

**Maine School Administrative District #75
Accountability Measures**

“ . . . a description of the process and accountability measures that the applicant will use to evaluate the extent, to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards.”

Introduction. Successful attainment of the goals of the equity plan can only be confirmed through assessment of the objectives outlined in the plan.

Technology Equity – The goal of Technology Equity is critical for assuring all students are provided an equal foundation and every teacher is able to apply District strategies for technology integration into curricula. To ensure the goal is being met the following measures will be taken to verify equity is being achieved:

- 1) **Do services meet the baseline for all computers in the District?** When technology services are provided equitably across the District students are able to learn and teachers are able to instruct without advantage. With minimum standards for technology resources curriculum developers are able to focus on designing and implementing instructional tools that will work for all teachers and students in the District.
- 2) **Do all district staff meet baseline knowledge and skills for technology?** A baseline of knowledge ensures that all teachers are able to operate technology competently and serve as a resource for their students while implementing a curriculum integrated with technology that empowers and enhances learning. That same knowledge when used by the administrative staff fosters teacher confidence in the support provided to them.
- 3) **Does the data collected in the helpdesk tool indicate adequate levels of responsiveness and knowledge?** The success of any technology integration strategy is dependent on the stability, accessibility, and reliability of the systems supporting the services used in the curriculum. This requires the supporting technology staff to be knowledgeable and responsive when problems arise so that they are quickly resolved and present minimal impact on the students and teachers.

Technology Standards – The goal of standards for technology are not only to realize savings for the District but also to establish the environment to meet the technology equity goal. To ensure the goal is being met the following measures will be taken to verify standards are being achieved:

- 1) **Does each faculty member have access to a phone supporting a reliable messaging service?** The telephone system is a critical communication medium for both teacher and administrator. It serves as the conduit for interaction with parents and community, inter-District communication, and a key element of our emergency response plan. Providing a messaging service through the phone helps ensure that important information is received.
- 2) **Is there a common platform for administrative computing?** The common platform for administrative computing is important for facilitating inter-District and community communication, saving resources by reducing training and support costs,

and building confidence and reliability for technology resources that are critical for daily operations.

- 3) **Is there a common platform for academic computing?** The common platform for academic computing is important for developing and delivering an integrated curriculum effectively. Students are able to transition through grades and classes with a single, consistent operating environment. Teachers are better able to focus on teaching without having to train a portion of their students on the technology being used in their classrooms. Curriculum developers are able to focus on content without having to spend time on multiple designs for different operating systems.
- 4) **Is there a common list of applications for administrative computing?** Application standards reduce staff development costs and ensure the efficiency of administrative operations within the District.
- 5) **Is there a common list of applications for academic computing?** Teachers using standard programs are better able to develop their technology proficiency and support their students learning in an integrated curriculum. They are also able to serve as mentors to each other, expanding the overall technology literacy throughout the District.
- 6) **Is there a published Standard Operating Procedure (SOP) for Technology and Telecommunications that is readily accessible by the District Staff?** Standard Operating Procedures provide the District with responsive efficient methods for conducting daily business involving technology that reinforces equity
- 7) **Does the SOP adequately describe the methods of procurement, accountability, use, management, and disposal of technology and telecommunication assets within the District?** The processes required to effect an integrated curriculum efficiently are enhanced by written procedures that resolve questions before they're asked. Administrative requirements are captured in tested, logical, step-by-step instructions that guide an individual to assured success.

Integration of Technology into Curriculum – This goal is key to the success of the District educational program. It is vital to the advancement of the District vision of developing critical, life-long learners in the age of technology. To ensure the goal is being met the following measures will be taken to verify integration is being achieved:

- 1) **Are key Department members part of the Curriculum Planning Workgroups?** Developing curriculum achieves its greatest benefit from capitalizing on the input of successful, experienced teachers. Ensuring the best qualified teachers participate in the curriculum planning and development workgroups will guarantee the success of all endeavors.
- 2) **Are the technology benchmarks being met?** Benchmarks will facilitate annual evaluation of student progress toward meeting the Learning Results standards established by the State. Analysis of the results will help direct curriculum development efforts and provide feedback on current curriculum.
- 3) **Does the District curriculum include common assessments for technology?** Part of the effort for the District is to increase the technology literacy of students. To this end technology assessments will be incorporated into the curriculum to ensure that students are developing an understanding of technology, its role in their education, and its application in the life-long learning process.
- 4) **Have curriculum examples been provided to the faculty that reflect technology integration through a variety of delivery methods?** Recognizing that standards

should not inhibit or direct teaching styles, the District will integrate technology into the curriculum in a variety of ways that will foster creative instruction. Additionally, different students learn in different ways, so the curriculum will also be developed to support differentiated instruction.

