



Carbonara County School District

"Where education never hibernates"

Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
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Educational Technology Plan

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Committee Membership

Technology Plan Committee Members:

Ms. Katharine Coley, *Technology Plan Committee Chairman, Secondary Education Math Teacher at CCSD*

Ms. Sara Hoglund, *Technology Plan Committee Secretary, Fifth Grade Teacher at CCSD*

Mr. Mark Curcio, *Critical Issues Committee Chairman, Secondary Education English Teacher at CCSD*

Ms. Jeannette Congdon, *Critical Issues Committee Member, Secondary Education Math Teacher at CCSD*

Mr. Edward Dubis, *Budget Committee Chairman, Secondary Education Social Studies Teacher at CCSD*

Mr. Brian Snyder, *Data and Analysis Committee Chairman, Secondary Education Social Studies Teacher at CCSD*

Dr. Douglas Hauser, *Director of Medicine at Carbonara County General Hospital*

Mr. John Ellison, *Student Liason at CCSD*

Mr. Richard James, *CCSD Superintendant*

Mrs. Mary Smith, *CCSD PTA President*

Mr. Michael Q. Jackson, *CCSD Parent*

General Introduction

Carbonara County School District serves a 48-square mile area north of Pittsburgh, Pennsylvania. CCSD is comprised of 12 school buildings, 8,064 students, and 636 certified teachers. The CCSD technology committee was created in 2001 by Ms. Katharine Coley, Ms. Jeannette Congdon, Mr. Mark Curcio, Mr. Edward Dubis, Ms. Sara Hoglund, and Mr. Brian Snyder, all of whom currently serve on the committee as chairmen. The committee was formed with the hope of assessing and maintaining current technology and acquiring new technology as the need arises. While Coley, Congdon, Curcio, Dubis, Hoglund, and Snyder are teachers from a variety of disciplines and educational backgrounds, they have the common trait of pursuing masters' degrees in instructional technology. The committee's short term goals involve the restructuring of the current technology program and acquiring funding to do so. The committee's long term goals include furnishing future funding, preserving committee membership, and establishing community outreach programs that foster relationships between the school and its families, district residents, and local businesses. Carbonara County School District strives to produce technologically educated citizens capable of making contributions to society.

Demographics

The Carbonara County School District is located in the northern suburbs of Pittsburgh, Pennsylvania. Below is specific information about our community and district.

- Area (square miles)
 - The district covers an area of 48-square miles.
- Population distribution by ethnic group, gender, and median age
 - The total population of the district is 45,000+. 91% of these residents are Caucasian. 5% are African American. 3% of the population is of Asian decent. 1% of the area's population is of Latin decent. About 46% of the residents are male and 54% are female. The average age of our residents is 42 years old.
- Income: household and per capita
 - The average household income in the district is \$75,326. There are approximately 15,000 homes in the district. Therefore, the total earned income in the district is estimated at \$1,129,890,000 per year. Per capita that is \$25,108.67 per year, per resident.
- Percentage of professionals, blue collar workers, unemployed, etc...
 - The district is made up of approximately 65% professional workers, 25% Blue collar workers, and 10% unemployed (this unemployment includes parents who choose not to work to raise their children).
- General accreditation/degree levels of teachers

- The district employs 636 certified teachers, with an average of 15 years teaching experience. 64% of those teachers hold a Masters or Doctorate.
- Student enrollment, history, and projections
 - Total enrollment for the 2009-2010 school year is 8,064. There are 3,500 elementary students, 1,935 middle school students, and 2,629 high school students. The class of 2009 had a total of 697 graduates. This is down from an average of 720 ten years ago. New housing developments and transferees moving into the area indicate the average class size will again rise to be just over 700 per class and maintain steady.
- School building distribution
 - The district is made up of 12 total schools. This is broken down into seven elementary buildings serving grades K-5. Three middle schools serve grades 6-8. Grades 9 and 10 are taught at the district's intermediate high school. Finally, 11th and 12th grade students go to the senior high school.

Executive Summary

Carbonara County School District has set into motion a three year plan to revitalize its current technology program. In order for our students to be competitive in post-high school environments, it is essential that they are exposed to and competent users of the most up-to-date technology available. The technology committee has gathered data about the current state of the technology program from faculty, parents, students, and community members. The committee has analyzed this data and pinpointed critical issues that may pose problems to the advancement of the district in state and national performance rankings. Through the use of tax money, state and federal grants, community donations, and EITC money, CCSD hopes to secure hardware and software accessible to all students in newly refurbished computer labs and through daily classroom instruction. This plan includes a budget for each goal as well as a specified individual responsible for implementation. To assess the effectiveness of this plan, standards have been identified that monitor student progress and aptitude. Evaluation guidelines have been established and student goals have been set based on grade level. The technology committee also proposes budget considerations following the three year period covered in this plan so as to ensure long term success for CCSD students. The following plan is the culmination of the work of the CCSD technology committee.

Vision

We will provide state-of-the-art classrooms with up to date technology, accessible to all learners. Our classrooms, although built with technology in mind, will focus on the activity at hand, not the means of delivering it. The community will play a key role in the technological advancement of our school district through the use of public service opportunities, funding, and internet communication.

Mission

The mission of Carbonara County School District is to serve the community by producing educated members of society capable of using technology in a positive, productive manner.

Goals

GOAL: Provide state-of-the-art classrooms with up-to-date technology accessible to all learners.

Objective: Acquire the hardware/software necessary to create functional computer labs in each of the three district levels – elementary schools, middle schools, high school.

Strategy: Each year, the buildings in one academic level will be outfitted with a new computer lab, starting with the two high school buildings.

Strategy: By the end of year one, CCSD will have secured the funding that allows us to proceed with the completion of this plan.

Strategy: By the end of this three year plan, CCSD will have started securing funds for the upkeep and growth of our district's technology.

Objective: Satisfy the needs of each teacher using technology as a means of delivering instruction.

Strategy: By the end of year one, each teacher will be educated as to how to use technology to enhance the curriculum.

Strategy: By the end of year one, teachers will submit a wish list for technologies that they would like to see in their classrooms.

Strategy: By the end of year two, teachers will have the option of applying for internal grants in order to fulfill their technology wishes.

Strategy: By the end of year two, teachers will be encouraged to apply for external grants to supplement the material available through the district. Teachers who successfully secure external grants will be rewarded with a bonus in their paycheck in the amount of 5% of the money secured.

Strategy: By the end of year three, each classroom will be equipped with the technology requested by the instructor for student use.

Objective: Consult with a specialist for people with disabilities in order to assess our program and find ways to incorporate technologies that are beneficial to students with special and/or diverse needs.

Strategy: By the end of year one, the CCSD technology coordinator will work with the director of special education at CCSD to host an in-service for teachers on adaptable technologies.

Strategy: By the end of year two, the CCSD technology coordinator will work with the director of special education at CCSD to apply for grants designed to provide unique technologies to schools for learners with special needs.

Strategy: By the end of year three, our technology will be accessible to all learners, with the inclusion of hardware/software specifically designed for diverse learners.

GOAL: Students will reach grade-level specified competency in technology.

Objective: By the end of year one, CCSD will create district standards for each learning level.

Strategy: CCSD district standards will be in line with PA state standards, but also include expectations our district sets for our students. They will be developed by a team comprised of teachers, administrators, and curriculum designers.

Strategy: The above mentioned team will create a standardized rubric that teachers can use to gauge student competency in technology.

Objective: By the end of year two, 70% of students will reach grade-level specified competency in technology assessed through the use of the CCSD standard technology rubric.

