

Hanover County Public Schools
Long Range Educational Technology Plan
Bridging the Plans: 2019 – 2023

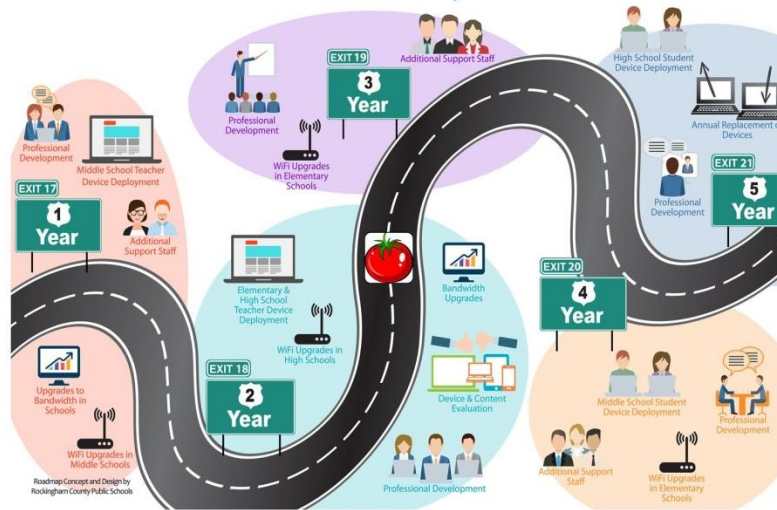


The Long Range Educational Technology Plan (LRETP) has traditionally been a stand-alone plan that supported the division's Long Range Plan while aligning with the State of Virginia Department of Education's Educational Technology Plan.

Beginning in 2023, the LRETP goals will be incorporated into the division's LRP, thus creating one comprehensive plan for Hanover County Public Schools. The 2019-2023 LRETP is a living document that will provide a bridge between the current plan and the new comprehensive plan. This bridge builds on the instructional technology and infrastructure successes of the expiring plan.

Historically, school division technology plans were focused on the acquisition and distribution of hardware, systems, and infrastructure. That focus has shifted with the new LRETP. Primary emphasis of the goals and objectives of the plan are placed on integrating technology into the classroom to support teaching, learning and leadership. Infrastructure goals were developed to support these objectives.

The Road to Digital Learning in Hanover County Public Schools



The Process:

A LRETP Steering Committee was formed to guide the development of the bridge plan. This steering committee, comprised of the Directors of Curriculum & Instruction, Technology Services, and Accreditation & Accountability, and the Curriculum Specialist for Instructional Technology, led the efforts of a larger planning team to develop goals and objectives of the bridge plan. The planning team consisted of teachers, school leaders, instructional technologists, and technology services staff. A draft of the plan was presented to various community members, parents, board members and students to solicit input. This valuable feedback has been incorporated into the final plan.

Plan Development:

The plan was developed with an emphasis on integrating technology into the classroom, as a tool for providing ways for students to achieve in school more broadly and more deeply. The plan goals and objectives have been comprised in four subsections:

- Learning (*Enhance Personalized, Equitable Student Learning Experiences with Technology*)
- Teaching (*Support Innovative Professional Learning with Technology*)
- Leadership (*Create Cultures of Change through Innovative Leadership Practices*)
- Infrastructure (*Secure and Robust Infrastructure*)

The work of the LRETP Committee folds under the umbrella of the HCPS Long Range Plan. However, it also seeks to meet the goals established in the Profile of a Hanover Graduate. The Profile of a Hanover Graduate has four cornerstones: Empowered Learner, Responsible Citizen, Globally-Engaged Communicator, Resilient Individual. Additionally, the LRTP also meets the Virginia Department of Education’s 5 Cs: Critical Thinking, Creative Thinking, Communication, Collaboration, Citizenship. Each of these focal areas call for innovative

teaching where students are able to access digital tools to reach their potential. This movement also provides greater equity and opportunity for students across our division.

