



New York State Education Department

2022 Instructional Technology Plans

Big 5 Training
November 19, 2021



Welcome to the 2022 ITP Big 5 Training. Thank you for being here. My name is Mary Ann Valikonis, and I and several members of the ed tech team will be working with you throughout the next 7 months to as you complete your 2022-2025 Instructional Technology Plan Survey.



Agenda

- Introductions/Housekeeping
- 2022-2025 technology plan survey: Purpose and content
- District Resources/Guidance Documents
- Working within the SED Monitoring Application
- Closing Remarks

After introducing our team, we will discuss the survey itself – answering such questions as: why do we collect District tech plans, what do we do with the data, what is the purpose of asking the questions found in each section of the survey?

We will then do a quick run through of the resources that will be made available to Big 5 Districts (a dedicated web page) and to all Districts on our public-facing ITP webpage..

We will conclude with a tour of the SED Monitoring system (called SEDMON for short) where we will demonstrate the application . The Power Point contains several screen shots to explain how you will submit your plans and how we will review them from within the application.



Introductions

- Valerie Cosgrove
- Mary Ann Valikonis
- Brielyn Smith
- Andrea Vamvas

edtech@nysed.gov



Valerie Cosgrove is the supervisor of the Ed Tech office. Brielyn and Andrea will be working with me to support you as you complete the tech plan survey.

When communicating with any of us, we ask that you use the edtech email address rather than our personal emails.



Housekeeping

- All attendees were muted upon entry. Either use the raise hand icon to ask a question or use the chat feature.
- Please ask your questions as they arise rather than wait until the end.
- The meeting is being recorded. We will post the recording on the Big



Purpose

Commissioner's regulation part 100.12

(a) To be eligible for aid for instructional computer hardware and technology equipment expenses pursuant to Education Law, section 753, school district shall develop and maintain a plan, in a format prescribed by the commissioner, for the use of the instructional computer technology equipment.



The purpose of collecting technology plans is, in part, to fulfill the requirements of Commissioner's regulation part 100.12. Meeting this requirement allows districts to obtain state aid for the purposes of purchasing educational technology. But the purpose for the collection and review of these plans goes far beyond mere compliance. As evidenced by what happened during the pandemic, many districts are facing real challenges coping with the digital divide and insuring digital equity for all students. The goal is to not just collect data for funding purposes, but to work with districts to create plans that address digital equity, the digital divide and more in a practical and measurable way.



Commissioner's regulation part 100.12

(b) Each plan shall include:

(1) a description of the number and type of instructional computer technologies to be used and how they will be applied to the overall K-12 instructional program;

(2) provision for the maintenance and repair of equipment, consistent with the five-year capital assets preservation plan as provided for in Education Law, section 3602(6) and section 155.1(a)(4) of this Title;



This year and going forward, the provision in b)1 will be met by the device data collected in BEDS. <http://www.p12.nysed.gov/irs/beds/IMF/documents/PublicBEDSForm.pdf> page 5-7

Information that pertains to part b)2 is often found in the three-year investment plan outlined in the Administrative Management section of the ITP.



Commissioner's regulation part 100.12

(3) provision for staff development to demonstrate how classroom teachers will use instructional computer technology across the K-12 curriculum; and

(4) an assurance of the superintendent of schools, in a form prescribed by the commissioner, that the school district has provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754.

The Instructional Technology Plan survey asks for a detailed synopsis of the district's plans for professional development. It is also important that all districts attest to the fact that they have or will loan computer hardware to non-public schools in their district.



Commissioner's regulation part 100.12

(c) Plans may provide for the school district's participation in any Federal- and State-funded instructional technology initiatives, including but not limited to the universal service discount program pursuant to the Federal Telecommunications Act of 1996 and the Federal Technology Literacy Challenge Program.

This is the portion of the regulation that stresses the importance of submitting a plan in order to be eligible for funding opportunities. For example, a district would not be able to participate in a Learning Technology Grant if they did not have an approved technology plan on file.



How the ITP survey has changed

- Equitable Learning
- Evaluation Metrics
- Building upon prior plan
- Impact of Covid 19
- Achievement of Statewide Technology Plan goals



Most of the quantitative questions regarding such data as number of devices or internet capability have been removed from the instructional technology plan survey. As mentioned, some of them have been moved into BEDS in order to be collected annually. There are also device-related digital equity questions at the student level in the SIRS collection this year.

There have been new questions added on the topics listed on this slide. We will now review them in more detail.



Equitable Learning

Addition of a question about strategies to provide equitable learning :

Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time.” (National Technology Plan)
Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.



Equitable learning everywhere all the time is the guiding force behind such initiatives as 1:1 programs, the availability of elective online courses to supplement in-person courses for students in smaller districts, etc. This question gets at the need for districts to provide a variety of mechanisms to ensure that all students have access to equitable learning no matter the circumstances . Circumstances refers to, for example, in person, remote, or hybrid instructional models; the extent of the student's access to high-speed internet; availability of a dedicated device through a 1:1 program, etc.



Evaluation Metrics

Emphasis on detailed evaluation metrics used to measure goal attainment within section IV. Required for each goal:

“How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.”

Section IV, action plan, now has a question about how the attainment of each goal will be measured. The response should be very specific to the individual goal being discussed. It is unlikely that the exact same metrics would be appropriate for all goals that are listed in the plan.



Evaluation Metrics

Evaluation Metrics should include a description of the following:

- The evidence and/or data to be collected, how it will be collected, and which benchmarks will be utilized.
- How the evidence will be analyzed and utilized.
- How you will know if the goal has been accomplished

It is important that all goals listed in the plan are amenable to being measured with specificity. We ask that you set measurable, meaningful, and attainable goals and spend time creating comprehensive evaluation measures.



Building upon prior plan

How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan? Responses should include a description of the following:

- How this planning process was different than previous years.
- How the planning committee identified strengths and areas of improvement based upon implementation of the previous three-year plan.
- How this plan intends to address any goals from the previous plan that may not have been fully met.



It is important that you review the prior approved plan to make sure that the response to this question addresses the three areas shown on the slide. Please make sure that the prior plan review is done before beginning work on the new plan. If you are new to the process for your district and need a copy of the 2018 technology plan survey responses submitted by your district during the last cycle, we will help you access it within the SED Monitoring application.

NOTE: There is no mechanism to roll over the prior responses into the new survey. There are too many changes to the questions to be able to accommodate a roll-over option for this cycle.



Impact of Covid-19

How does the district Instructional Technology Plan reflect experiences during the Covid-19 pandemic? Responses should include a description of the following, where applicable:

- Online or blended learning options (changes or additions)
- Need to address internet connectivity, to the extent practicable, at students' places of residence
- Device purchases (any increases, changes in quantity or type, etc.)
- Device deployment (changes, if applicable)



We understand that what your districts experienced during the pandemic had a profound effect well beyond the use of technology by staff and students, It is our hope that your responses to these questions will provide valuable information that will be used to better understand and address the digital divide and the issue of digital equity.



Impact of Covid-19

Responses should include a description of the following, where applicable:

- Professional development related to technology use, integration, and instructional design (any changes in quantity, delivery method, audience, and/or content)
- Instructional changes (Such as to ensure that students are more technologically proficient, use of technology to engage students)
- Parent and community stakeholder engagement (Degree of input they have on the Instructional Technology Plan)

Most districts took the opportunity to learn from their experience during the Covid 19 pandemic and assessed how they needed to improve their PD efforts and curriculum to address areas of concern. Parent and community stakeholder engagement is more important than ever given the important role that family and community members played in supporting students who were learning from home.



Achievement of Statewide Tech plan goals

Section III: Goal Attainment

In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the [Statewide Learning Technology Plan](#)

Districts must rate their level of attainment for each goal as minimally, moderately, significantly or fully met.



Please make sure that you familiarize yourself with the Statewide Learning Technology Plan prior to responding to this section of the survey. It is important for you to assess how well your district is adhering to the Statewide plan, and for NYSED to have accurate, up-to-date information about how all districts are supporting the goals in the Plan.

Link to access the Statewide Learning Technology plan: <http://www.nysed.gov/edtech/usny-technology-plan>



Achievement of Statewide Tech plan goals

Goals include:

- Digital Content
- Digital Use
- Digital Capacity and Access
- Leadership
- Accountability



Digital Content: The District uses standards-based, accessible digital content that supports all curricula for all learners.

Digital Use: The District's learners, teachers, and administrators are proficient in the use of technology for learning

Digital Capacity and Access: The District's technology infrastructure supports learning and teaching in all of the District's environments

Leadership: The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Review the Statewide Learning Technology Plan vision statement, Attachment A, page 4, to determine if the district's plan is in alignment

Accountability: District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.



Achievement of Statewide Tech plan goals

Districts will be asked to state that they have met each goal either:

- Minimally,
- Moderately,
- Significantly, or
- Fully

Please make sure that your responses to the question for each goal is consistent with the responses in the rest of the plan and with the current status of the district's instructional technology efforts. **NOTE: It is very important that your district's responses to the ITP questions are internally consistent.**



NYSED Rubric for reviewing plans

- **Explains what the NYSED Big 5 tech plan reviewer will be looking for in order to determine if a plan will be approved by NYSED.**
- **Is in the form of a checklist**
- **Does not need to be completed and submitted to NYSED. It is a guidance document only.**

