**Purpose of the Master Plan:** The San Francisco Unified School District Master Plan for Educational Technology ("Technology Plan") provides a district-wide vision for how technology will support the Simply put, the Technology Plan is a strategic document that provides a vision for the use of instructional technology to support the district’s priority goals and a roadmap for moving the District and the COE towards that vision over the next three years.

In addition, the Master Plan for Educational Technology fulfills federal and state requirements for a state-approved three year technology plan to be eligible for the federal and state telecommunications subsidy programs and other state and federal technology funding. The annual subsidy for district telecommunications is approximately $3.7 million, and the district received $1.6 million in the federal EETT grants for 2010-2012.

**District Curricular Goals:** The SFUSD Strategic Plan, “Beyond the Talk: Taking Action to Educate Every Child Now,” is the primary driver of the Technology Master Plan. Therefore, it is important to place the Technology Plan within the larger context of the Plan’s vision of fundamental transformation for its schools.

The district’s three overarching goals remain unchanged since 2008:

- **Student Achievement** – Engage highly engaged and joyful learners
- **Access & Equity** – Make social justice a reality
- **Accountability** – Keep our promises to students and families

Faced with ongoing budget crises in 2012, the district is adjusting its course by focusing existing resources on three strategic priorities that have the greatest potential to achieve district goals:

1. **Core Curriculum:** Develop and implement a district-wide curriculum aligned from PreK-12 that is grounded in English Language Arts and Mathematics Common Core State Standards and differentiated to address the needs of historically underserved students, high performing students, English Learners and student with disabilities.

2. **Professional Development:** Support our teachers and school communities through robust and diversified job-embedded professional development that will ensure that at every level every student is learning the skills they need to thrive at the next level.

3. **Replicate Success:** Identify and replicate the high-leverage and successful practices that increase achievement of high performing students and accelerate achievement of those currently less academically successful.

To support these efforts the district proposes to:

1. Use student data Pre-K-12 to assess student learning, establish baseline data, predict graduation likelihood through early warning indicators, and linking family engagement activities to student achievement.

2. Promote school innovation and teamwork.
3. Focus on strategic community partnerships
4. Align priorities and resources towards the three Strategic Priorities
5. Anchor the strategic plan in school planning to focus on improving student achievement.

Strategic Priorities Supported by the Technology Plan

1. Strategic Priority #1 - ELA and Mathematics Core Curriculum for Pre-K-12: The Technology Plan proposes to:
   a. **Integrate Technology into the Core Curriculum:** Embed technology into the mathematics and language arts core curricula for Pre-K through 12 with a focus on (i) inclusionary practices and (ii) making that curriculum more accessible to historically underserved students, English Learners and students with disabilities.
   b. **Collaboration Tools:** Upgrade Sharepoint or identify other secure on-line tools and platforms to support the teacher collaborations around the core curricula.
   c. **Core Curriculum Web Site:** Develop a web presence for teachers and parents that support the core curricula.
   d. **Broadband to the Classroom:** Completion of the three year infrastructure upgrade project to bring broadband Internet access to all instructional rooms in the district.
   e. **Core Classroom Technology Suite:** Collaborate with the schools to develop strategies to equip each classroom with a baseline suite of technology tools that support 21st century learning (“Core Classroom Technology Suite”), differentiation of instruction and inclusionary practices.
   f. **College/Career Readiness:** Support Plan Ahead, the web-based college/career readiness curriculum that incorporates the online Connect EDU modules.

2. Strategic Priority #2 - Professional Development: The Technology Plan proposes to:
   a. **Build Capacity** through a three tiered approach (See page 6-7):
      i. **Tier 1: Integrating Technology into the Core Curriculum:** Introduce a new paradigm for professional development in which a curriculum technology integration specialist and district curriculum and professional development providers co-plan and co-facilitate professional development around the core curricula in which technology is embedded. Over time the district will have a cadre of support staff who have expertise in both curriculum content and the process of integrating technology into the curriculum.
      ii. **Tier 2: Support for Classroom Teachers:** Recruit and support a cohort of site-identified teachers to serve as Technology Lead Teachers who would participate in a professional learning community to collaborate and hone their skills, support teachers at their respective sites in the use of technology to support teaching and learning, and act as technology liaisons between their schools and the district technology and curriculum departments.
      iii. **Tier 3: Technology Integration Teachers:** Recruit and support a cadre of teachers who serve as Technology Integration Teachers in a research and development function. These teachers would collaborate to develop technology-embedded core curriculum lesson units, pilot these units with their students, assess and document outcomes, and assist with dissemination of successful practices throughout the district.
   b. **Electronic Professional Development Tools:** Identify core curriculum websites to access videos of effective instruction, virtual classroom observations and other electronic resources as
professional development tools and collaborate with partners to video best practices within the
district.