Strategy: By the end of the third quarter, students will be asked to demonstrate their competency by performing a series of technology related tasks. The technology coordinator and the computer teacher will evaluate

each student's skill level based on a technology rubric. Students must earn a proficient rating in order to be considered competent.

Objective: By the end of year three, 85% of students will reach grade-level specified competency in technology assessed through the use of the CCSD standard technology rubric.

Strategy: By the end of the third quarter, students will be asked to demonstrate their competency by performing a series of technology related tasks. The technology coordinator and the computer teacher will evaluate each student's skill level based on the technology rubric. Students must earn a proficient rating in order to be considered competent.

GOAL: Make education the focus in our schools while technology is the supporting role.

Objective: By the end of year one, CCSD will offer staff development opportunities each year to enhance the technical abilities of its teachers.

Strategy: By the end of year one, CCSD's technology coordinator will organize four staff development opportunities each year.

Strategy: By the end of year one, teachers will be required to attend a minimum of one staff development opportunity each year.

Objective: By the end of year two, technology will be implemented into 20% of everyday activities.

Strategy: By the end of year one, teachers will start to incorporate technology objectives in their lesson plans.

Strategy: By the end of year two, lesson plans will contain at least one technology objective.

Objective: By the end of year three, technology will be seamlessly implemented into 35% of everyday activities.

Strategy: By the end of year three, administration will conduct teacher observations to make sure that the technology being used is not hindering learning.

GOAL: Increase community involvement.

Objective: Community members will be kept up-to-date on CCSD's technology progress.

Strategy: By the end of year one, develop a link on the district's website that will post updated newsletters informing the community of what is happening at CCSD.

Strategy: By the end of year one, school board meetings will include a question and answer session on what we are doing with technology and what our plans are for the future.

Objective: Create a working relationship with community leaders in order to foster career development programs.

Strategy: By the end of year one, set up assemblies at the school with executives from at least three local organizations to speak about technology related careers.

Strategy: By the end of year three, CCSD will establish a class elective based on technology in the workforce, which teaches students how to use different applications.

Objective: Obtain donations from the community to help fund technology programs.

Strategy: By the end of year one, the Parent Teacher Association (PTA) will have established working relations with local businesses to enhance our technology specific fundraising.

Objective: By the end of year three, at least seven local businesses will have agreed to contribute money to CCSD through the EITC tax program.

Strategy: The Director of Human Resources will contact businesses and provide information on filling out EITC forms.

Budget

CCSD will continue to utilize all possible sources of funding to support our growing technology infrastructure and provide the necessary resources for our teachers and students. In addition, our school board and community recognize the need for a steady, continuous investment in technology.

Carbonara County will need to purchase additional items to expand and maintain the existing network and support technology in the classrooms. Technology needs will include a 4 year equipment replacement program to maintain a standard for equipment to support current student, staff, and administrative software needs.

Carbonara County has identified an on-going need to replace and upgrade technology equipment on a regular, rotating basis. The district's replacement plan for Carbonara County and specialized curricular needs will be the driving force in future acquisitions.

Below is a table of expenses for Carbonara County. A more detailed budget report is included in the appendix. The chart below details the expenses for computer equipment, software, telecom and internet, technology replacement and professional development.

The category of replacement expenses was added to this final budget to cover the replacement of items such as mice, mouse pads etc. Other budgetary considerations must be made for items such as ink jet cartridges, laser toner, diskettes and computer paper.

	2010-2011	2011-2012	2012-2013	TOTAL
COMPUTER EQUIPMENT	\$430,000	\$515,000	\$655,000	\$1,600,000
SOFTWARE	\$120,000	\$120,000	\$120,000	\$360,000
TELECOM AND INTERNET	\$300,000	\$300,000	\$300,000	\$900,000
REPLACEMENT	\$120,000	\$120,000	\$120,000	\$360,000
PROFESSIONAL DEVELOPMENT	\$60,000	\$60,000	\$60,000	\$180,000
TOTALS	\$1,030,000	\$1,115,000	\$1,255,000	\$3,400,000

Evaluation

A teacher must know how to integrate technology into the curriculum and a school administrator must know how to evaluate effective technology use in a classroom. This goes far beyond observation of students using computers. It must include the ability to determine whether the technology used is effective in increasing student learning. Ongoing evaluation of the implementation of technology will be provided in a variety of ways. This evaluation will be refined as the technology evolves. Curriculum Articulation Meetings are conducted annually in individual subject areas and review how technology is used to support those curriculum areas. During their onsite visits to district buildings, CCSD administration will review administrative and support staff technology use, as well as curriculum integration, in order to evaluate how effective the local principals have been in providing leadership to this process. Technology will receive higher priority in discussions at principal's meetings and in-service programs. Principals will be expected to review the progress of integration in the individual classrooms. Newsletters to parents will serve to inform them of the new directions we are taking in our schools. Survey forms have already been put into place to evaluate acquisition and integration of technology; these surveys will continue and additional ones will be initiated as needed. Student achievement will continue to be evaluated by standardized exams, classroom tests, portfolios and teacher observation.

Data Collection, Analysis, and Reporting

As is the first step in any plan, we need to know where we are to understand where we want to go. Recently, the district's expiring technology plan was assessed through a façade by an independent group. This group scored items including student use and accessibility of technology, faculty use of technology for staff development and lesson development. It also looked at community involvement and input into the district's technology use. There is a total of 200 points available in this façade, and our district scored 136 points. Our district is strong in the categories involving technology on hand and accessible to the students. The façade shows CCSD needs improvement in staff development, as well as in community involvement in the decision making stages, such as choosing what technologies to implement and how to carry out the implementations. In addition to the façade, we also have collected data from the current users of technology in the district. These people include students, teachers, and other district employees that work with technology in their day-to-day duties.

We have found that the teachers in the district use technology for some aspects of their duties, but there is room for improvement. All district teachers use the computers for grade keeping; when it comes to lesson development it seems that only half use the technology at their disposal. They also expressed the desire to have more training on how to properly implement technology in their lessons and assignments. The teachers who consistently use technology plan to continue to evolve with the new technology trends. However, the teachers that require additional training recognize they are "behind the times," and need the districts help to become more proficient. The staff overwhelmingly

stated that they would like to create blogs, wiki's, web pages, social media pages, and videos to keep students engaged and interested in their material. This school district has the resources at its disposal to allow teachers to create new and exciting lessons. The district needs to give the teachers the training necessary to implement these tools, as well as to continue to purchase and offer cutting edge technologies that allow the advanced technology users to stay at the cutting edge of technology. Upon completion of this plan, we would like to see 100% of the teachers in the district using some form of technology in at least 35% of their lessons.

The students seem to experience a wide variety of technology in the district. The large majority of students in grades 6-12 rated their technology use in the classroom as "appropriate for current classes and important for required/anticipated future skills" (Tomei, 2002). This shows that when given the opportunity, the students are successfully using technology and it is contributing to their learning. The students reported that they greatly enjoy doing assignments using tools such as video programs, blogs, wikis, and social media, such as Twitter to communicate with their peers and exchange ideas. The problem is that only about half of the teachers are using these tools for their lessons. It is the hope of the district that through more staff technology training, all students will experience these appropriate projects and better expand their technology competence.

In meeting the district goals for increasing student use of technology in the classroom, we plan to have an evaluation and assessment process. Our survey shows that about half of our teachers are regularly using technology in the classroom, and as a result it appears that those students are learning and retaining more information than their peers

who are not using as much technology. The key to closing this gap is through educating our staff on how to use technology. Several staff members have volunteered to speak at staff meetings and give basic training to colleagues requesting it. In addition, the committee suggests that staff training days be used to bring in speakers/trainers who specialize in instructional technology. This will benefit the teachers who have little knowledge about the topic, as well as the advanced users by taking their lessons to the next level.

