



New York State Education Department

2022 Instructional Technology Plans

RIC Reviewer Training
August 18, 2021



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



Agenda

- Introductions/Housekeeping
- 2022-2025 technology plan survey: Purpose and content
- The role of the RIC Reviewer: How does it work?
- District and Reviewer Resources/Guidance Documents
- Working within the SED Monitoring Application



Introductions

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

edtech@nysed.gov



Valerie Cosgrove is the supervisor of the Ed Tech office. Brielyn, Andrea and Jon will be working with me to support the RIC reviewers and districts during the tech plan review process, answering reviewer and district inquiries about the online system and referring districts back to the RIC reviewers when they contact us to ask questions about how to respond to the tech plan survey questions.. .

When communicating with us, we ask that you use the edtech email address rather than our personal emails. We are also asking that the feedback you provide districts about their plan is communicated from within the SED Monitoring application rather than through email so that all of us have access to the information in one location and nothing gets missed by us, the reviewers, or the districts. This is more likely to happen when we are communicating by email rather than within SEDMON.



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.
- Both sessions will be recorded. We will post one of the recordings on the RIC Reviewer Web page



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, the 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 craft 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 that is collected in BEDS. 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

Now we will discuss the key content changes in the current plan.

Most of the quantitative questions regarding such data as number of devices or internet capability have been removed. Some of them have been moved into BEDS in order to be collected annually.

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 all districts to provide a variety of mechanisms to ensure that all students have access to equitable learning no matter the circumstances (i.e in person, remote, or hybrid instructional models; access to high-speed internet and/or devices, 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. Note: It is unlikely that the exact same metrics would be appropriate for all of the 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. Please work with the districts to set measurable meaningful, and attainable goals and assist them in crafting 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 both you and the district review the prior approved plan to make sure that the response to this question addresses the three areas shown on the slide. If you are assisting your districts with creating their new plan, please make sure that the prior plan review is done before beginning work on the new plan. The prior plan can be accessed in the portal.



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 districts experienced during the pandemic had a profound effect well beyond the use of technology by staff and students. It is our hope that the 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 working with districts. It is important for districts to assess how well they are adhering to the Statewide plan, and for NYSED to have accurate, up-to-date information about how districts are supporting the goals in the 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, 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

We ask that you do your best to determine if the district's response to this question for each goal is consistent with the responses in the rest of the plan and your knowledge of the current status of the district's instructional technology efforts. This is an important part of the plan review process – making sure that the responses to the ITP questions are internally consistent.



The Role of the RIC reviewer

- **Set interim deadlines***
- **Advise and assist with plan creation***
- **Review the plan and work with the district to incorporate modifications if needed.**
- **Submit the plan to NYSED by the June 30 deadline**

*** Varies by RIC**



RICS will handle this process differently depending upon the programs they offer and the timelines they are operating under.

All RICS will need to set interim deadlines in order to allow enough time to review the plans, work with districts to modify them if needed, and submit the plans to NYSED by the June 30, 2022, deadline. The interim deadline date is strictly up to the RIC based upon their determination of the time needed to review the plans in order to meet the submission deadline. Plans should not be submitted to NYSED until the RIC reviewer is confident that the plan has met all of the criteria outlined in the review rubric that qualifies it for approval by NYSED.

If at any time you have questions about a particular plan or any part of the review process, please contact us at edtech@nysed.gov for assistance.

Some RICS choose to advise and assist with the plan creation. This is not a NYSED requirement.

There are a small number of Districts that do not currently work with RICS. In the past, those RICS have agreed to review and certify the plans of those districts. If you have districts in your area that you do not currently work with, please contact us at edtech@nysed.gov to let us know the names of those districts and whether you will be reviewing their plans. If you choose not to, NYSED will review those plans and will notify the district of that fact.