3. **Strategic Priority #3 - Replicate Success**: *The Technology Plan proposes to:*
   a. **Research and Dissemination**: (See Tier 3: Technology Integration Teachers above)
   b. **Disseminate Success**: Post videos of best practices, sample technology embedded lessons
      and other resources to support effective instruction and student success.

4. **District Strategies Supported by the Technology Plan:**
   a. **Data Driven Decision Making**: *The Technology Plan calls for the completion of the Student
      Information Redesign Project, which includes:*
      i. **Synergy**: Migration to a new web-based student information system (SIS) for the district to
         improve the quality of student information and to make that information more accessible to
         all stakeholders.
      ii. **SEIS**: Migration to SEIS, a new web-based comprehensive SIS for Special Education to
         ensure more accurate and timely student data and to improve compliance
      iii. **Early Education**: Migration from CATS to Synergy for Early Education to address
         compliance, to facilitate centralized enrollment, better monitor attendance and increase
         revenue.
      iv. **Eliminating Data Silos**: Bridging Synergy with the other SIS and district management
         systems that depend on student data to ensure compatibility and to reduce multiple points
         of data entry.
      v. **Service Management Systems**: Deploying program and service management systems
         for:
         - **Student Services** to coordinate the delivery of services by multiple providers, to
           monitor the effectiveness of the services for students, and to provide principals with
           online data “dashboards” on student progress.
         - **Early Education** to support centralized enrollment, monitor attendance and
           improve program compliance.
      vi. **Graduation Likelihood**: Implementing the online *Early Warning Systems* to predict and
         improve likelihood of high school graduation.

5. **School Innovation and Teamwork**: *The Technology Plan calls for the upgrade of Sharepoint, the*
   district intranet site, or comparable platforms to support (a) real time sharing of documents, (b) more
   school to central office and school to school communications and (c) collaborations among Core
   Curriculum Workgroups and other Professional Learning Communities.

6. **Aligning Priorities and Resources**: *The Technology Plan* proposes:
   a. **Coordinating Technology Expenditures**: Greater coordination of existing school and
      department budgets towards a common vision for technology, especially the baseline suite of
      classroom technology, and embedding technology into ongoing professional development
      through cross-team collaborations.
   b. **Improved Enterprise Management Tools**: Completion of the three year infrastructure
      upgrade is enabling increased utilization of centralized network management tools; online
      budgeting, purchasing and accounting tools; and program management systems to monitor
      assets, streamline management functions and reduce ITD costs.

7. **Family Engagement**: *The Technology Plan* proposes to support parent involvement through
   increased utilization of the *School Loop* grading, reporting functions and parent and student portals;
the *Early Warning* Truancy System; the automated calling system; *Data Director* grading, reporting and data systems; and district and site web sites.

### Key Strategies behind the Technology Plan

**Strategy #1: Equitable Access to Learning Resources:** The Technology Plan defines equitable access to learning resources, including technology, by student needs and outcomes, not by the allocation of resources:

1. **A Baseline of support for all** to include the core curriculum, data systems, broadband to the classroom and a Core Classroom Technology Suite that supports 21st century learning. That suite would include minimally a laptop for teachers plus computing devices for students, broadband internet connectivity and a presentation device.

2. **Supplemental enrichment and learning acceleration tools** that support inclusionary practices and make the curriculum more accessible to students with special needs, English Learners and other historically under-served populations.

3. **Research and development** function to develop sample technology embedded core curriculum lesson units, pilot and refine these lessons and document outcomes in real classroom and help disseminate best practices throughout the district.

### Chart 1 - Equitable Access to Technology to Support Curricular Goals

**Strategy #2: Technology Integration into the Curriculum:** While a student’s learning keyboarding, word processing a document, or working with drill and practice software may have merit, these activities are not examples of integrating technology into the curriculum. Rather that integration occurs when technology is utilized not just to develop technology proficiency, but to support academic mastery, to make the core curriculum more accessible to all students, and to support the development of 21st Century skills for students. The model below defines how the term “curriculum technology integration” is used in this plan.
Strategy #3: Integrating Technology into the Core Curriculum while Building Staff Capacity:

Historically, each department and program has delivered its own professional development with little coordination, inter-program planning or sharing of resources. In this model, which is common in school districts, technology has become yet another subject or “program,” with few resources.