Community involvement is also important to us. In the past, very little community involvement happened when developing and implementing the district's technology plans. Noticing the past deficiency in community involvement, the current CCSD technology plan means to correct the issue. The creation of this plan involves the input of community members through suggestions of what types of technology to obtain and in creating practical ways to use it that will benefit the students in their lives outside of the Carbonara County School system.

By implementing these steps and new requirements, we feel our students will be able to meet our mission of serving the community by producing educated members of society capable of using technology in a positive, productive manner.

See Appendix B for façade information.

Critical Issues

Public Relations

We here at Carbonara County School District value the importance of community. Whether it is the local mailman or the nearest big market company, our district knows how important community support and commitment is towards the success of education. We count on the community for constructive criticism, monetary donations, and to foster career development programs. Without the community, there would be no school. Our enrollment is determined by the local population, and our goal is to create graduates who are willing and able to take an active role in the society in which they were educated.

As per our technology plan, one of CCSD's goals is to increase community involvement in the school district. CCSD has partnered up with the local online newspaper, Bear News, to create "Community Wires," an innovative approach to hearing what the people have to say and put their thoughts into action. With no monetary payments from the district, our team of senior editors writes columns about what is going on academically in our schools on a weekly basis. Each week, a new student writes his/her own column. The biggest contribution is the "student ideas," which are technology requests and/or ideas that come directly from the student body based on interviews and polls. This column is then posted online for the public of Carbonara County to view and respond. Parents, neighbors, family, and friends then respond to these ideas and contribute their own additions. "Community Wires," established two years ago, has responsible for over \$7,000.00 worth of improvements to our district through business grants, personal

donations, and community volunteers. This program has since generated national exposure and has been featured on websites such as CNN, Fox News, and more, for one reason and one reason only... when it comes to public relations, Carbonara County does not “hibernate.”

Equipment

To accomplish great things, a person must have the tools necessary to do so. Henry Ward Beecher said, “A tool is but the extension of a man's hand, and a machine is but a complex tool. And he that invents a machine augments the power of a man” (Borenstein, 1997). While the mind is the greatest tool a student has, technology provides a student with an avenue to expand upon his or her abilities. A school district has the responsibility of providing students with the equipment necessary to take their own innate resources to the next level. State-of-the-art technology is one way to provide students with this opportunity. By providing students with the latest technological equipment, the district will foster intellectual growth by encouraging self discovery, creative thinking, and mechanical exploration.

CCSD plans to purchase Apple and PC computers, both to be implemented in the district depending on the subject area. The budget for equipment for this upcoming school year is \$430,000, increased to \$515,000 and \$655,000 for the respective following years, based on our three year plan. CCSD also has plans to create staff development sessions four times a year for teachers interested in learning more about using computers in daily instruction. Courses will be offered to students based on the technologies they would like to learn. The minimum specifications for the equipment are based on the needs of the

teachers. For graphic design and art classes, more emphasis is put into hard drive space, processor speeds, and graphic cards. For teachers using computers for lesson planning and instruction delivery, the above specs are not as important, but all equipment will be user-friendly. Software will be purchased based on written requests by teachers. These requests will be handled by our technology coordinator who will fulfill the request or put the submission aside for future consideration. Since 2006, Carbonara County has purchased at least three new software items per year based on teacher input.

Implementation

A plan is only successful if it is implemented to the fullest degree. There must be a way to monitor the progress of a plan and to chart its success. Funding, community approval, and parental satisfaction all depend on whether or not the school district can accomplish what it sets out to accomplish. It is necessary to delegate responsibilities to a variety of people and check on their progress regularly.

CCSD's technology plan takes into consideration the importance of evidencing implementation. Mr. Edward Dubis, head of the budget committee, has been given the responsibility for managing Carbonara County School District's budget, funding tables, timelines, and implementation. The district currently is on course to spend \$3.4 million over the next three years for computer equipment, software, internet capabilities, replacement parts, and professional development. To make sure funds are being well spent, each teacher in the district must complete a reflection form focusing on three key areas: computer reliability, internet, and professional development. These forms are

reviewed by Mr. Dubis each semester. Anything deemed mentionable or worth investigating is submitted in a report at monthly school board meetings.

New and Emerging Technologies

Carbonara County fully understands that technology changes on a daily, weekly, and monthly basis. For this reason, CCSD strives to make our faculty and staff aware of these frequent changes in order to incorporate new instructional techniques into our curriculum. It's widely accepted that after three years, a computer becomes obsolete. Education is one of the most important factors in the well being of society and it is necessary that school districts recognize the need to provide students with the tools necessary for success.

The faculty and staff at Carbonara County are strongly advised to stay up-to-date on new technology and take an active role in requesting new software or hardware as it becomes available. Faculty and staff are encouraged to attend state, regional, and national technology meetings so that they keep up-to-date on available technology. Upon return, these faculty and staff members are asked to present their findings to the building and district technology teams. Last year, CCSD purchased 25 new flip cameras for the teachers to sign out for use in their classes. The year before, each teacher was given SMART Board training and a received a SMART Board for their classroom upon completion of a six week summer course. CCSD feels that teachers who take the initiative to bring technology into their classrooms deserve perks and benefits based on their merits, including software and hardware for their classrooms as well as bonuses in their pay for acquiring grant money.

Professional Development

Districts can spend countless amounts of money on supplying their schools with the most up-to-date technologies, but the benefits only come to light when the hardware and software is applied in the classroom. The most important focus in a district must be on the students' learning. In order to use technology to teach students, a district must first focus on teaching the teachers. Professional development is the bridge between having equipment and actually using equipment, the difference between failure and success.

For years, CCSD viewed professional development as an after school, required seminar for its teachers. CCSD has a professional development instructor who works with the technology coordinator to utilize technology in education. This instructor's main job is to visit different classes every week and observe how technology is used during a lesson. At the end of the day, he then sits down with the teacher, and they collaboratively come up with strengths, weaknesses, and possible improvements. Since hiring the professional development instructor, technology feedback from parents and students has been outstanding.

Incentives/Reward Systems

Positive reinforcement from teachers yields results in students. However, it is also important to consider the effect of positive reinforcement on the faculty and staff of a school. While it is true that most districts create positions centered around the acquisition of funds and budget writing, it is important to consider that there are opportunities available for teachers to secure funding. By using an incentive system, districts can encourage teachers to find funding for their own classroom technology needs.

CCSD believes strongly in rewarding teachers for using technology and for finding funds for technology. Since 2006, CCSD has given teachers over \$20,000 worth of equipment to use in their classrooms based on completion of technology related in-services and workshops. Teachers are also qualified to obtain bonuses in their paychecks. Teachers who successfully secure external grants will be rewarded with a bonus in the amount of 5% of the money secured.

Purchasing

Every school district must adhere to a strict budget in order to maximize the benefits of purchases made. Overspending on unnecessary items is not an option in a school district whose goal is to provide education to thousands of students each year. Purchases must be well thought out, and decisions must be made with specific goals in mind.

CCSD budget committee chairman, Mr. Edward Dubis, is in charge of purchasing. He has assembled a team of community members/board members to research the price of classroom equipment, evaluate classroom need, and determine educational value. Once a list of prices is assembled, Mr. Dubis and his team then decide whether or not to make a purchase. The three questions considered before every purchase are:

- *Will the equipment be used on an everyday basis?*
- *Does the software/hardware meet minimum standards set by the state?*
- *How will the equipment improve the learning process?*

Community Resources

Resources can come in many forms, not necessarily relating specifically to monetary donations. In order to maximize a district's budgetary funds for use in purchasing, updating, and maintaining technology, it is necessary to secure community resources to support other areas of technology education, including but not limited to career counseling, minor maintenance, labor, and volunteer facilitators.

At CCSD, community members are encouraged to become involved in their school district. While the district gratefully accepts monetary donations in any amount (will provide tax documentation), we also encourage working relationships with community members. Through this plan, CCSD hopes to establish new lines of communication with the community by using electronic newsletters and feedback applications linked to our website. The district hopes to bring guest speakers from local businesses into the school to provide assemblies for the students about technology they may encounter in the workforce. CCSD also hopes to use the skills and talents of parents and neighbors to complete tasks gratuitously. These can include donating/building furniture for school labs, assisting in hardware set-up, monitoring after-school technology programs, etc.

Legal Aspects

There are a multitude of legal aspects to consider when running a school district, including those specific to technology implementation. Guidelines need to be put into place that protect all members of the district, including students, teachers, and parents.

In order to educate the faculty on appropriate technology use, CCSD has budgeted money for staff development. While the focus of this staff development is to provide

teachers with the knowledge to use technology in their classrooms as well as the ability to instruct students in the use of this technology, a workshop and in-service will also be offered on legal aspects relating to technology use in the classroom. The workshop and in-service will include a study of the CCSD Acceptable Use Policy, a review of the Children's Internet Protection Act, a review of copyright laws, and a detailed examination of state accreditation based on specifications for technology funding.

Curriculum, Instruction and Assessment

It is important to set standards in which a student's progress can be monitored. A program cannot boast its effectiveness without data to show as results. A school district must put into place a specified curriculum relating to technology in order to assess future needs. Equally important is finding a way to evaluate a student's performance in each area.

As stated in this technology plan, CCSD will create district standards that are in line with PA state standards. In order to stay on the leading edge of education, CCSD will also incorporate standards specific to our district that go above and beyond state recommendations. These standards will be developed by a team comprised of teachers, administrators, and curriculum designers. This team will also develop a standardized rubric that teachers can use to assess student learning.

Philosophy

Every school district has a philosophy which they hope their faculty, staff, parents, students, and invested community members follow in order to uphold the honor of the school. It is important that when the implementing technology programs into the school that the philosophy of the school is not compromised.

Members of the Carbonara County School District believe that the pursuit of excellence is fundamental and unending, that all people deserve to be treated with dignity and respect; in turn, all people should demonstrate respect for themselves, one another and their surroundings. There exists a collaborative partnership, a mutual and valuable resource, between school and community because education is a shared responsibility among parents/guardians, community, school personnel and students. All participants in the educational process are accountable for setting high standards and expectations leading to the success of all students. All children can be successful learners in a quality educational program which provides opportunity, time, support, a challenging curriculum, a stimulating environment, and a variety of effective instructional strategies to meet each student's individual needs. Goals can be achieved when they are clearly identified, explained and understood by all stakeholders. Schools should provide a positive, caring, supportive, and safe environment that promotes self-worth, excellence, and is conducive to learning. In order to maximize each child's learning potential, parent and guardians should be encouraged, supported, and welcomed into the school community as vital partners because good character is expected, modeled, and fostered in school.

Networking

A successful school district is one that has a seamless network in place. The network should not only connect all computers in the district, but also link the district to the community, state, nation, and world. Students should have access to resources that are uninhibited by connection delays and technical problems.

The Carbonara County School District currently has a network system in place. Computers in the classrooms and labs of each building run on the same network which is routinely updated and monitored for problems. The district has a contract with a local technician to maintain this network for the next three years.

Maintenance

Hardware functions more effectively if it is continually maintained. As is expected when dealing with children, equipment in a school is sometimes mishandled. In order to preserve the equipment available in the school and avoid non-scheduled replacements, a school district must make it a priority to schedule routine maintenance of its technological equipment.

CCSD will require regularly-budgeted funding for the following maintenance: hardware replacement on a 3-year cycle, consumable budget at each school and administrative site, technical support for repairs, upgraded parts, and maintenance contracts for infrastructure. This budget should take into account the eventual disappearance of e-rate funding, district-wide software licenses, and individual school budgets for software

Special Needs Learners

Technology is bursting into the classroom at all levels as a tool for teachers to develop, monitor, and provide instruction and for students to access and engage in learning. “The Tech Act defines Assistive Technology devices as any item, piece of

equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities” (Franklin, 1991).

Carbonara County School district believes that all students are entitled to an education regardless of ability or disability. For that reason, one of the goals in this technology plan focuses on finding ways to use technology to overcome student disabilities. In order to successfully implement adaptive technologies, CCSD has chosen to consult with experts in the field of special education. It is also important to note that CCSD will look into technologies available to help students with gifted abilities.

Community Involvement

A school does not only belong to those who work and learn in the building. A school belongs to the community and should be accessible to those who wish to use the facilities. That being said, a district must take into account the security of its students before inviting people into its buildings.

In order to allow access of its facilities to community members, CCSD plans to create a file of security clearances in the office for anyone wishing to enter the school during academic hours. People wishing to enter the school must submit Act 41, Act 151, and FBI clearances as well as proof of a recent TB test. Those wishing to enter the school without having to submit these clearances will have to do so during after school times when students are not present. In order to reach out to the community, CCSD will consider

offering after school and evening technology programs as well as programs that help families obtain technology to use at home.

Security

When incorporating technology into a school district, it is necessary to be aware of the security issues that may arise. There is no limit to what can be found on the Internet, and allowing a student unlimited access is dangerous. For this reason, schools have chosen to include Acceptable Use Policies in their handbooks so that parents and students are aware of the precautions in place and the consequences of failing to follow set guidelines.

At CCSD, each student and their parent or guardian are required to sign the acceptable use policy before being granted access to the Internet or other hardware and software. The use of computer technology may be revoked, may be the subject of student discipline, or may be cause for employee reprimand/termination, if abused. Users will follow a sequential, structured approach to gaining skills, which will allow them to become independent, responsible users of the Internet. At CCSD, students using technology will be continuously monitored by faculty and staff. Teachers in all grade levels will make every effort to ensure that students are directed to sites with only age and topic-appropriate material and resources. Instructors who use computers with large groups of students will have access to SMART Sync technology to aid their monitoring efforts. This software allows teachers instant access to each computer screen in the classroom through a centralized unit controlled by the instructor. For CCSD's Acceptable Use Policy, see Appendix D.

Support

It is important to note that not all teachers are capable of maintaining the technological equipment that they use. Even with training, a district cannot expect each teacher to be an expert in instructional technology. Teachers spend years to become certified in specific content areas and while encouraged to explore technology as one avenue for certification, it is not required. Districts wishing to maintain a smooth running technological network must provide the support necessary to do so.

By the completion of this plan, CCSD will have created and implemented an information technology (IT) staff. The IT staff must continue to address the critical issues related to system maintenance. In addition to providing help desk support, staff must address general maintenance, monitoring, and upgrading of system and application software. It is envisioned that an automated help desk system may be needed to continue to support the increasing number of workstations. Technical support will be put in place for system components that use the network to remotely diagnose and fix problems from a site. A network control site with servers and the management software necessary to control and support the District network will be put in place. The control site includes appropriate uninterruptible power sources (UPS) to insure that systems are shut down safely during power outages. Appropriate security and monitoring systems will be put in place to protect technology assets and to insure appropriate and effective use. It is critical that teachers be able to plan on the network and system components as dependable instructional resources. As a part of the technical support structure, all teachers should receive training in fundamental problem identification and troubleshooting.

