



Electronic, Paperless Needs Assessment

Executive Summary

12/15/2003

Where do we want to be?

By the year 2005, after a comprehensive needs assessment process, teachers and administrators will seamlessly integrate technology into their daily operations. Their modeling of information and technology literacy to students and the community will be grounded in a clear understanding of their strengths and areas for growth in the use of technology to enhance instruction.

Furthermore, SAISD educators will know what impact technology is having on student achievement, how technology professional development has changed their teaching practices, and how they are integrating technology into their instruction.

This needs assessment provides a consistent set of measures that accurately reflects the progressive nature of teaching with technology and is the first step in aligning the SAISD Long Range Plan for Technology to state and federal requirements.

Where have we been?

Professional development in SAISD—especially in technology—has focused on introductory classes to productivity software. This hit-and-miss approach to professional development results in meandering, inconsistent professional development for SAISD K-12 instructional staff.

Furthermore, SAISD staff—teachers and administrators—have not had a consistent framework or baseline with which to gauge technology integration required in the 1998 Texas Essential Knowledge and Skills (TEKS). No consistent professional development plan is in place to prepare educators to meet state and federal standards for using technology in K-12 settings.

Where are we?

Professional development plans, both at the campus and district level, fail to address the fundamental literacies of the 21st century—information and technology literacy. Both literacies are required by 1) State Board of Educator Certification (SBEC), 2)

the Texas Long Range Plan for Technology, and 3) *No Child Left Behind*. The result is a professional development program that lacks a clear, achievable target. Professional development, then, is on a voluntary basis, where core content training competes with technology integration training. Neither refers to a baseline of where educators are now.

How are we going to get there?

- District and campus level assessments were completed in 2002-2003 school year, highlighting the need for professional development tailored to specific teacher needs.
- An *electronic, paperless* needs assessment instrument that assesses the level of technology implementation (LOTI) will be implemented during the Spring of 2004.
- The aggregated data of the assessment will be included in the Long Range Plan for Technology SAISD will submit to the State of Texas in compliance with its needs assessment requirements.
- Results of the assessment will be shared with teachers, and aggregated at both the campus and district level through meetings with area superintendents, principals and CICs.
- Campus Improvement Plans and professional development plans at the campus and district level will be revised to reflect the specific needs of teachers.
- Principals will assess PDAS Domain 8, Indicator 9 using the LOTI rubric. All professional development offered by the District will be correlated to the appropriate LOTI level.
- Videos of SAISD instructional activities at the appropriate LOTI level will be made available on the Instructional Technology web site.
- The LOTI will be repeated in Spring, 2005 to assess the effects of targeted professional development.

How will we know if we are getting there?

- Principals will assess PDAS Domain 8, Indicator 9 using the LOTI rubric. All professional development offered by the District will be correlated to the appropriate LOTI level.
- Videos of SAISD instructional activities at the appropriate LOTI level will be made available on the Instructional Technology web site.
- The LOTI will be repeated in Spring, 2005 to assess the effects of targeted professional development.
- All aggregated reports will be shared via the Instructional

Technology Services web site for review by educators, community, and state and federal auditors.

When should we be there?

- By Spring, 2004, all campus and district staff will have taken the Levels of Technology Implementation (LOTI) survey.
- By Fall, 2004, all campuses and district staff will have attended training to review the aggregated data and developed a professional development plan to address needs.
- By Spring, 2005, all teachers should be exhibiting observable behaviors in their classrooms and be able to identify the LOTI level in their lesson plans.

What are the resources needs/issues?

- \$24,000 for initial needs assessment software
- Ensuring Area Superintendent and campus level support
- Ensuring continuing funding for needs assessment in Spring, 2005.

POLICY CITATION

Paperless electronic needs assessment

**BACKGROUND
INFORMATION AND
SIGNIFICANT ISSUES;
PREVIOUS BOARD OR
ADMINISTRATIVE
ACTION**

RECOMMENDATION

FISCAL IMPACT

**PROCEDURAL AND
REPORTING
IMPLICATIONS**

**EXECUTIVE/CABINET
TEAM MEMBER(S)
RESPONSIBLE**

SAISD Accountability, Technology, PEIMS and Data Services Department

Technology Project Information Form

PROJECT NAME	Electronic, Paperless Needs Assessment
ATP&DS DEPARTMENT SPONSOR	Miguel Guhlin, Director, Instructional Technology Services
ATP&DS PROJECT SPONSOR	Miguel Guhlin, Director, Instructional Technology Services
POST-IMPLEMENTATION PROJECT OWNER	Miguel Guhlin, Director, Instructional Technology Services
VISION 2005 REFERENCE	<p>Vision 2005 Technology:</p> <p>Strategy 1: Enable the students, teachers, and administrators of SAISD to effectively integrate technology into the teaching and learning in the District.</p> <p>Implementation of the LOTI assists in meeting the goals and objectives outlined in the following excerpts from the Long Range Technology Plan:</p> <p>Emphasis on 3 domains LOTI Addresses: 1) Personal Computer Use; 2) Instructional Use; 3) Level of Technology Implementation</p> <p>p.34 Teachers must first learn how computers and attendant software is operated. Once this is accomplished, they must also understand the principles for integrating technology into their daily practices as teachers of a curriculum. Finally, they must become comfortable enough with the presence and use of technology in their classrooms that they can routinely troubleshoot the smaller problems that arise in the operation of technology.</p> <p>Need for Principals to be aware of data above:</p> <p>Principals must likewise be prepared to invest in professional or paraprofessional support staff to assist teachers in all these activities. More than any other single factor, the formal leadership of the principal is the single most important ingredient for the success of technology in the instructional setting.</p>
ATMIS STAFF AFFECTED	Instructional Technology and Library Services HelpDesk Accountability

OTHER SAISD DEPARTMENT(S) AFFECTED	Curriculum & Instruction			
PROJECT COST ESTIMATE				
ONE-TIME	\$24,000			
RECURRING	\$17,000			
ADDITIONAL STAFFING REQUIRED	Vendor			
CRITICAL DEADLINE	December, 2003			
FACILITY REQUIREMENTS				
SOLE SOURCE PURCHASE	YES			
VENDOR NAME	National School Business Alliance (NSBA)			
BUDGETED FUNDS	YES			
BUDGET CODE				
EXISTING PROJECTS RELATED TO	Professional Development Initiatives TASA Technology Leadership Academy Long Range Technology Plan			
CONSEQUENCE OF NON-APPROVAL	Continued inefficient use of funds to support professional development available to campuses. Failure to comply with the State Board of Educator Standards (SBEC) for educators, <i>No Child Left Behind</i> Title 2, Part D Difficulty meeting National Education Technology Standards Ineffective use of District support and training services.			