

School Sites and administrative offices must be able to purchase, protect and repair their hardware in a timely and most cost effective manner and to acquire a wide range of software at the lowest possible price.

PURCHASING

The District will establish policies covering the purchase of hardware, software, supplies and accessories needed to implement the technology programs within the District and at school sites. To reduce costs and streamline acquisition procedures for the District and school sites the District will establish annual contracts for goods and services and District licenses for software.

| Current Activities | Phase I | Phase II |
|--|--|--|
| | <ul style="list-style-type: none"> Establish a Purchasing Committee to recommend guidelines, standards & procedures for technology acquisition, repair, maintenance & other support services. | <ul style="list-style-type: none"> Annually review purchasing policies & standards. |
| <ul style="list-style-type: none"> Negotiate annual contracts for MECC/Microsoft district licenses. | <ul style="list-style-type: none"> Negotiate annual contracts for hardware, software (district licenses), electrical/wiring, supplies, maintenance, & security. | |
| | <ul style="list-style-type: none"> Join other school districts to streamline State purchasing regulations. | |

SECURITY & INSURANCE

All school sites will have security systems to protect their investments in technology. The District will obtain and maintain a District wide insurance policy that adequately protects the District's and school sites' investment in technology

| Current Activities | Phase I | Phase II |
|--|---|--|
| | <ul style="list-style-type: none"> Establish a Committee to review the status of security & to develop a District wide security & alarm system plan. | <ul style="list-style-type: none"> Implement the District Wide security plan. |
| | <ul style="list-style-type: none"> Establish annual installation & security contracts. | |
| <ul style="list-style-type: none"> Require school sites to include installation & security when acquiring technology. | | |
| | <ul style="list-style-type: none"> Assess insurance needs related to technology. | |

REPAIR/MAINTENANCE

The District will ensure that all hardware is installed, maintained and repaired in a timely and cost effective manner by maintaining annual service contracts, student repair programs. Schools will prepare a maintenance, repair and replacement schedule for on-site equipment.

| Current Activities | Phase I | Phase II |
|---|---|--|
| <ul style="list-style-type: none"> • Establish annual contracts for installation & security. | <ul style="list-style-type: none"> • Maintain | <ul style="list-style-type: none"> • Maintain |
| | <ul style="list-style-type: none"> • Pilot a student repair program through Vocational Education. | |
| <ul style="list-style-type: none"> • Establish service contracts for repair. | <ul style="list-style-type: none"> • Evaluate & revise. | <ul style="list-style-type: none"> • Evaluate & revise. |
| <ul style="list-style-type: none"> • Prepare a maintenance, repair & replacement schedule for District technology. | | |
| | <ul style="list-style-type: none"> • Require school site equipment maintenance, repair & replacement schedules. | |
| | <ul style="list-style-type: none"> • Evaluate the feasibility of establishing an inter-agency technology service unit in cooperation with the City to deal with configuration, installation & repair services. | <ul style="list-style-type: none"> • Initiate as appropriate. |
| | <ul style="list-style-type: none"> • Evaluate the feasibility of consolidating some of the Help Desk functions in an inter-agency technology service unit. | <ul style="list-style-type: none"> • Initiate as appropriate. |

Technology has become a permanent component of a sound educational program and is resulting in major changes in the entire educational process - and in the way we communicate and conduct business as an institution. Ensuring that our students realize the full benefits from the District's investment in technology will require leadership and a strong commitment from the Board, administration, school and community. As the District embraces site based management, coordination and communications becomes increasingly vital. The District and school sites must have the will and the systems to cooperatively plan, coordinate, support and evaluate technology if technology is to be deployed efficiently and effectively.

To facilitate this coordination and to provide necessary support services to its multi-million dollar commitment to technology the District will consolidate and expand technology support services under one Technology Service Center.

RESPONSIBILITIES:

Board of Education: Make the Technology Plan a community wide priority and, direct resources to support the Technology Plan. Ensure that technology is used to further the Educational Plan and to avoid waste and fragmentation of services.

Superintendent: Make the Technology Plan a community wide priority. Establish District wide systems and procedures to implement, support and monitor the Technology Plan. Appoint the Technology Coordinating Committee and implement the Technology Service Center.

Technology Coordinating Committee: Recommend District policy, coordinate the implementation of the Technology Plan, take the lead in planning and evaluation of technology, and provide direction to the Technology Service Center. Establish a process to ensure that District departments and divisions and school sites incorporate technology into their annual plans. Establish a process to evaluate and update the Technology Plan on a regular basis. Include representatives from Business Services, Curriculum and Instruction and school sites.

Site Technology Coordinators and Committees: Integrate technology into site plans. Develop and coordinate the implementation of the site technology plans. The District Technology Coordinator will provide support for Site Technology Coordinators.

Manager of the Technology Service Center: Oversees planning, development and delivery of the Technology Service Center's services. Responsible for planning for and coordination of technology in the District. Oversees the implementation of the Technology Plan.

Instructional Technology Coordinator: Coordinates staff technology training with Curriculum and Instruction. Oversees the planning and implementation of the Instructional Technology Resource Center's services. Works under the Manager of the Technology Service Center and other staff of the Technology Service Center to coordinate instructional technology with administrative technology.