Lifelong Learners

As an educational institution, it is important for a school district to encourage all people to become lifelong learners. This process does not necessarily refer to formal means of education but includes programs, in-services, workshops, etc.

CCSD currently has a plan to encourage the continuous learning efforts of faculty and staff by creating workshops and in-services geared toward technology enhancement. In this three year plan, objectives and strategies are in place to provide faculty with the opportunities to improve their technological abilities. Future plans will include ways to offer these services to those outside of school employment.

Facilities

Environment has a great effect on student learning. If every student was given a computer but not a desk to sit at, the technology would not yield the results it was capable of. Before hardware and software can be added to a curriculum, it is necessary that a district has in place the facilities to house such equipment.

Carbonara County began the process of updating the school's technology program prior to the creation and implementation of this plan. Before the creation of this plan, Carbonara County School District worked with Boford Universal Systems Store to network the existing computer labs. Newly purchased equipment will require minimal support to connect to the existing network. Labs in each of the district buildings were also previously furnished thanks to a generous donation by Lion Industries. At the completion of this plan, each of the school buildings in Carbonara County will have a computer lab with the most recent technology. The computer labs will be equipped for up to twenty-eight students on

Dell Desktops and five students on iMacs. The school district's Technology Coordinator will inspect the labs prior to student access.

Funding

In order to implement a technology plan, a school district must first secure the funding to ensure success. Without the funds to support the proposed purchases, the plan's goals and objectives may fail.

Carbonara County School Board has passed a funding plan to ensure the success of this plan. The financial support for the technology plan of Carbonara County is funded through the following methods:

- state and federal technology grants
- corporate grant programs
- local school taxes
- state education funding
- community donations
- the local Intermediate Unit
- EITC money

Glossary

BUDGET: a statement of the financial position of an administration for a definite period of time based on estimates of expenditures during the period and proposals for financing them.

CONSUMABLE BUDGET: money spent on items that can not be reused. ex. ink, paper, etc.

DELEGATE: to send or appoint (a person) as deputy or representative.

EMERGING: Newly formed or just coming into importance

EXPENSE: expenditure is an outflow of money to another person or group to pay for an item or service.

EITC: Earned Income Tax Credit...a refundable federal income tax credit for low to moderate income working individuals and families.

IMPLEMENT: to fulfill; perform; carry out

INTERNAL GRANTS: money awarded to employees for designated purposes from budgetary funds already in place in an organization.

PROCESSOR: an electronic device designed to accept data, perform prescribed mathematical and logical operations at high speed, and display the results of these operations.

PROFESSIONAL DEVELOPMENT: skills and knowledge attained for both personal development and career advancement

REVITALIZE: give new life

SOFTWARE: is the collection of computer programs and related data that provide the instructions telling a computer what to do.

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Appendix B

Façade

K-12: All grade levels and subjects have access to the technology

Question: Are the technologies in your school used by classroom teachers, or is the computer teacher the only educator who dispenses technology-related instruction?

Answer: Technology is routinely used by many classroom teachers (score 7 points)

Question: Are the facilities in the school...

Answer: Open during recess, study halls, lunch, and before and after school (score 7 points)

Question: School Computers are located in our....

Answer: The library, classrooms and computer labs (some labs and carts) (score 7 points)

Question: Do classroom teachers use technology for...

Answer: Grading (score 5 points), Lesson Preparation (score 3 points), Out of class assignments (score 5 points), Professional Development (score 1 point)

Question: Is the computer teacher expected to have lesson plans with specific student learning objectives related to technology competencies?

Answer: Computer instruction is not based on lesson plans (score 0 points)

Question: Does the software found on your computers reflect current classroom curriculum?

Answer: Computer software versions are current, software selection is based on teacher input, and the software is routinely used by teachers and students (score 7 points)

Question: What is the extent of technology training received by teachers?

Answer: Initial training over 6 months old (score 0 points)

Question: Do teachers participate on the Technology Committee and its subordinate teams?

Answer: Teachers participate as members of the Hardware/Software Acquisition Team (score 3 points), Teachers participate as members of the Instructional Technology Curriculum Team (score 5 points), Teachers participate as members of the Strategic Technology Planning Team (score 5 points)

Question: Do parents, community leaders, alumni, and students participate on the Technology Committee and its subordinate teams? Click on all that apply

Answer: They participate as members of the Strategic Technology Planning Team (score 5 points)

Question: Does your school provide direct access to the following technology professionals?

Answer: Full time Computer teacher (score 7 points), Technology coordinator (score 5 points), Computer technician full time (score 3 points), Network administrator (score 3 points)

Question: How is technology funded in your school?

Answer: Technology is its own specific, recurring line item in the annual budget (score 7 points)

Question: Has your school implemented a recognition program for teachers who develop technology-based instructional materials?

Answer: There is no remuneration or recognition program to recognize excellence in instructional technology (score 0 points)

Question: Is there a technology plan for the school?

Answer: Yes, it is revised on a regularly scheduled basis at least annually (score 7 points)

Question: Does your school's Technology Plan contain the following?

Answer: vision/mission statement (score 1 point), Periodic and on-call maintenance for instructional technology used for classroom teaching (score 1 point), Formation and operation of a viable technology committee with diverse membership (score 2 points), A formal plan for continuous evaluation, both formal and informal (score 2 points)

Question: Rate the computers in your school computer lab and classrooms.

Answer: Most of the machines are CD-ROM-capable (score 1 point), Most of the machines are connected to printers (score 1 point), Most of the machines are connected to the Internet (score 2 points)

Question: Has your school developed a scope and sequence specifically addressing student technology competencies.

Answer: A comprehensive scope and sequence addressing technology is available for all students, by grade and subject area (score 7 points)

Question: Teachers' lesson plans should include specific learning objectives when using technology-based resources. Is there evidence of learning objectives consistent with accepted educational psychology?

Answer: Behavioral objectives are used. They include components of behavior (actions to be performed), condition (instructional tools), and criteria (assessment standards) (score 7 points)

Question: When using technology-based lessons in the classroom, which resources do teachers personally develop and use for instruction?

Answer: Text-based materials such as handouts, study guides, and workbooks to guide the lesson (score 2 points), Visual-based presentations, including overhead transparencies to

support classroom instruction (score 2 points), Web-based course pages for student exploration and cooperative learning (score 4 points)

Question: Describe what typically happens when classroom teachers wish to use technology resources to present a lesson.

Answer: Computer labs or technology resources are available for scheduling without significant delays (score 5 points)

Question: How do students (grade 6 and above) in the classroom/lab describe their experience?

Answer: Appropriate for current classes and important for required/anticipated future skills (score 7 points)

In collecting data from The School District, the district score is 136 out of a total of 200 points. This equals a "Satisfactory Technology Program", or a "B Rating". This school is regarded as one of the best school districts in the area. What this project has brought to the district's attention is that schools do still have a long way to go in getting a true technology plan operational. A "B Rating" is proficient, but CCSD would like to improve to an advanced level and garner an "A Rating."