Rubric for reviewing plans

- **Explains what the reviewer should be looking for in order to determine if a plan will be approvable 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.**

Please make sure that you thoroughly understand the guidance in this document and contact us with any questions prior to beginning your tech plan reviews. We will now take a quick look at the rubric document. (See the rubric document on the RIC reviewers resource page. It is not shared on the District resources page)

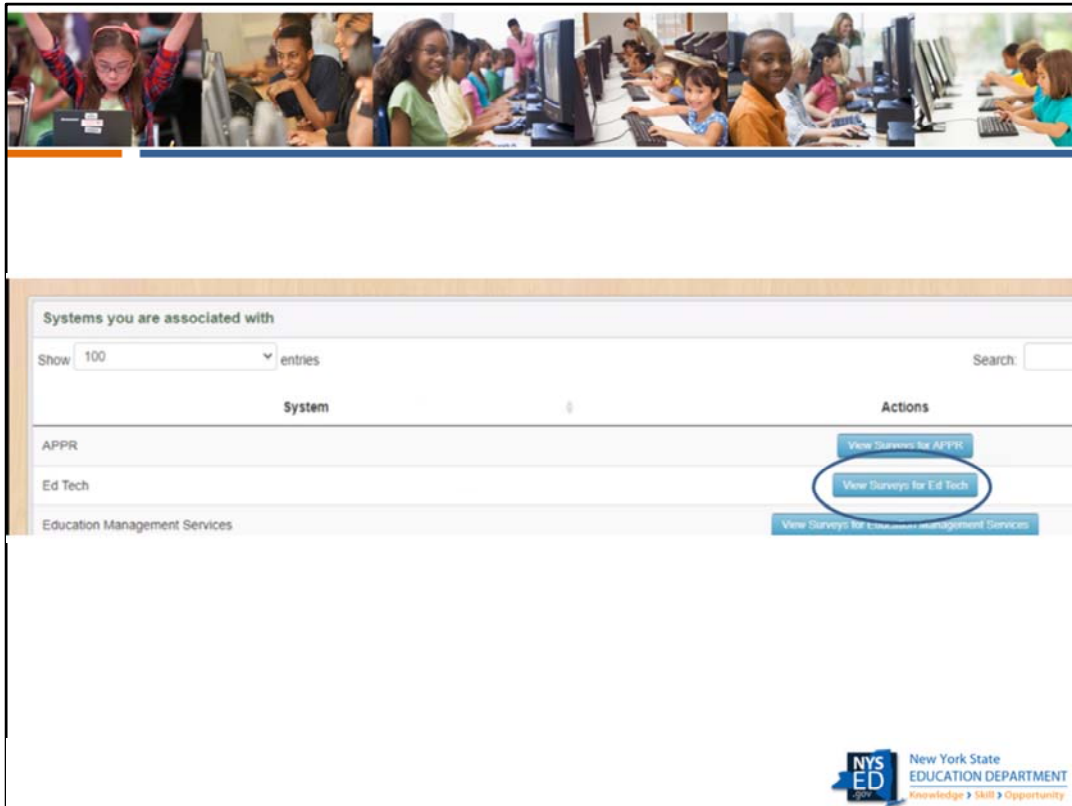


Working within the SED Monitoring Application

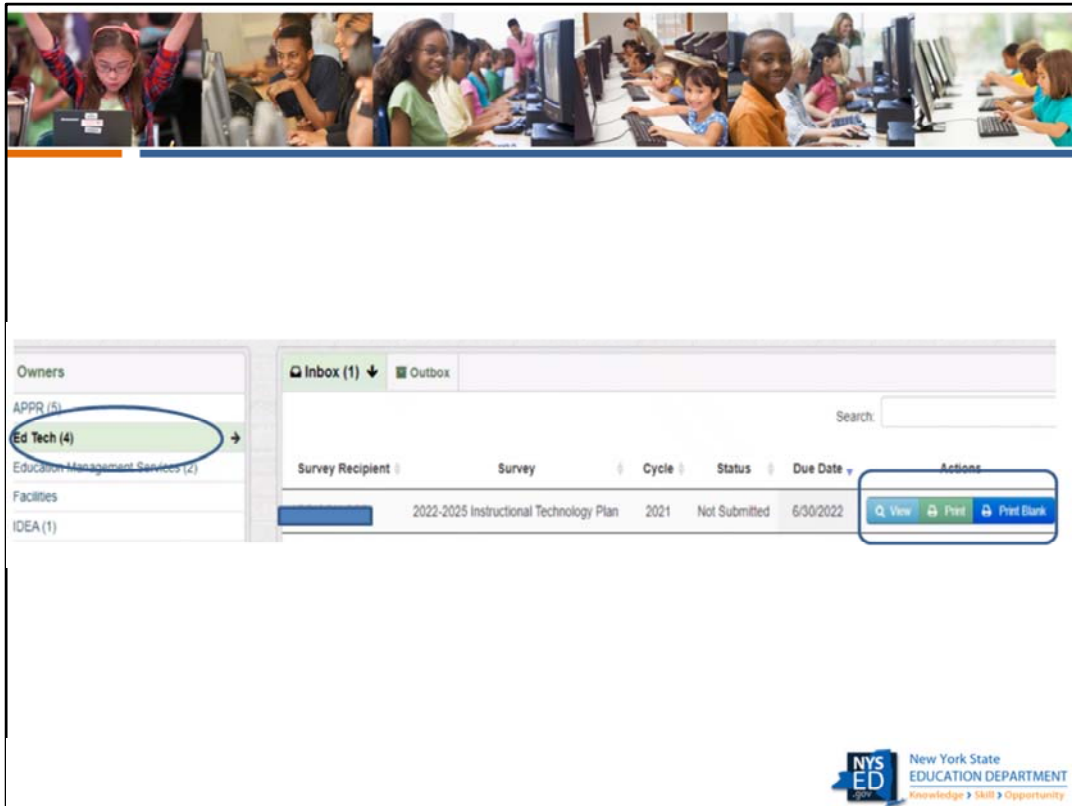


Here we will visit the SED monitoring system to explain how to access the plans and how to conduct a review. We will be entering the SED MON application as a RIC reviewer. We have also included some screen shots within this presentation that will show you how the application looks for a district, particularly after comments and notes have been entered by a RIC reviewer. We cannot do this within the portal because we don't have access to enter the portal as a district. We would also not want to show an individual district's tech plan responses during a public training which will be recorded and posted to the RIC reviewer's web page.

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 for the reasons I just outlined regarding confidentiality. If we do not have time to review all of these screen shots, you may do so on your own. This Power Point with the notes will be posted on the RIC reviewer web page.



This is the screen that a district will see when they log into the portal. If they have 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 district clicks on view survey, they will see this screen with their inbox and outbox. They have the option to view and begin to complete the survey, print the survey once it has been completed, and print a blank survey. They must have data entry rights in order to enter any information into the survey. They might want to print a blank survey in order to have a copy of how the survey looks online as they create the responses offline. When the district submits the plan to the RIC, it will now be in their outbox.

Survey Navigation

- ▢ Tech Plan
 - I. District LEA Information
 - II. Strategic Technology Planning
 - III. Goal Attainment
 - IV. Action Plan - Goal 1
 - IV. Action Plan - Goal 2
 - IV. Action Plan - Goal 3
 - ④ IV. Action Plan - Goal 4
