

California Common Core Technology Scope & Sequence

Lompoc Unified School District – (Planning Draft-2-March 17th, 2014)

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A. School sites current technology status

Task 1 – Networks and wireless.

Paul Coski, (Resources: Edmund Hung, Sean Campbell, Stan King)

- a) Wide Area Network (WAN) and a typical Local Area Network (LAN) at a school site.
- b) Figure with a typical cabling and number of data ports
- c) Wireless network status table & perhaps typical access point layout for density vs. coverage.
- d) Also need data tables showing schools with wireless and extent of coverage assign a numerical scale for level of security of existing systems, age, and plans for upgrades, type (a, g, n?) and schools currently without.

Task 2 – School sites computer device status

Judi Denton, Gloria Garcia, Jamie Burns, Paul Coski, (Resources: Edmund Hung, Stan King)

- a) Provide tables and charts showing school site technology status.
- b) Needs to be in format so non-technical teachers can at a glance understand computer status of each campus.

B. Proposed plans for implementing Common Core Tech. Standards

Task 1 - Tonya Johnson, Lynette Martin, Michael Flushman, Tahra Lopez, Tonya Johnson, and Terry Whaley (Resources: Matt Zuchowicz, Common Core Technology Links at www.ttt.vmsteacher.org)

- a) Need to add figures illustrating possible classroom layouts with technology for each of the above scenarios.

Task 2: Tonya Johnson, Terry Whaley (Resources: Matt Zuchowicz, Common Core Technology Links at www.ttt.vmsteacher.org)

- a) Include Technology levels: Introduced, Reinforced and Mastered in each scenario

Task 3: Tonya Johnson, Tori Blossom, Gloria Garcia (Resources: Matt Zuchowicz, Common Core Technology Links at www.ttt.vmsteacher.org)

- a) Include computer lab time where needed, but try and fulfill as much of the standards as possible in the classroom for part b, and c in above scenarios

C. Student progress monitoring (LMS, formative assessments & CAASPP)

Task 1 – Learning Management System (LMS) & student / teacher access

Judie Denton, Kim McCollum, Paul Coski (Resource: Terri, Moore, Matt Zuchowicz, and Sid Haro)

- a) Collaboration access for students & teachers
- b) Student access to posted assignments
- c) Teacher access to submitted assignments
- d) Formative assessments & analysis of learning gaps
 - Research and present some formative assessment software packages that provide clear, easy to understand feedback to teachers and students and seamlessly integrate with Zangle for transferring student scores to Zangle gradebook.
- e) LMS integration with Student Information System (SIS)

Task 2 – California Assessment of Student Performance and Progress (CAASPP)

Joel Jory, Leslie Wagon seller, Michael Flushman, Larry Boone, Carmen Chavez (Resource: Laura-Lee Parks, Art Diaz)

- a) Student summative assessment preparation
 - Teacher preparation of students for Smarter Balance Field Test and Spring 2015 CAASPP test.
- b) Spring 2014 Smarter Balance Field Test
 - Discuss Field Test needs of 1:1 and show number of days required for testing given number of students, number of available computer labs sanctioned for SBAC Field Test.
 - Provide table with elementary model, middle school model & high school model.
 - For each model show number of students, number of devices, estimated testing duration for each test (test types, breaks, transitions, etc.).
- c) Spring 2015 CAASPP
 - Show elementary, middle & high school models for 2015 CAASPP.

- Show number of computer labs (and computers) needed to complete testing, for each model, in two weeks and in one week.
- Provide table with model campuses, student numbers, number of devices required for smooth 2015 SBAC testing experience (Include, breaks, transitions, each test type requiring a computer).

D. Support needs for implementation plan roll out and ongoing

Task 1 - Classroom minimum technology needs

Scott Wilson, Tonya Johnson, Paul Coski (Resources: Edmund Hung, Sid Haro)

(Target criteria: equipment needs to be easy to use for teacher and a substitute teacher):

- Classroom laptop computer w/ Internet
- Teacher desktop computer w/ Internet
- LCD/DLP (or greater technology) projector
- Document camera
- Building networked printer(s): (1) black & (1) color
- VHS / DVD player
- Speakers
- Multimedia cart

Task 2 – Infrastructure preparations

Paul Coski (Resources: Edmund Hung, Stan King, Tuan Nguyen)

- a) Infrastructure needed for operation of classroom minimum technology needs listed above (see Task 1). This includes the following:
- Internet access for classroom laptop and teacher desktop
 - Projector mounting and cabling + power supply
 - Networked printer strategic placement (ideally one black + one color per building)
 - Multimedia cart with cable management + access to power supply.
- b) Needs for Pod (5 to 8 devices) of student computers
- Internet access via Ethernet or wireless.
 - Possible unique power supply if desktops.
 - Possible small computer cart purchased (holding 5 to 10 laptops/tablets) with access to power supply.