Appendix C

Budget Data

	Cost per school	2010-2011	2011-2012	2012-2013	TOTAL
COMPUTER EQUIPMENT					
Outfit Schools with a new computer lab	\$35,000	\$70,000	\$105,000	\$245,000	\$420,000
Equip classrooms in each building with instructional technologies	\$30,000	\$360,000	\$360,000	\$360,000	\$1,080,000
Provide teachers with opportunity to apply for internal grants			\$50,000	\$50,000	\$100,000
subtotal		\$430,000	\$515,000	\$655,000	\$1,600,000
SOFTWARE					
Upgrade software resources	\$10,000	\$120,000	\$120,000	\$120,000	\$360,000
TELECOM AND INTERNET					
Upgrade telephone system, network systems, internet connectivity, WAN and communication systems	\$25,000	\$300,000	\$300,000	\$300,000	\$900,000

REPLACEMENT

Adopt and follow a technology replacement cycle	\$10,000	\$120,000	\$120,000	\$120,000	\$360,000
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PROFESSIONAL DEVELOPMENT

Facilitate professional development opportunities	\$5,000	\$60,000	\$60,000	\$60,000	\$180,000
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TOTALS		\$1,030,000	\$1,115,000	\$1,255,000	\$3,400,000
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Appendix D

Acceptable Use Policy

1. Student responsibilities and obligations
 - a. Students are representing their school, their district and their town – access to computers and the Internet are a privilege – not a right. Students may continue to have this privilege as long as they uphold their responsibilities to the district and adhere to the guidelines in this document.
 - b. Students are to respect the property of the school. Including, but not limited to, hardware, software, networks, etc. They are to remain on school property at all times and serviced only by district-hired, trained professionals.
 - c. Students are responsible for any activity that occurs with their user ID and password. Students are responsible for safeguarding their password(s) at all times.
 - d. Students are responsible for ensuring the integrity of our computer systems. Students shall not knowingly infect computers with viruses or spyware. Students are responsible for reporting this behavior if observed, as well as computers that are exhibiting symptoms of viruses and/or spyware.
 - e. Students are responsible for ensuring and maintaining copyright agreements. Students are not to copy, rename, delete or add to resources belonging to others, without explicit permission.
2. Permissible Actions
 - a. Students are permitted to use computers, hardware, software, internal and external networks for educational purposes only. Examples of educational purposes:
 - i. Class activities and assignments
 - ii. Extracurricular activities
 - iii. Research
 - iv. Communication
3. Consequences for violation
 - a. If students are found violating any aspect of this Acceptable Use Policy they may receive any combination of the following consequences.
 - i. Temporary or permanent loss of internet and computer privileges
 - ii. Detention
 - iii. Suspension
 - iv. Expulsion
 - v. Fines for damages or misuse of resources
 - vi. NOTE: Illegal activity **will be** reported to the authorities
4. Supervision and Monitoring
 - a. Teachers and support staff, within our district, have the right to monitor any, and all, student computer use on district-owned computers.

- b. Teachers and support staff have the responsibility to report any inappropriate or illegal behavior, in accordance with this Acceptable Use Policy.
- c. Administrators, within our district, have the right to monitor any, and all, teacher and staff computer use on district-owned computers.
- d. The district reserves the right to access any files stored on district-owned computers or networks.

(5.)

I have received and read a copy of this Acceptable Use Policy.

I understand that my/my student's use of district computers and networks will be monitored and that if that use violates this Acceptable Use Policy in any way, action will be taken.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

(6, 7, 8)

Note to parents/guardians:

Make sure you go over this Acceptable Use Policy with your student thoroughly to avoid any future problems. Keep in mind that it is a good policy to have a few basic rules for computer/Internet use at home. For more information visit www.cybercrime.gov. Also, please feel free to contact me directly about any questions or concerns you may have **before** signing this agreement with your student.

Sincerely,

Sara Hoglund
412.555.1234 x101
hoglunds@duq.edu

Appendix E

Coley Resume

2007 TIMBER LANE • ALIQUIPPA, PA 15001
PHONE 724-622-0965 • E-MAIL ANGELWINGS033@AOL.COM

KATHARINE M. COLEY

OBJECTIVE

Seeking a position as a high school math teacher.

EDUCATION

2010 – present Duquesne University Pittsburgh, PA

Master of Science in Instructional Technology

- Estimated completion December 2012

2003 – 2007 Duquesne University Pittsburgh, PA

Bachelor of Science in Secondary Education (Mathematics)

Bachelor of Arts in Mathematics

- Graduated: May 2007 (Magna Cum Laude)

WORK EXPERIENCE

2007 – Present Quigley Catholic High School Baden, PA

Secondary Math Teacher

- Geometry
- Honors Geometry
- Algebra II / Trigonometry
- Honors Algebra II / Trigonometry
- Pre-Calculus
- Class of 2011 Sponsor

2007 – Present Quigley Catholic High School Baden, PA

Basketball Coach

- Junior Varsity Girls' Basketball Head Coach
- Varsity Girls' Basketball Assistant Coach

January 2007 – April 2007 Montour Middle School Coraopolis, PA

Student Teaching

- David E. Williams Middle School
- Cooperating Teacher: Mrs. Amy Gorman
- Algebra I (average, advanced, and inclusion classes)

2000 – 2007 Bruster’s Ice Cream Aliquippa, PA
Crew Leader

 VOLUNTEER EXPERIENCE

Duquesne University Orientation Team Leader (3 years)

Good Samaritan Church – Ambridge, PA – annual festival

St. John the Baptist School – Monaca, PA (worked with students)

St. John the Baptist School – annual Winter Carnival

 HONORS AND AWARDS

Dean’s List achieved seven semesters, Duquesne University’s Director’s Circle, Kappa Delta Epsilon Coed Honors Education Fraternity – *Treasurer*, Duquesne University’s Integrated Honors Society, Phi Eta Sigma Honors Society – *Treasurer/Historian*, Omicron Delta Kappa Honors Society, Pi Mu Epsilon Mathematics Honors Society, Golden Key Honors Society, Mortar Board Honors Society

 PROFESSIONAL SKILLS

Proficient at word processing, Power Point, Internet, and Smart Board technologies

Outstanding communication and public speaking skills

Willing and able to assume leadership roles

Appendix F

Congdon Resume

C. Jeannette Congdon

EMAIL: cjeannette.congdon@gmail.com • PHONE: 973.978.2898 • ADDRESS: 15 Ginger Lane, Sparta, NJ 0787

EDUCATION:

- Pope John XXIII Regional High School *June 2004*
- Bachelor of Science, Secondary Education, Concentration in Mathematics
Duquesne University, Pittsburgh, Pennsylvania, December 2009
- New Jersey Alternate Route Pre-Course *Completed March 30, 2010*

TEACHING

EXPERIENCE:

- Substitute Teacher (1 year)
 - *Windsor School District, Windsor, New York*
 - *Harpursville School District, Harpursville, New York*
- AT&T Mentor for Digital Story-telling Project (150 hours)
 - *Created lesson plans and instructed a fifth-grade therapy classroom that used Mac Book and iMovie to create digital stories.*
- East Allegheny High School Technology Consult (100 hours)
 - *Worked with teachers at various technological skill levels.*
 - *Helped to incorporate new technologies in classrooms for grades 9-12.*
 - *Taught teaches to use Microsoft Word, PowerPoint and Internet Explorer.*

RELEVANT

EXPERIENCE:

- NASA: Teaching with Technology, July 2010
 - *Participated in an evaluative program, which focused on the uses and effects of technology in the classroom.*
 - *Created technology-based lesson plans.*
- TI- SmartView Seminar, October 2008
 - *Seminar included information about the software for interactive representation of the multiple types of calculator.*
- SmartBoard Webinar, "Engage your students with classroom management software," February, 2009
 - *Studied interactive software programs.*
 - *Acquired useful classroom management skills.*
- Blackboard Certified
- Private Math and Computer Tutor for High School and College Students

ADDITIONAL

EXPERIENCE:

- Resident Assistant, Brottier Hall
- Head Coach Newton Recreational Swim Team, Newton, New Jersey
- Certified Lifeguard, Newton, New Jersey
- Certified Water Safety Instructor, Newton, New Jersey
- Swim Lesson Coordinator, Newton, New Jersey
Organized swimming lessons for approximately 300 participants.
- Certified Lifeguard, Duquesne Towers Pool, Pittsburgh, Pennsylvania

ACTIVITIES/

- Gamma Sigma Sigma, Community Service Sorority, *Social Chair*
- SPIRIT Emerging Leaders, *Participant*

HONORS:

- *A series of leadership workshops offered to select students.*
- Duquesne Women Rowing Team, Coxswain, 2004 to 2009
- Duquesne Men's Rowing Team, Coxswain 2005-2007
- Red and Blue Crew, *President*, 2007-2009
 - *The Red and Blue Crew is a student organization that shows support at Duquesne Dukes sporting events and organized events*
 - *Also served as secretary and vice president*

COMMUNITY SERVICE:

- Swimming Lessons for Adults with Special Needs (100 hours)
- Humane Society Volunteer (300 hours)
 - *Provided care for dogs, cats and rabbits at the shelter.*
- Baskets for Braden, *Student Executive*
 - *Helped to fund-raise a campaign aimed at finding a cure for Juvenile Diabetes.*
- Sisters for Soldiers
 - *Organized a campus-wide program to send care packages to soldiers overseas.*
- Competitive Cheerleading Coach

COMPUTER SKILLS:

- PC and MAC OS (SmartBoard Notebook, Word, Excel, PowerPoint, Access)
- MAC (iPhoto, iMovie, GarageBand)
- Adobe Photoshop CS3/CS4

Appendix G

Curcio Resume

Mark A. Curcio

13971 Michael Drive,
North Huntingdon, PA 15642
412.414.7490 / mcurcio.weebly.com

Objective

To teach English/Communications full-time at the secondary level.

Education & Certification

- M.A. Instructional Technology**, In progress
Duquesne University, Pittsburgh, PA, GPA – 4.00
- B.A. Secondary Education—English/Communications**, 2009
Pennsylvania State University, State College, PA, GPA – 3.74
- Level I PA Professional Teaching Certifications**, Issued 6/2009
English (7-12)
Communications (7-12)

Key Qualifications

- Develop and implement unit and lesson plans based upon State and National Standards
- Utilize instructional methods that provide opportunities for hands-on learning experiences, and develop creativity, intellectual growth, and critical literacy for students who possess different learning styles and readiness levels
- Enhance course curricula through the use of instructional technology such as the Promethean board, computer skills and working knowledge of the internet, and software packages including (but not limited to): *Microsoft Office, Adobe Photoshop, iTunes, iMovie, Wimba Classroom, EdLine, Blackboard, and Inspiration*
- Teach high school students in grades 8-12, and who might have been identified as learning support, at-risk, advanced placement, and/or college bound
- Search enthusiastically for opportunities to develop professionally in the education field by volunteering or taking classes
- Communicate effectively with administrators, parents, students, community members, and colleagues to promote the success of English education and athletics

Employment

Belle Vernon Area School District, Belle Vernon, PA, 2009 to present

- Acted as a day-to-day substitute responsible for teaching all academic subjects at the senior high school and both middle schools by following and implementing classroom teachers' lesson plans
- Established, organized, and coached the in-line hockey team
- Planned and organized "BVA In-Line Hockey Fights Diabetes Benefit Dek Hockey Tournament," a community event in partnership with the *American Diabetes Association of Pittsburgh*, which raised money for diabetes research and the in-line hockey team
- Volunteered to coach the senior girls' powder puff football team
- Organized and hosted the first annual school-wide talent show

Butler Area School District, Butler, PA, Spring 2009

- Planned for and facilitated five sections of English 12 for seniors for the last three weeks of the school year
- Created and implemented an original unit plan for the novel, *Lord of the Flies*
- Planned for and taught a class to remediate seniors who remained at-risk for graduation

Student Teaching Practicum, Belle Vernon, PA, Spring 2009

- Taught three sections of College Prep 11 and two sections of English 9 while establishing and maintaining a strong, professional relationship with both students and colleagues
- Utilized constructivism in the classroom by creating reflective, student-based learning experiences
- Graded all student tests, quizzes, essays, and portfolios with a school-issued program, *EdLine*
- Created and conducted original unit plans on: *The Great Gatsby*, *The Call of the Wild*, *The Curious Case of Benjamin Button*, *The Most Dangerous Game*, and Shakespeare's works
- Assisted freshmen with their writing by implementing a three-week writing initiative
- Voluntarily coached, mentored, and instructed the undefeated varsity boys' track team
- Organized and promoted the first ever school-wide poetry competition

Pre-Service Student Teaching, Altoona, PA, Spring 2008

- Using *Blackboard*, taught 11 original lesson plans to two English 12 and two English 10 classes that included study of *The Scarlet Letter*, *Macbeth*, and Shakespearean sonnets

Summer Study Programs, State College, PA, Summer 2008

- Prepared and taught an original, three-week creative writing course to a group of diverse high school students
 - Assumed responsibility as a resident advisor to eight male students

Barnes & Noble Booksellers, Monroeville, PA, 2005 to present

- Developed my admiration and knowledge of literature and music which I incorporate into my lesson planning to create connections with content and themes

Professional Affiliations

- Pennsylvania State Education Association (PSEA)
- National Council of Teachers of English (NCTE)
- National Education Association (NEA)
- English Journal
- Classroom Notes Plus

Relevant Interests

- Coaching
- Starting a student writing center
- Continuing professional development
- TV/video production and editing
- Team teaching

Appendix H

Dubis Resume

OBJECTIVE: To continue to educate High School Students in the area of Social Studies

EDUCATION:

2001 - 2005 Duquesne University Pittsburgh, PA
December 2005/ Secondary Education-Citizenship
3.11 overall GPA

Dean's List

1997 – 2001 Pittsburgh Central Catholic High School Pittsburgh, PA
3.2 overall GPA

STUDENT TEACHING:

Fox Chapel High School
September 2005-December 2005
10th Grade World History Advanced Placement
Two classes in a Block Schedule (80 minute Periods)

Additional Field Experience: Observations at Vincentian High School, McKeesport Area High School, Peters Township Area High School and Middle School, and Sunnyside Elementary.

PROFESSIONAL EXPERIENCE:

2006-Present Quigley Catholic High School
10th Grade World History
11th Grade U.S. History
12th Grade American Government

U.S. History II- elective for Juniors and Seniors
After School Program Coordinator

2007- Present Quigley Catholic High School: Athletic Director

New Programs that were developed under my control

Coordinated the after school program, Athletic Boosters Board, Discounted Sports Pass, new academic policy, refurbished Boy's Locker room

Summer of 2006 Shadyside Academy Day Camp
Working as a Head Camp Counselor

February 2005 - August 2005 Mercy Behavioral Health
Therapeutical Support Staff(T.S.S.)