 - ④ IV. Action Plan - Goal 5
 - V. NYSED Initiatives Alignment
 - VI. Administrative Management Plan
 - VII. Sharing Innovative EdTech Programs

1 What is the name of the district administrator responsible for the district's technology plan?

Report Title: S1-01-Administrator


NYSED will consider this person to be the point of contact for the district's technology plan.

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This is the screen the district sees when it clicks 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 24

MAV1 Mary Ann Valikonis, 8/9/2021



↓


Your submission has been saved, however it contained errors that must be corrected before it can be submitted. Please check them below.

[Save](#) [Save & Continue →](#)

1 What is the name of the district administrator responsible for entering the Instructional Technology Plan data? *

This question is required.

NYS ED will consider this person to be the point of contact for questions about the plan.

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This is the message that a district 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 not be able to be submitted to the RIC until all questions have been answered.

RIC Review

This survey has been assigned to you to complete a review. The add note button can be used to attach a note to any question in the survey and can be set to be viewed by other reviewers only or by external users that have filled the survey out.

Please note that if you send it back to be corrected all external notes (those in red) will be visible to those making the corrections.

Unsubmit
Submit to NYSED

Key:
Comparing Questions
Answer has not changed

1 What is the total student enrollment based on the most recent BEDS

1,000

2 What is the student enrollment by grade band based on the latest BE

Grade Band	Enrollment*
Grades K-2	250 ✓
Grades 3-5	250 ✓
Grades 6-8	250 ✓
Grades 9-12	250 ✓

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This is the screen a RIC Reviewer will see when they begin to review a submitted survey. Note that you will have two options once you complete reviewing the plan, either unsubmit it back to the district for revisions, or send it on to NYSED. It is suggested that you contact the District by email prior to unsubmitting the plan to let them know that it will be happening. Otherwise, they will receive an email that it has been unsubmitted and will wonder what is going on.