Goals and Objectives:

Learning		
Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship		
Objectives	<p>Objective 1: Learners leverage technology to take an active role in personalizing and achieving learning goals within their competencies.</p>	<p><u>1-1.1:</u> Provide access to digital hardware, software, and applications to support a variety of content and learning environments.</p> <p><u>1-1.2:</u> Provide students opportunities to use digital learning tools to accomplish learning objectives and encourage innovation.</p> <p><u>1-1.3:</u> Establish and support digital learning portfolios to showcase learning and growth.</p>
	<p>Objective 2: Learners are provided opportunities for personalization of learning pathways through support of digital equity.</p>	<p><u>1-2.1:</u> Teach students how to utilize technology even in a learning environment without internet access.</p> <p><u>1-2.2:</u> Establish a student-led, in-house help desk at each school for real world application and school support.</p> <p><u>1-2.3:</u> Provide secondary students with a means of professional communication (ex. SAT, colleges, internships, etc.).</p> <p><u>1-2.4:</u> Provide virtual learning tools to support blended/full online learning in order to give access to course options for all students regardless of school location.</p>
	<p>Objective 3: Learners will be able to communicate effectively in a digital environment.</p>	<p><u>1-3.1:</u> Teach students how to use the division Learning Management System and other school-supported learning platforms to communicate and collaborate.</p> <p><u>1-3.2:</u> Teach students how to evaluate multiple data sources to accurately inform opinions.</p> <p><u>1-3.3:</u> Model for students how to communicate professionally with digital tools.</p>
		Action Steps

Teaching

Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.

Objectives	<p>Objective 1: Teachers will design and implement instruction utilizing technology resources aligned with student needs, content demands, and learning intentions.</p>	Action Steps	<p><u>2-1.1:</u> Develop and implement blended learning professional development for teachers and school-level leadership.</p> <p><u>2-1.2:</u> Provide professional development on blended learning to division-level leaders in order to support teachers in the design and implementation of instruction.</p> <p><u>2-1.3:</u> Provide ongoing instructional support of blended learning to instructional leadership.</p> <p><u>2-1.4:</u> Blended learning is modeled by instructional leaders.</p>
	<p>Objective 2: Teachers will identify, create, and share instructional resources to support blended learning.</p>		<p><u>2-2.1:</u> Identify and support a core set of content repositories and technology tools for HCPS.</p> <p><u>2-2.2:</u> Continue the work of the iTAC team as a collaborative, problem-solving team.</p> <p><u>2-2.3:</u> Develop a technology advisory committee at each school to include teachers and students.</p> <p><u>2-2.4:</u> Develop professional development opportunities to support division and school-level instructional staff in the use of digital repositories.</p> <p><u>2-2.5:</u> Design and develop an approval portal to streamline the review process (ex. apps, websites, extensions, tech purchases, etc.).</p>
	<p>Objective 3: Teachers will model digital citizenship.</p>		<p><u>2-3.1:</u> Model and explicitly teach the ethical use of digital resources (exciting, sharing responsibly).</p> <p><u>2-3.2:</u> Model and explicitly teach how to evaluate the credibility of resources.</p> <p><u>2-3.3:</u> Educate instructional staff on the best practices of professional social media use.</p> <p><u>2-3.4:</u> Provide opportunities for learners to broaden perspectives by collaborating and communicating with others locally and globally.</p>

Leadership

Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.

Objectives

Objective 1:

Leaders understand and identify effective use of technology to promote innovative teaching and learning practices.

Objective 2:

Leaders communicate implementation of division and school goals for teaching and learning that integrate technology and promote innovation.

Objective 3:

Leaders create and model a culture of trust and innovation based on a shared vision for teaching and future-ready learning.

Action Steps

3-1.1: Design and create a plan for implementation of professional development opportunities for school leaders focused on innovative teaching practices, blended learning, and effective use of technology.

3-1.2: Define and use common language in professional learning sessions (ex- blended learning, innovation, SAMR model, OER - Open Educational Resource, Student & Teacher Competencies).

3-1.3: Review and revise the teacher evaluation system to align with the LRTP.

3-2.1: Develop and implement a cohesive and comprehensive communication plan directed to all stakeholders that explains deployment, management, and shared vision as well as the responsibility of the students, family, and educators in a one to one learning environment (website, social media, marketing campaign, Schoology).

3-2.2: Develop and implement a division-level communication plan directed to building leaders that explains expectations for technology use, purchasing options/requirements, management and sustainability of technology, and training opportunities.

3-3.1: Promote the utilization of the ITRT as an instructional coach.

3-3.2: Provide opportunities for teachers to participate in structured peer observations focusing on blended learning.

3-3.3: Use and model blended learning practices, including the recommended tools and programs to support blended learning.

Infrastructure

Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.

Objectives	Action Steps
<p>Objective 1: Division leadership will address equity in access for all students.</p>	<p><u>4-1.1</u>: Work with VDOE, Education SuperHighway, and county government on high speed internet connections for underserved areas of the county.</p> <p><u>4-1.2</u>: Form collaborative partnerships with local government and industry.</p> <p><u>4-1.3</u>: Establish consistent classroom technology for instructional use.</p> <p><u>4-1.4</u>: Standardize equipment across the division.</p> <p><u>4-1.5</u>: Establish 'print centers' for student devices in schools.</p>
<p>Objective 2: Division leadership will provide a safe and flexible environment for accessing digital resources.</p>	<p><u>4-2.1</u>: Replace division filtering system to meet expanding instructional needs both on and off campus.</p> <p><u>4-2.2</u>: Investigate replacement of MDM to ensure cohesive integration with new filtering system.</p> <p><u>4-2.3</u>: Continue to enhance cybersecurity and technology physical site security.</p> <p><u>4-2.4</u>: Streamline process for students and staff to access the instructional network resources to improve efficiency and security.</p> <p><u>4-2.5</u>: Invest in an upgraded, robust Single Sign-On to meet division needs,</p> <p><u>4-2.6</u>: Evaluate effectiveness of Classlink system.</p> <p><u>4-2.7</u>: Create and Implement a Responsible Use Agreement for staff and students.</p>
<p>Objective 3: Division leadership will upgrade the network infrastructure in schools to provide a robust foundation to support instructional technology.</p>	<p><u>4-3.1</u>: Continue LRTP infrastructure replacement plan in elementary schools FY18 - FY20.</p> <p><u>4-3.2</u>: Replace firewall to allow for expanded network capacity by FY21.</p> <p><u>4-3.3</u>: Review capacity plan for bandwidth expansion FY20-22.</p>
<p>Objective 4: Division leadership will provide resources to support instructional technology initiatives.</p>	<p><u>4-4.1</u>: Establish a sustainable long-range funding plan.</p> <p><u>4-4.2</u>: Increase technology support staffing.</p> <p><u>4-4.3</u>: Increase instructional technology staffing (SOQ: 1 ITRT per 1,000 students).</p> <p><u>4-4.4</u>: Provide professional development for technology support staff (Ex. LMS, SIS, PowerSchool Gradebook).</p>

Appendix 1

Long Range Technology Plan Alignment

3 Year Bridging Plan

Objective		Profile of a Hanover Graduate				Hanover Long Range Plan						Virginia Department of Education 5 Cs				
		Empowered Learner	Responsible Citizen	Globally Engaged	Resilient Individuals	G 1 - Equity	G 2 - Diversity	G 3 - Innovation	G 4 - Valued	G 5 - Community Engagement	G 6 - Safe Environment	Creative Thinking	Critical Thinking	Communication	Collaboration	Citizenship
Learning	Objective 1: Learners leverage technology to take an active role in personalizing and achieving learning goals within their competencies.	X	X		X		X			X	X	X	X	X	X	X
	Objective 2: Learners are provided opportunities for personalization of learning pathways through support of digital equity.	X	X			X	X				X	X	X	X	X	X
	Objective 3: Learners will be able to communicate effectively in a digital environment.	X	X	X		X	X		X		X	X	X	X	X	X
Teaching	Objective 1: Teachers will design and implement instruction utilizing technology resources aligned with student needs, content demands, and learning intentions.	X			X	X	X	X			X		X			
	Objective 2: Teachers will identify, create, and share instructional resources to support blended learning.	X				X		X				X		X	X	X
	Objective 3: Teachers will model digital citizenship.	X	X	X		X	X	X	X	X	X		X	X	X	X
Leadership	Objective 1: Leaders understand and identify effective use of technology to promote innovative teaching and learning practices.	X				X	X	X			X	X	X	X	X	X
	Objective 2: Leaders communicate implementation of division and school goals for teaching and learning that integrate technology and promote innovation.	X	X			X	X	X	X	X			X			
	Objective 3: Leaders create and model a culture of trust and innovation based on a shared vision for teaching and future-ready learning.	X	X			X	X	X	X				X			
Infrastructure	Objective 1: Division leadership will address equity in access for all students.	X	X	X		X		X	X	X	X	X	X	X	X	X
	Objective 2: Division leadership will provide a safe and flexible environment for accessing digital resources.		X	X		X	X	X		X	X		X	X	X	X
	Objective 3: Division leadership will upgrade the network infrastructure in schools to provide a robust foundation to support instructional technology.					X		X		X		X	X			
	Objective 4: Division leadership will provide resources to support instructional technology initiatives.	X	X	X		X		X	X	X		X	X	X	X	

2019-2023 Long Range Educational Technology Bridge Plan Team

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Thank you to the following groups who reviewed the plan and provided valuable feedback:

- HCPS Long Range Plan Steering Committee (representing parents, staff, teachers, & community members)
- Superintendent's Secondary Student Advisory Group (representing middle and high school students)