Chart 3.1: The Traditional Model for Technology Professional Development

This model has four weaknesses:

1. Technology training tends to become tangential to curriculum or district priorities or what is measured in high stakes state testing.
2. Isolated technology training that is not embedded in a long term change process has minimal impact on teachers’ instructional practices.
3. Technology becomes a relatively low priority in the face of ongoing budget cuts.
4. Technology integration “expertise” in the district rests with a few staff.

**Chart 3.2 – An Alternative Model**

**Integrating Technology into the Core Curriculum and Building Staff Capacity**

The Technology Plan proposes a three tier model of technology embedded professional development that shifts the primary focus towards building long term capacity:

**Tier 1 – Integrating Technology into the Core Curriculum:** The Technology Plan proposes to team one or more technology integration specialists with the workgroup of teachers and district staff developing the core curriculum and the subsequent professional development. The Technology Integration Specialist would (a) identify resources to support the collaboration around the core curriculum, (b) help integrate technology into the core curriculum components and resources and (c) co-plan and co-facilitate professional development with district staff.

**Benefits:**
- Technology would be integral to the design of the district’s core initiatives and embedded in the professional development of the core curriculum and other district priorities.
- Teachers would learn to use the technology tools as an integral part of the core curriculum and effective instructional practices.
- Over time the “content” professional development providers would also become more proficient in the use of technology and understand the process of integrating technology into the curriculum. They would become specialists in both curriculum and in the integration of technology into instruction.

**Tier 2 – Technology Lead Teachers to Support Classroom Teachers:** In the interim teachers need support at their sites. Sites would identify at least one certificated staff person to
serve as the Technology Lead Teacher. This teacher could be the site Curriculum Integration Specialist, if any, or a classroom teacher who is proficient in the use of technology to support instruction. The Technology Lead Teachers would join a professional learning community, collaborating with one another and participating in professional development during regular meetings, serve as the technology liaisons between their sites and C & I and ITD, and offer support to teachers at their respective sites.

Benefits:
- Classroom teachers would have a level of technology integration support at their sites.
- The Technology Lead Teachers would further develop their skills over time and be able to collaborate through the monthly collaborations and professional development.
- The district would have a channel of communications on the impact of technology policies and practices on classroom teachers.

Tier 3 – Technology Integration Teachers – Replicating Success: To identify what technology embedded practices are most effective with SFUSD and COE students, the Technology Plan calls for the creation of a research, development and dissemination capability. The district would recruit a cadre of teachers to serve as Technology Integration Teachers who would work collaboratively to develop and refine technology-embedded core curriculum lesson units and other curriculum components, pilot these units with their students, assess and document outcomes, and assist with the dissemination of successful practices throughout the district.

Benefits:
- The Technology Integration Teachers would deepen their knowledge of the core curriculum, best technology embedded practices and field research.
- Teachers would have access to lessons and other instructional resources proven effective with SFUSD students.
- Technology Integration Teachers would become professional development resources for the district.

Planning Process – Master Plan for Instructional Technology 2012-15:

Needs Assessment: The Committee’s needs assessment is based on the following research and input from stakeholders:

- “Beyond the Talk, Version 2, Implementation Update,” (2010)”
- Progress reports on the implementation of the Strategic Plan
- The San Francisco Unified School District LEA Program Improvement Plan (2011)
- The San Francisco County Office of Education LEA Plan Addendum, 2011-2012
- Data generated by the district’s financial systems, Data Director and School Loop

1 N.B. Technology Lead Teachers would not be a full time function. A full time technology teacher at each site would cost the district approximately $8 million. Therefore, the Technology Lead Teachers would receive compensation from the district to participate in professional development and provide support at the school site.
• Interviews with Board of Education members, district and site leadership and union representatives
• Planning meetings with classroom and technology/library media teachers and the Instructional Technology Advisory Group (ITAG)
• Participation in meetings of the Administrators' Institutes, Superintendent's Cabinet, Instructional Leadership and principals. (??)
• The District Teacher Technology Survey completed by 2633 of 3219 teachers in the District and COE January 2012.
• Research of the literature on best practices.

**Stakeholder Involvement:** The Technology Plan for 2012-2015 is essentially an extension of the 2009-2012 Technology Plan. While there was significant progress made over the last three years on the district’s infrastructure, there was not comparable progress on the curriculum side. During 2008-09 there was extensive outreach to the schools and the broader school community that resulted in significant consensus on both the Strategic Plan and the vision for technology in support of that plan. The emphasis of the planning process in 2012 was to align the Technology Plan as envisioned for 2009-2012 with the district’s current curriculum priorities and the implementation plans for 2012-2015. Therefore, outreach focused on district leadership, individuals responsible for implementation of current priorities, and the principals and teachers who are integrating these initiatives into their instructional practices.