When reviewing the plan, you can flag a response, and you can add a note explaining what needs to be changed in that particular response. The “Compare” button only shows up when a district has submitted the plan, it has been unsubmitted back to them for revisions, the revisions have been made and the plan has been sent back to the RIC; This button allows the RIC to compare the original response to the new response.

The screenshot displays the NYSED Review interface. At the top, there is a banner image of diverse students in a classroom. Below the banner, the page title is "NDONVILLE CSD - Ed Tech Workflow - 2015 - LEA Information - Page Last Modified: 2016-04-05". The main content area is titled "NYSED Review" and contains instructions for completing a review. A blue arrow points to the "Unsubmit to District" button, which is circled in blue. Other buttons visible are "Unsubmit to RIC" and "Approve". A key at the bottom left explains the status indicators: a green box for "Answer has not changed" and an orange box for "Answer has changed". The right side of the interface shows a list of review items, including a "Test" item with a "Reviewer (mraimer)" and a "Test" description. Below this, there is a table showing student enrollment by grade band based on the latest BEDS Day submission. The table has columns for "Grade Band" and "Enrollment". The data shows enrollment for Grades K-2, 3-5, 6-8, and 9-12, all with a value of 250. The bottom of the screen shows a Windows taskbar with various application icons and a system clock indicating 10:19 AM on 8/3/2021.

NYSED Review

This survey has been assigned to you to complete a review. The add note button can be used to attach a note to any question in the survey and can be set to be viewed by other reviewers only or by external users that have filled the survey out.

Please note that if you send it back to be corrected all external notes (those in red) will be visible to those making the corrections.

Unsubmit to District
Unsubmit to RIC
Approve

Key:
Comparing Questions
[Green Box] - Answer has not changed
[Orange Box] - Answer has changed

1,000

Reviewer (mraimer) 8/3/2021 10:17 AM (Visible to Recipient on next Unsubmit)

Test [Edit] [Delete]

Reply [Mark Resolved]

Flag Response Add Note Compare


2 What is the student enrollment by grade band based on the latest BEDS Day submission

Grade Band	Enrollment*
Grades K-2	250 [Green Box] [Green Box]
Grades 3-5	250 [Green Box] [Green Box]
Grades 6-8	250 [Green Box] [Green Box]
Grades 9-12	250 [Green Box] [Green Box]

NYS ED New York State EDUCATION DEPARTMENT Knowledge Skill Opportunity

This is the screen that NYSED sees when the RIC has submitted the plan to NYSED for final approval. Note that we have three options. We can unsubmit it back to the district, unsubmit it back to the RIC, or approve it. If we find issues when we conduct a full review of a plan (we do that for every 12th plan submitted) we will unsubmit the plan back to the RIC rather than directly to the District. The RIC would then review our feedback and send it back to the district for corrections, if needed.

Note the buttons that allow us to edit or delete the note that has been left by the RIC, to reply or to mark it as resolved. Also, the buttons on the lower left side show that when an answer has been revised the indicator is orange.




1 What is the name of the district administrator responsible for entering the Instructional Technology Plan data? *

NYSED will consider this person to be the point of contact for questions about the plan.

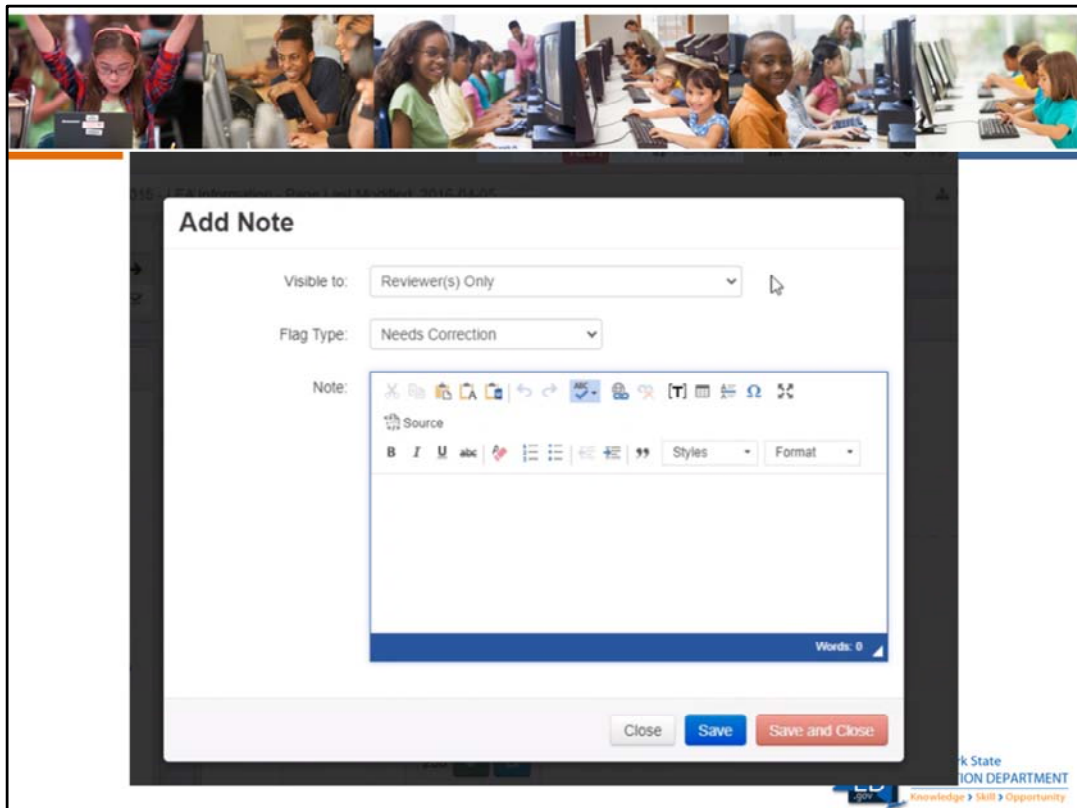
Reviewer 11/6/2018 3:59 PM (Reviewer Only)

has started the review on this plan

2 What is the title of the district administrator responsible for entering the Instructional Technology Plan data? *

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Notice that the RIC reviewer has the same screen as NYSED, with the edit or delete comment option, the ability to reply to a comment or mark it resolved, or to flag a response or add notes.



This is the screen that appears when you click on add note. The default is to show the notes to reviewers only. This would mean all RIC reviewers and NYSED staff would see the notes. IF you click the drop-down arrow to the right of Reviewers only, you will get an option to say everyone can see the note. See the next slide for a screen shot of this option.



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Red TEST at St...

Mail Item

Help

Michael W. JNY20...

View Old Versions

Add Note

Visible to: Reviewer(s) Only

Flag Type: Reviewer(s) Only
Everyone (requires unsubmit for recipients to view)

Note:

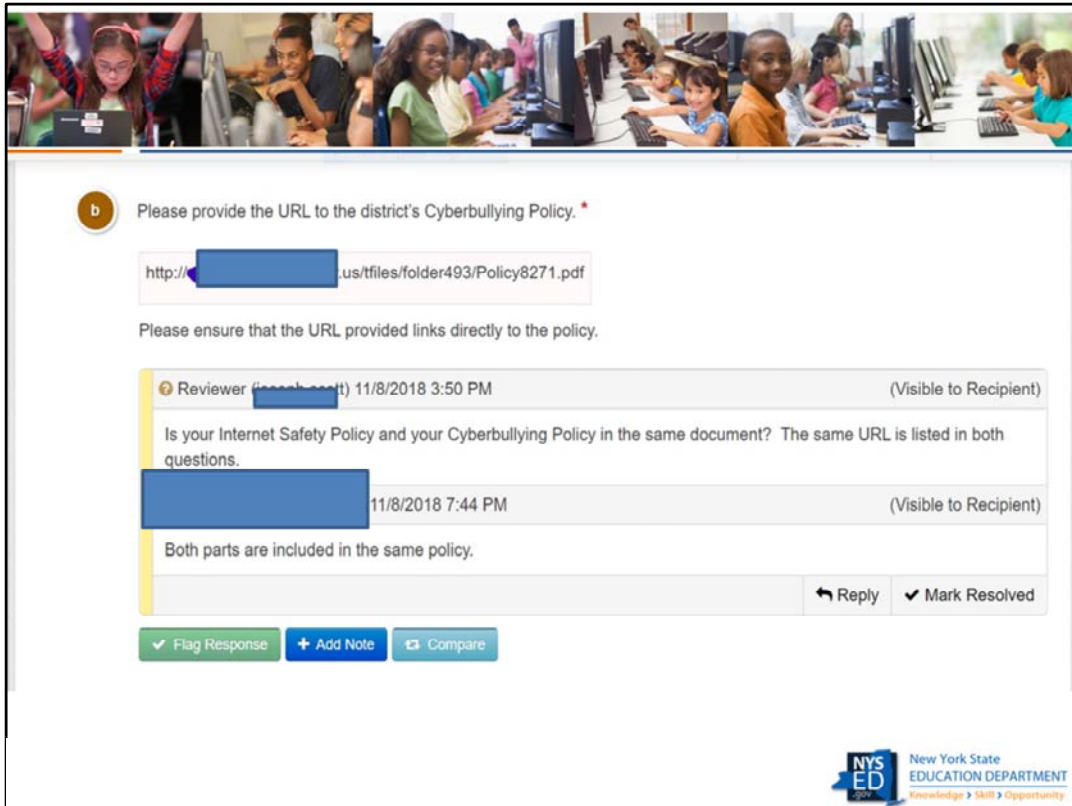
X Undo Bold Italic Underline Link Unlink Bulleted List Numbered List Decrease Indent Increase Indent Link Unlink Split View