1999-2005 Boy's and Girl's Club of Western Pennsylvania Pittsburgh, PA
Camp Counselor/Youth Employee

Coaching Experience

Baseball

2007-2010 Quigley Catholic High School Head Baseball Coach

2003-2006 Morningside Baseball Colt League Head Coach

2001 Played baseball for 9th Ward American Legion American

1988-2000 Played for Morningside Baseball Organization

Football

1997-2000 Played for Pittsburgh Central Catholic High School

Appendix I

Hoglund Resume

SARA L. HOGLUND

SaraLHoglund@gmail.com - 412.417.4002 - 941A Oakdale Ave - Castle Shannon - PA - 15234

EDUCATION

Masters of Education, Duquesne University, Pittsburgh, PA - May 2011 (Projected)
 Certificates: Elementary Education K-6 and Instructional Technology (Upon Program completion)
 Masters of Education Scholarship Recipient
 Current GPA: 4.00/4.00

Bachelor of Arts, Elon University, Elon, NC – May 2008
 Major: Elementary Education
 Certificates: Elementary Education K-6
 Four-Year Presidential Scholarship Recipient
 President's List and Dean's List
 Cumulative GPA: 3.45/4.00 Major GPA: 3.51/4.00
 Study Abroad Experience: Australia: Ecotourism, Winter 2008

Additional Travel Experience: Belize, Germany, Italy, Finland, Russia, Estonia, Iceland, Sweden,
 Greece

TEACHING EXPERIENCE

Student Teacher, Smith Elementary School, Burlington, NC – Fall 2007

- Assumed roles and responsibilities of 4th grade classroom teacher
- Taught math, science, writing, shared and guided reading
- Created and implemented experiential social studies unit

Math & Science Principles II Practicum, Sedalia Elementary School
 Sedalia, NC – Spring 2007

- Developed and facilitated a Kindergarten Problem Based Learning (PBL) science unit on North American Bears
- Incorporated technology and manipulatives
- Created student hand outs and learning logs using MS Word, Publisher, and Excel

Language Arts & Social Studies Principles I Practicum, Smith Elementary School,
 Burlington, NC – Fall 2006

- Created and implemented lesson plans for 2nd grade
- Developed and taught social studies unit
- Pinpointed and met individual learning needs

ADDITIONAL SCHOOL EXPERIENCE

Instructional Techniques, Third Grade, Eisenhower Elementary School, Upper St. Clair, PA – Fall
 2009

Field-Based Observation Experience, Fifth Grade, Urban League of Greater Pittsburgh Charter
 School, East
 Liberty, PA – Spring 2009

Capstone Seminar I, Seventh Grade, Broadview Middle School, Burlington, NC – Spring 2007
Literacy Development, Fourth and Fifth Grade, Andrews Elementary School, Burlington, NC –
 Spring 2007
Science Museums and Informal Education, Seventh Grade, Burlington, NC – Winter 2007
Fine Arts in the Public School, Second Grade, Smith Elementary School, Burlington, NC – Spring
 2006
Healthful Living in the Elementary School, First Grade, Elon Elementary School, Elon, NC –
 Spring 2006
Educational Psychology, Ninth Grade, Williams Highschool, Burlington, NC – Spring 2006
Introduction to Education, Second Grade, Elon Elementary School, Elon, NC – Winter 2005

WORK EXPERIENCE

Montessori Preschool, Mt. Lebanon, PA, **Teaching Assistant** – January 2010-Present
 Hyatt Family, Upper St. Clair, PA, **Childcare Provider** – January 2010-Present
 Bado's Pizzeria, Mt. Lebanon, PA, **Server** – October 2009-Present
 Sonia's Group Daycare, Coraopolis, PA, **Childcare Assistant** – November 2008-October 2009
 Tutor Team, Pittsburgh, PA, **Professional Tutor** – October 2008-January 2009

VOLUNTEER

Hurricane Katrina Rebuilding – January 2006	Assistant Soccer Coach
Joan of Arc Medallion for Community Service	Elementary Tutoring

TECHNOLOGY SKILLS

Windows/Mac	Microsoft Office	Mac Suite	Interactive Whiteboards
Internet	Website Creation	Digital Cameras	Course Management Systems

Appendix J

Snyder Resume

Brian A. D. Snyder

156 Connie Dr. - Pittsburgh, PA 15214- (412) 841-4661 bsnyder1219@hotmail.com

OBJECTIVE

To obtain a secondary level teaching position in Social Studies. Willing to supervise or direct extra-curricular activities.

EDUCATION

Duquesne University, Pittsburgh, PA
 Masters of Instructional Technology, Expected May 2011
 Current GPA in Masters Program 4.00
 Duquesne University, Pittsburgh, PA
 Bachelor of Science in Education, May 2003
 GPA= 3.47
 GPA in Education classes = 3.71

CERTIFICATION

Pennsylvania Certification: Secondary Social Studies

PROFESSIONAL EXPERIENCE

SUBSTITUTE TEACHER:

Pine Richland School District, Gibsonia, PA (December 2008-Present)
Shaler Area School District, Glenshaw, PA (November 2008-Present)
North Hills School District, Pittsburgh, PA (November 2008-Present)
Bethel Park School District, Bethel Park, PA (May 2003-March 2005)

- Fill in for permanent teacher and complete lessons in a wide variety of subjects
- Work in all grade levels and school buildings

PRE-PROFESSIONAL EXPERIENCE

STUDENT TEACHER:

Bethel Park School District Independence Middle School, Bethel Park, PA (January-April 2003)

- Taught 125 7th grade students across five sections
- Created hands-on, student-led, activities and wrote exams
- Created lessons allowing students to visualize the time, place and people being studied
- Managed the line flow and behavior of students in the cafeteria as a lunch proctor

FIELD OBSERVER:

Shaler Area School District, Pittsburgh, PA (September 2000-May 2002)

- Observed and assisted various teachers for 30 hours throughout four semesters
- Observed 6th through 12th grade social studies classes
- Taught 6th grade Medieval Europe lessons

RELATED WORK EXPERIENCE

Mount Lebanon Extended Day Program, Mount Lebanon, PA (April 2002-June 2005)

Teacher

- Provide care to 1st through 8th grade children during the school year as well as the summer months
- Created activities and projects in coordination with a weekly them

RELATED WORK EXPERIENCE (CONTINUED)

Bethel Park School District's Foreign Language Department, Bethel Park, PA (June 2005)

Chaperone

- Watched over and guided 150 7th and 8th grade foreign language students on a five day trip to historic Quebec and Montreal, Canada
- Ensured all medical records and travel documents were in order for all participating students

LEADERSHIP EXPERIENCE**Greater Pittsburgh Properties, Pittsburgh, PA**

January 2005-Present

Business Owner

- Manage and operate a full service real estate investment company
- Manage and guide contractors through all phases of a renovation

Mount Lebanon Extended Day Program, Mount Lebanon, PA

August 2005-January 2007

Administrative Assistant

- Assist Executive Director with day-to-day operations of entire company
- Handle all incoming enrollments and ensure all children had proper group assignment

Mount Lebanon Extended Day Program, Mount Lebanon, PA

June 2005-August 2005

Summer Fun Staff and Site Coordinator

- Ensure summer camp is appropriately staffed
- Ensure facilities are current with PA Department of Public Welfare guidelines

Duquesne University, Pittsburgh, PA

August 2000-August 2002

Team Leader and Chairperson for Freshman Orientation

- Aided in the creation of staff development activities and freshman programming
- Through social activities and tours, incoming freshman were introduced to each other, campus, and the City of Pittsburgh

Boy Scouts of America, Etna, PA

December 1997

Troop/Post 173

Eagle Scout Rank

- Demonstrated leadership skills as post leader during a 50 mile canoe trip in northern Canada
- Developed and led in the building and mounting of 20 bird boxes in North Park, located in Allegheny County, PA

ACADEMIC HONORS

Golden Key National Honor Society

Lambda Sigma Sophomore Honor Society

Kappa Delta Epsilon: Educational Honor Fraternity

Duquesne University's Deans List 6 of 7 semesters

The National Deans List Publication

TECHNOLOGY SKILLS

Internet / e-mail

Windows / Mac

Website Development

Microsoft Office

Mac I Photo & I DVD

Jackson Grade Quick

Smart Board

References Available Upon Request