Technologically Proficient Staff – The goal of a technologically proficient staff is necessary for delivering integrated curricula. To ensure the goal is being met the following measures will be taken to verify proficiency with technology is being achieved:

- 1) **Are all staff able to complete the computing fundamentals checklist?** The checklist provides an assessment of the baseline technology knowledge all staff are expected to have. With this knowledge teachers are better equipped to provide instruction of an integrated curriculum as well as guide their students in the use of technology. Administrative staff are better able to support teachers because they are able to resolve minor technology problems more quickly.
- 2) **Have faculty incorporated technology into their teaching methods?** Key to successfully integrated technology in curriculum is the integration into teaching methods. Using technology as another tool for teaching, a teacher is able to stimulate learning using methods that excite students and in which they are better able to relate.
- 3) **Are all staff able to respond appropriately to e-mail within the District?** Electronic Mail is the communication tool of the Technology Age. It is quickly becoming the primary means of communication for parents within the District. All staff need to have proficiency in this medium to be effective and responsive as it has become an expectation for normal communication.
- 4) **Is the technology equipment receiving regular preventive maintenance?** Technology equipment is only beneficial when it operates properly. With a limited Technology staff in the District, it is imperative that staff members provide a level of preventive maintenance for the equipment they use primarily. With minimal effort, problems with technology equipment can be reduced and its life-extended.

Determining Total Cost of Ownership for District Technology – To ensure successful integration of technology into the curricula, the goal of determining the Total-Cost-of-Ownership for District Technology is necessary for only adopting integration strategies that the District can afford. To ensure the goal is being met the following measures will be taken to verify a realization of costs is being achieved:

- 1) **Does the Cost Benefit Analysis of technology forecasted for a District project meet the actual technology and telecommunication costs incurred by the project?** The success of any project involving technology often rests in the amount of resources dedicated to it. Whether the project is driven by District or State requirements, allocating sufficient resources up front to ensure its success is critical. Through analysis of the District's total-cost-of-ownership the Technology Department will be able to budget resources more accurately.

Apply Sufficient Resources to Achieve the Technology Plan – The goal of applying sufficient resources is critical the success of the overall plan. To ensure the goal is being met the following measures will be taken to verify adequate resources are being applied:

- 1) **Do we have enough money to support all of the projects necessary to integrate technology into the curricula?** Budget shortfalls must be identified early enough to compete appropriately for grants and alternative funding sources in order to meet project goals.
- 2) **Do we have enough trained people to support all of the necessary technology equipment and software?** People are the greatest resource of any organization. It is especially critical given the fluid environment of technology. As curriculum developers explore alternative avenues for learning and desire to incorporate new technologies to support their efforts, it is crucial that the Technology Staff be prepared and trained to support it.
- 3) **Do we have sufficient technology staff to continue to support all services in the event of the absence of any one member?** When the absence of a single staff member potentially impacts a student's education adversely the entire District is impacted. Not only must the staff have the appropriate training to support District technology efforts, but it also must have sufficient depth of knowledge that the absence of a single person has little or no impact.
- 4) **Do we have enough reliable equipment to meet all requirements?** Technology equipment has physical limitations that impact functionality. Services must be spread across multiple platforms that balance work in a way that provides accessibility, stability, and reliability. Insufficient equipment to support required services will always result in unreliability and result in a loss of confidence in the technology, ultimately impacting students.
- 5) **Do we have enough time to successfully complete projects and meet deadlines?** The least quantifiable and yet most critical resource of any technology project is time. When a deadline is critical additional money, staff, training, and equipment may be applied to a project to meet the deadline if they're available.