Source

B I U abc | [List Icons] | Styles Format

Words: 0

Close Save Save and Close



This is an example of a question and answer response in the portal between a RIC reviewer and a district. This is from the last cycle, so pay no attention to the question itself, as this question is no longer asked in the plan. The point of this screen shot is to show what it looks like when you are communicating with districts within the SEDMON application. This is the RIC view. Notes do not look like this to the district. We have blocked the Reviewer's name – the district does not see this. The next slide shows what the district will see.




This is the screen that the district will see when you have added a note.

Reviewer 8/17/2021 1:16 PM

Test Note

 Reply

The district can reply to notes that you have left but cannot insert notes themselves.




inology - Page Last Modified: 2019-08-30 [Back to Results](#)


[Save](#) [Save & Continue →](#) [Save & Submit Survey →](#)

Identifying Label

Test

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This screen shows the next to the last screen a district will need to view. When the district is ready to submit the plan to their RIC, they first hit the save and submit button. That will bring them 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.

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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 the RIC for review. NYSED will not see the survey until the RIC reviewer has completed their review and sent it to NYSED.



When the district submits the plan to the RIC in the portal, the RIC staff who have data view and data entry rights will receive an email letting them know the plan has been submitted.

If the District wants the RIC to review the plan *prior* to having the Superintendent submit it, they may use the print survey option to save the completed survey as a PDF and send it to the RIC reviewer.



Resources and Guidance Documents

Resources will be posted for 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**
- **Locate your school district's RIC**



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 and when a document has been updated.

Some of the resources listed here are simply links to other sites where the information resides, such as the web page where a school district can locate their RIC if they are not sure which RIC they should be working with.



Resources and Guidance Documents

Resources will be posted for Districts as follows:

- NYS Model Schools Coordinators – Tech plans
- Technology Plan Review Process
- List of Ric Reviewers with contact information
- Part 100.12 of Commissioner's Regulations - Instructional computer technology plans



Resources and Guidance Documents

Resources will be posted for Districts as follows:

- **Tech plan FAQ**
- **Mini-Guide: Accessing and completing the tech plan**
- **SEDDAS Mini-guide: Entitling Users to the tech plan**
- **Link to the Statewide Learning Technology Plan**

Please make sure that you familiarize yourselves with all these resources and ask your districts to do the same. The more thoroughly your districts reviews these resources, the less you will need to be responding to questions that are answered within these documents.



Resources and Guidance Documents

Additional resources will be posted for RICS as follows:

- FAQ for RICS
- Mini-Guide for RIC reviewers: Accessing and reviewing plans
- SEDDAS Mini-guide for RIC Directors: Entitling RIC reviewers to the tech plan
- Rubric for reviewing the plans
- Recording and Power Point from RIC Reviewer training session



The RIC reviewers and Directors will soon receive a link for your use only that will lead to a page where you will find all resources in one place- the resources for districts and the resources specifically created for RIC reviewers. This page will not be accessible from a link on our website. The additional resources are shown on this slide.



Questions?

Does anyone have any questions before we wrap up?



Contact Information

edtech@nysed.gov

518-474-5461



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

- Set interim deadlines
- Make sure that all staff have been given access to data entry and data view.
- Familiarize yourself with all resource documents and SedMon
- Review plans as they arrive



Thank you so much for your commitment to this project and for attending today. We look forward to working with you.