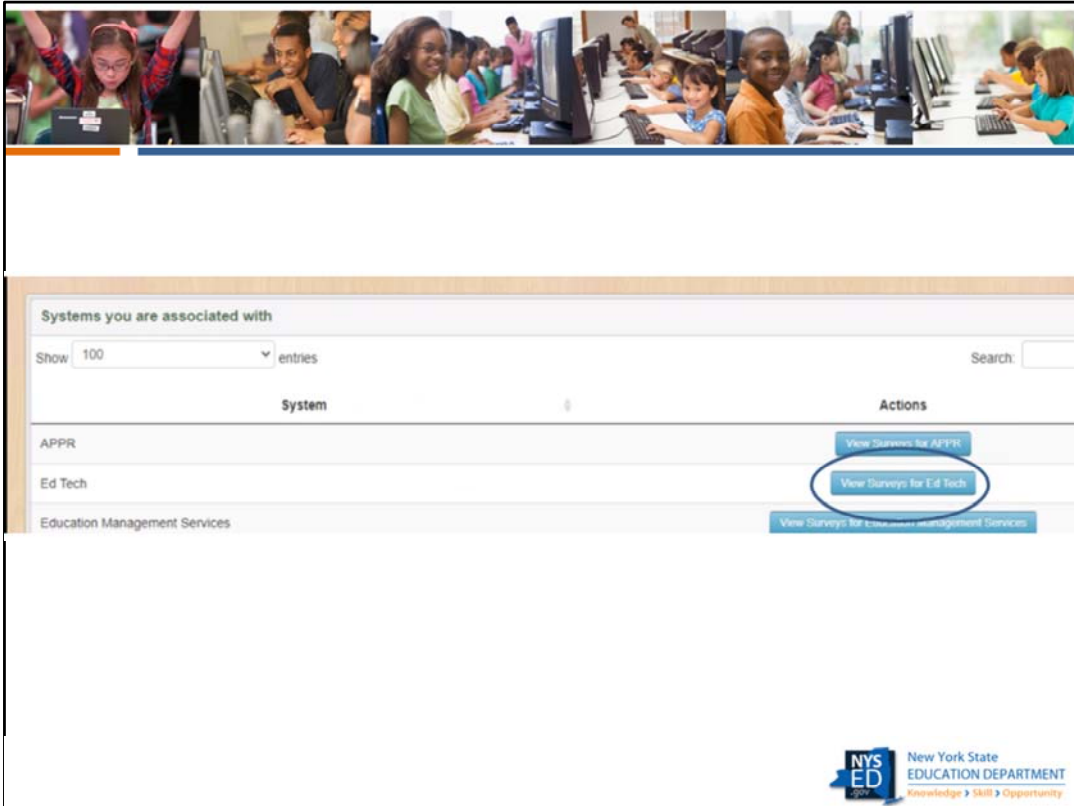


Working within the SED Monitoring Application

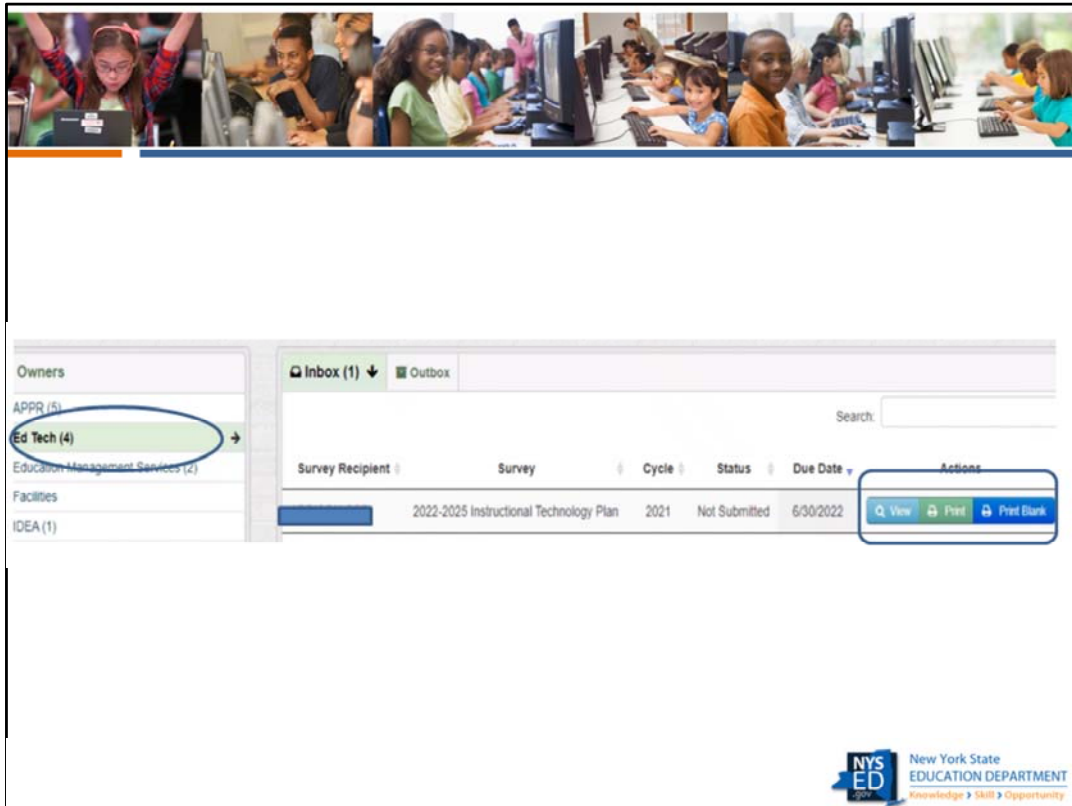


Here we will visit the SED monitoring system to explain how to access the plans. We have also included some screen shots within this presentation that will show you how the application looks for a district after comments and notes have been entered by a NYSED reviewer.