- c) Infrastructure needs for 1:1 computer to student ratio (30 to 35 devices in traditional computer lab or laptops/tablets on carts).
- Internet access via Ethernet (for traditional lab) or wireless (for mobile devices on cart).
 - Computer cart(s) w/ access to power supply.

Task 3 – Student Home computer / Internet access

Paul Coski, Lore Desmond, Leslie Wagonseller, Judie Denton, Michael Flushman, Tonya Johnson (Resources: Edmund Hung, Sid Haro, Trevor McDonald)

- a) Begin discussions with community leaders for ideas on getting computers to homes without + Internet service.
- b) Assess by survey what percentage of students is without home computer, Internet access.
- c) Formulate strategy for initiating a) & b).

Task 4 – Systems technical support

Leslie Wagonseller, Judie Denton, Michael Flushman, Tonya Johnson, Paul Coski (Resources: Edmund Hung, Sid Haro, Trevor McDonald)

- d) Formula for calculating needed tech support (see formula in existing LUSD Technology Report – may be p 55).
- e) See Edmund regarding desires for technicians then bounce off Sid & perhaps Trevor.
- f) Need to define positions and brief job responsibilities
 - School Site Technician & trouble shooter.
 - Network Technician or Engineer for building district wireless network and wiring classrooms and computer labs + imaging computers new systems.
 - Perhaps some technicians can provide some teacher professional development, such as the following:
 - 1) Basic equipment operation and trouble shooting
 - 2) Computer set-up for school start-up.

Task 5 – Professional Development

Leslie Wagonseller, Michael Flushman, Diane Burton, Jeff Wagonseller, Tahra Lopez, Tonya Johnson, Terry Whaley, (Resources: Carolina Allen, Sid Haro)

a) Introduction to Technology:

- This would cover training on use of “Classroom Minimum Technology” (desktop & laptop computer set-up and cable attachment to projector and speaker cables + internet and power supply, use of document camera, printing to secure print and network printers)
- Also cover use of Zangle/Q and future learning management system (LMS), Outlook (for email and scheduling appointments on calendar)
- Plus train on minimum classroom tech operation procedures and preparing technology use for a substitute.

b) Introduction to Equipment and CCSS Lesson Delivery Using:

- One computer, projector & document camera (K-2, 3-5, Secondary).
- Pod of computers, + projector & document camera (K-2, 3-5, Secondary)
- 1:1 student to computer ratio, + projector (lab and carts; K-2, 3-5, Secondary)

c) Phase 2 of Tech. Equipment and CCSS Lesson Delivery Using:

- One computer, + interactive touch boards (K-2, 3-5, Secondary).
- Pod of computers, + projector & document camera (K-2, 3-5, Secondary)
- 1:1 student to computer ratio, + projector (lab & carts; K-2, 3-5, Secondary)

d) Advanced Training for CCSS Lesson Delivery Using:

- 1:1 student to computer ratio (lab and carts; K-2, 3-5, Secondary)

e) Follow-up and Refresher trainings of all the above.

E. Sequence, time scale, and costs for California Common Core Technology roll-out

Task 1 – Sequence & Timing

Paul Coski, Leslie Wagonseller, (Resources: Sid Haro, Trevor McDonald, Laura-Lee Parks)

Provide tables and flow charts showing time sequence and costs.

Task 2 – Rough Order of Magnitude (ROM) Costs

Paul Coski, Leslie Wagonseller, (Resources: Sid Haro, Trevor McDonald, Laura-Lee Parks)

Provide tables and flow charts showing ROM costs.

Resources:

For listing of all key resource links go to www.ttt.vmsteacher.org and click on Common Core Technology Links. Below are some key links.

http://www.lbschools.net/Main_Offices/Curriculum/Areas/Technology/docs/Common_Core/CCSS%20K-12%20Technology%20Scope%20and%20Sequence.pdf

<http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/SPIRAL%20FINAL.pdf>

http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/FCOE_TechSkills_Flowchart_2012.pdf

<http://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4>

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf