings, including courses in Career and Technical Education, Fine Arts, Mathematics, Health Education, Science, Language Arts, Political Science, Technology, World Language, Advance Placement and Credit Recovery. The SDVS continues to add middle and high school courses to its course selections and is working with universities and technical institutes within the state to develop dual enrollment courses. (http://sdvs.k12.sd.us/)

2007 **8th Grade Technology Test**

Through the No Child Left Behind Act, states are required to ensure and report the number of students who are technologically literate by the end of eighth grade. As a result of the federal legislation, South Dakota was approved by the federal government to implement state k-12 educational technology standards during the 2007-2008 school year. Through an eleven school pilot project the state implemented a new statewide technology literacy assessment (TLA) for 8th graders during the 2008-09 school year. This allowed other districts one year to train staff in the new standards. The following school year, all public schools participated in the assessment.
(http://doe.sd.gov/contentstandards/NCLB/assessment.asp)

2008 **SD My Life/Career Cruising**

South Dakota My Life is an online comprehensive career guidance program supported by the Office of Curriculum, Career, and Technical Education as a part of the High School 2025 initiative. This guidance program provides students with career assessment tools, ACT Test Prep, personal learning plans, and career information provided by multimedia interviews with people in every occupation. (https://www.careercruising.com/SD/default.aspx)

2008 **Birth to 3 Revised Data System**

The Birth to 3 Program within the South Dakota Department of Education contracts with multiple providers who bill the state on a monthly basis for services provided to participating families. These providers must submit two paper forms, the Individual Family Service Plan form and the Payor of Last Resort form. To date, these detailed forms have been entered into the Birth to 3 database by hand. Revisions are currently being made to the database which will allow online submissions of these two forms, creating a more efficient method of collecting required data, paying bills, and producing state and federal reports. (http://doe.sd.gov/oess/Birthto3/index.asp)

2009 **escWorks**

Educators in South Dakota are able to manage their personal professional development history using the online program escWorks.NET. This program is a set of web application modules that provides for on-line registration and professional development tracking for teachers. Additionally, for administrators, the program provides for the scheduling of events and resources and attendance tracking and reporting. It is also used to provide accountability and technical assistance tracking and tracking of services provided. EscWorks is supported by the South Dakota Department of Education and is used by each of the Educational Service Agencies in the state. (http://www.escweb.net/sd_esa/)

2009 **21st Century Master Teacher Academy**

The South Dakota Department of Education works in partnership with East Dakota Educational Cooperative, through a Title II D grant, to coordinate a 21st Century Master Teacher Academy. Each teacher who attends the academy engages in continued professional development throughout the school year. Teachers in the academy meet a minimum of six times to deepen their understanding of 21st century skills. Additionally, these teachers participate in coaching and reflection sessions regarding their use of 21st century teaching skills. Participating teachers also provide training at their school or district level to increase the capacity of their colleagues.

Administrators of participating teachers attend two days of training in the fall along with follow-up meetings throughout the school year. Administrators use their skills to provide feedback to their teachers on appropriate ways to enhance lessons.

A new cohort of teachers is selected to attend a comprehensive Master Teacher Academy the following year. This institute will be taught by current Master Teacher Academy participants.

Statewide Electronic Resources

The state library provides a core collection of electronic resources (online databases) to all libraries in South Dakota and all state citizens with a library card. The collection currently contains 41 subscriptions and includes research journals, encyclopedias, practice exams, genealogical records, online books, and newspapers. Each resource within the collection is evaluated annually for effectiveness by the library's Electronic Resources Task Force. (http://library.sd.gov/databases/librarypcs.htm)

Online Teacher Certification System
The Office of Accreditation and Teacher Quality accepts teacher applications for initial and renewal teacher licenses via an online application system. Applicants are able to submit personal and payment information via the system, creating a more efficient certification process.
(http://doe.sd.gov/oatq/teachercert/index.asp)

Personnel Record Form
The Office of Finance and Management collects staff data from school districts in the state via the online database, named the Personnel Record Form. The Personnel Record From is linked to the Office of Accreditation and Teacher Quality certification database and easily shares teacher information to determine which positions an individual is authorized to teach.
(http://doe.sd.gov/ofm/prf/index.asp)

Title II D Competitive Grants
Under the Ed Tech program, the U.S. Department of Education provides grants to state educational agencies. The South Dakota Department of Education administers a competitive grant program to allocate these funds to local educational agencies. Grants are awarded to applicants who encourage the effective integration of technology through high quality professional development models and who work to enhance 21st Century skills instruction and improve student academic achievement. (http://doe.sd.gov/octa/title/IIpartd/index.asp)

District Technology Plans
The District Technology Plan is a document that guides school districts in appropriating technology to effectively teach students, develop staff proficiencies, and maximize technology equipment usage. The South Dakota Department of Education requires a Technology Plan to be on file for each educational entity that receives federal funding for telecommunications services as filed by the state (E-Rate) and as a basis for Title II, Part D funding under the Consolidated Application.

The South Dakota Department of Education has provided a standardized format of Tech Plan organization to assist school districts in developing/revising their plans. It is recommended that this format be followed when compiling the District Technology Plan in order to meet E-Rate and Title II-D requirements. Each district may add other components and/or information to make the Tech Plan a viable document individualized for each district.
(http://doe.sd.gov/octa/techplan/index.asp)

South Dakota EdWeb
Managed by the South Dakota Department of Education, South Dakota Ed Web is designed to provide links to services and resources for both instructors and administrators. A key element of this section is the guide to quality instructional resources, lesson plans, and online activities focusing on the knowledge and skills that the state as a whole wants students to master. All instructional links have been correlated to the South Dakota core content standards. (http://doe.sd.gov/sdedweb/SearchHelp.asp)

DDN Program Guide
The South Dakota Alliance for Distance Education and the South Dakota's Star Schools Grant sponsor a variety of one time student events, series, and streamed videos via the DDN. These student programs include information from a variety of content areas and are managed by the South Dakota Department of Education. (http://doe.sd.gov/octa/ddn4learning/programguide/index.asp)

State Sponsored Technology Integration Professional Development via TIE
The South Dakota Department of Education works in cooperation with the education consultants at Technology and Innovation in Education (TIE) to provide a number of professional development opportunities related to technology integration for educators. The South Dakota Department of Education provides financial support for these opportunities. Education consultants at TIE manage the development and implementation of the professional development trainings. (http://www.tie.net/content/pd/default.htm)

Future Initiatives:

Technology Endorsements
The Office of Accreditation and Teacher Quality is working with various stakeholders to develop several technology-related endorsements for teacher certification. These proposed endorsements include an Integration Specialist Endorsement, a Distance Learning Endorsement, a Network Coordinator Endorsement, and a Technology Teacher Endorsement.

Longitudinal Data Systems
The Office of Finance and Management is in the process of developing a longitudinal data system which will connect student data between K-12, universities, and tech schools.