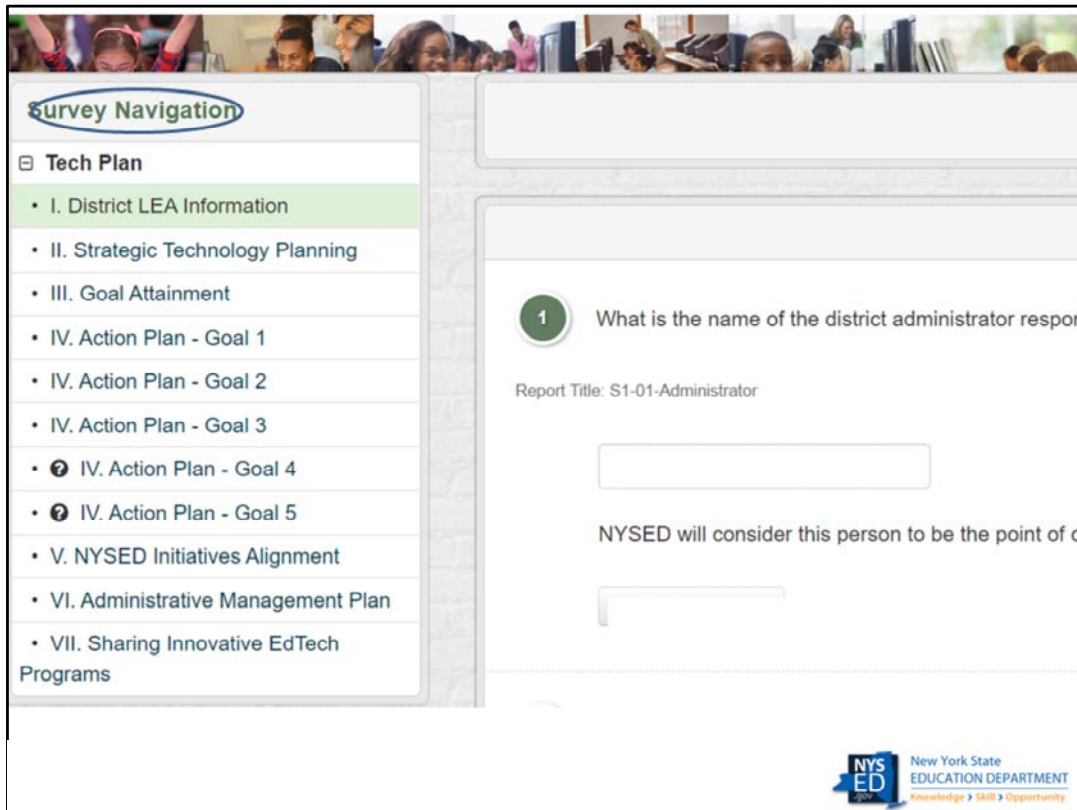
After the live demo, we will return to the Power Point slides with the screen shots that will show us several scenarios that we were not able to access within SED-Mon. If we do not have time to review all of these screen shots, you may do so on your own..



This is the screen that you will see when you log into the portal. If the user has been given the proper permissions to view and enter data into the survey by the district, the person will see this screen and will click on View Surveys for ed tech.



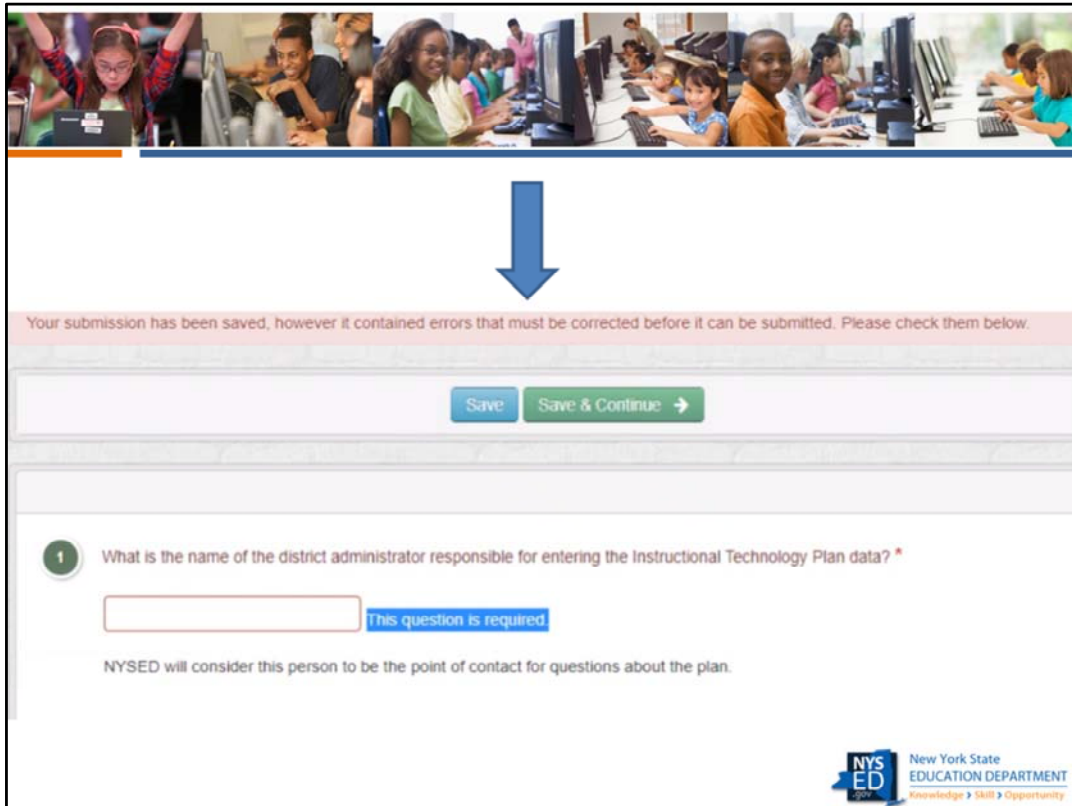
Once the user clicks on view survey, they will see this screen with their inbox and outbox. They will have the option to view and begin to complete the survey, print the survey once it has been completed, and print a blank survey. The user must have data entry rights in order to enter any information into the survey. You might want to print a blank survey in order to have a copy of how the survey looks online as you create the responses offline. Once you submit the completed plan to NYSED, it will now be in your outbox.



This is the screen the user sees when they click on View Survey and begins to complete the ITP survey. The navigation bar can be used to navigate from one section to the next. This is the only way to navigate between sections if the district has not completed all questions within a section and wants to move to another section.

Slide 23

MAV1 Mary Ann Valikonis, 8/9/2021



This is the message that a user will receive if they work on a page and hit save and continue before the page has been fully completed. They will still be able to use the navigation bar to move to another section, and the responses they have saved will not disappear, but the plan will cannot be submitted to NYSED until all questions have been answered..



This is the screen that the district will see when NYSED has left them feedback .

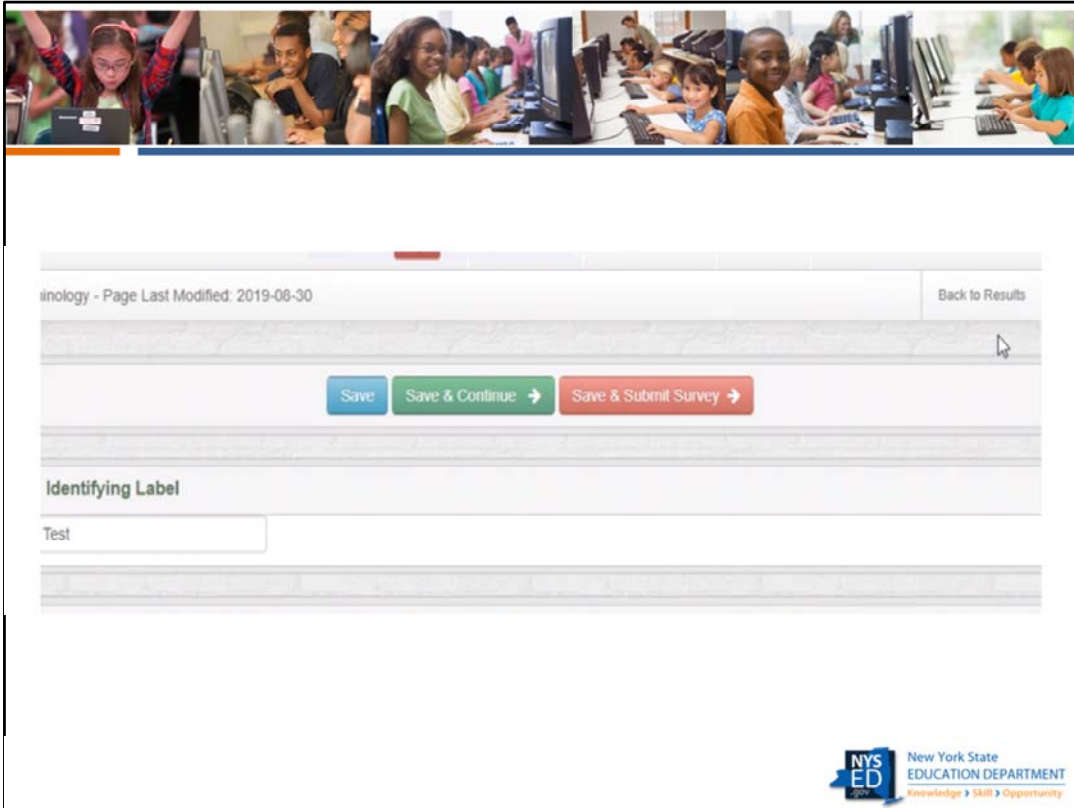
Reviewer 8/17/2021 1:16 PM

Test Note

Reply

NYS ED gov New York State EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

The district can reply to notes from NYSED but cannot insert new notes themselves. The district can make comments in the comments section at the bottom of the navigation bar.



This screen shows the next to the last screen you will need to view. When ready to submit the plan, first hit the save and submit button. That will bring you to the next screen..




Survey - ANNUALLY 2018 - Submit/Certify

Certification & Submission [Print Survey](#) [Email](#)

Certification text here.

[Cancel](#) [Submit](#)

I hereby certify that I am the LEA's chief administrative officer and that the information contained in this survey is, to the best of my knowledge, complete and accurate.

 **New York State EDUCATION DEPARTMENT**
Knowledge > Skill > Opportunity

Only the superintendent can certify and submit. The certification text is on the slide. . Note that the print survey button would allow the district to print the completed survey, or even email it to themselves. The superintendent will not be able to certify and submit unless all survey questions have been completed. When they hit submit, it is sent to NYSED for review.



ty - ANNUALLY, 2018 - Submit/Certify

Certification & Submission Print Survey Email

Certification text here

Cancel Submit



When the district submits the plan to NYSED in the portal, NYSED staff will receive an email letting them know the plan has been submitted.
If the District wants NYSED to review the survey response *prior* to having the Superintendent certify and submit it, they may use the print survey option to save the completed survey as a PDF and send it to the NYSED reviewer.



It is recommended that the district staff completing the survey have NYSED staff review the responses prior to asking the superintendent to certify and submit the survey.



Resources and Guidance Documents

Resources will be posted for all Districts as follows:

- **Public District Instructional Technology Plans Memo**
- **2022-2025 Instructional Technology Plan Framework and Guidance**
- **A Quick Guide: Entitling Users to SED Monitoring System**



We are still finalizing some of these documents and will post them as soon as they become available. Please note that some of these documents, particularly the FAQ, will be updated periodically. Remember to check the website regularly for updates. We will do our best to notify you if a document has been updated. Please familiarize yourself with these documents prior to beginning work on completing the tech plan survey.



Resources and Guidance Documents

Resources will be posted for Districts as follows:

- **Technology Plan Review Process**
- **Part 100.12 of Commissioner's Regulations - Instructional computer technology plans**
- **Tech plan FAQ**

Add link in chat

This is a link to the general District Resources page <http://www.nysed.gov/edtech/2022-2025-itp-resources-districts>



Resources and Guidance Documents

Resources will be posted for Districts as follows:

- **Mini-Guide: Accessing and completing the tech plan**
- **Link to the Statewide Learning Technology Plan**



Resources and Guidance Documents

Additional resources will be posted for the Big 5 as follows:

- Rubric for reviewing the plans
- Recording and Power Point from Big 5 training session
- Review process for Big 5 Districts

Here is the link for your use only that will lead to a page where you will find resources specifically created for the Big 5 Districts. This page will not be accessible from a link on our website. The additional resources are shown on this slide.

<http://www.nysed.gov/edtech/2022-2025-itp-resources-big-5>



Questions?

Does anyone have any questions before we wrap up?



Contact Information

edtech@nysed.gov

518-474-5461

Mary Ann Valikonis
Brielyn Smith
Andrea Vamvas



If you need to contact us, the best address is edtech@nysed.gov
We will do our best to get back to you as quickly as possible.



Next steps

- Make sure that all staff have been given access to data entry and data view.
- Familiarize yourself with all resource documents and the SED monitoring system.
- Begin completing the survey and consult with NYSED staff on a regular basis.

Thank you so much for attending today. We look forward to working with you.