*Technology
Service Center*

Background: During the District's technology audit and needs assessment schools consistently identified the District's limited ability to provide basic, ongoing and timely support for instructional technology as a major barrier.

Schools clearly want planning and implementation to remain with the site community, but they feel the District should take responsibility for training and supporting on-site expertise, design and management of wide area networks, effective purchasing procedures, software licenses and service contracts, research and establishment of standards, liaison with vendors, information clearinghouse functions, help with funding, and timely, reliable help.

Management Information Systems, which has provided that infrastructure and support systems for administrative technology for the last three years, presents a model for developing comparable support mechanisms for instructional technology.

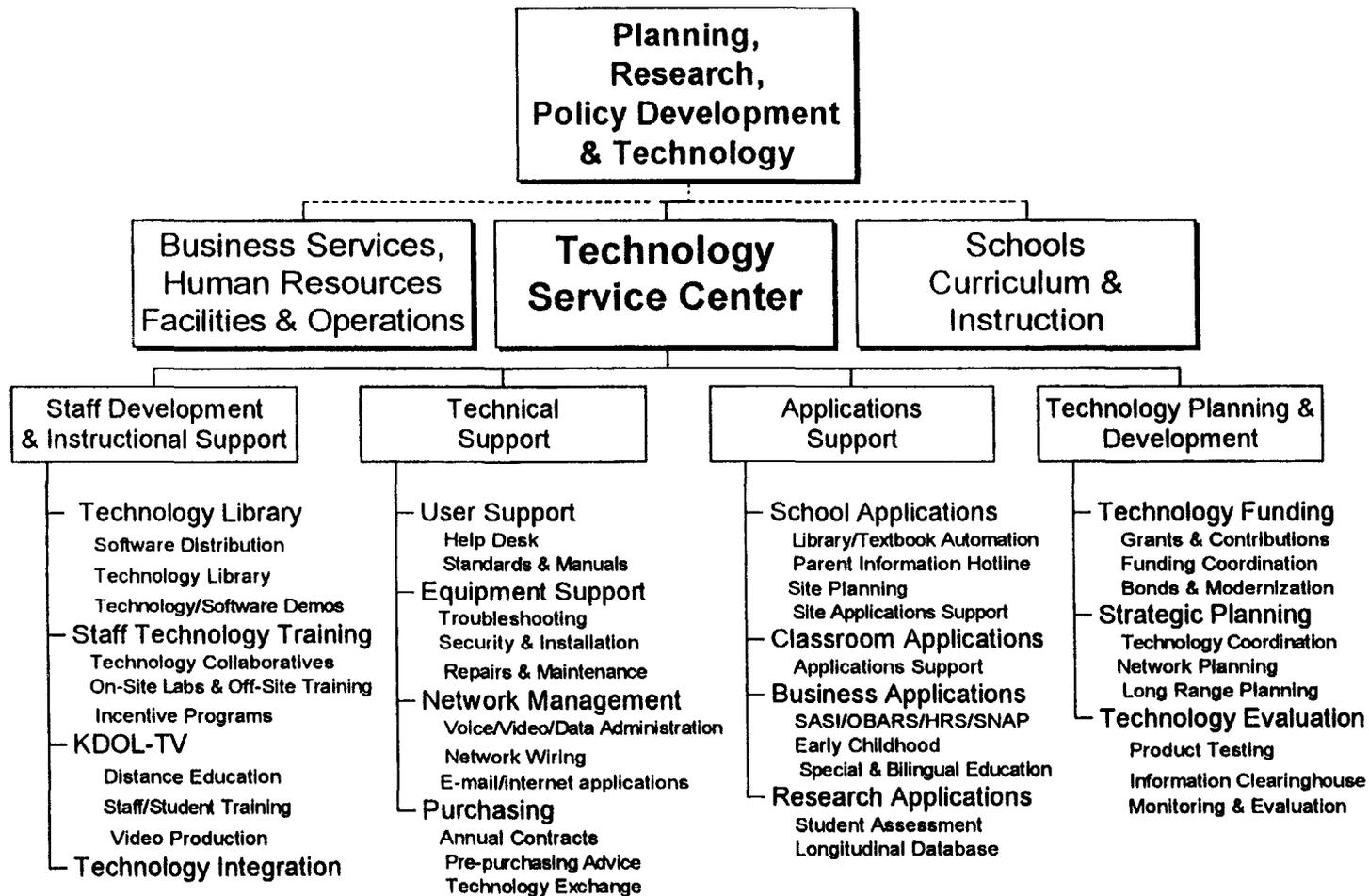
Proposal: The District will consolidate support for all technology, including phone, video and data systems, under a central Technology Service Center. This Service Center will merge with MIS to provide technical support for school sites, Curriculum and Instruction, Business Services and other District divisions. The Center may either provide services itself or ensure that cost effective services are available through contracts, licenses, service agreements and/or partnerships with the schools and other institutions.

Schools and the individual departments will continue to be responsible for the planning and implementation of their respective technology related applications and programs.

The Center will serve as a "one stop" service unit (see "Functional Chart on the next page) for:

- Staff Technology training
- Instructional Technology Resources
- KDOL-TV Video Communications Center
- Help Desk
- Facilitating Purchasing of Technology, District Licenses & Service Contracts
- Business Services and Administrative Applications
- School and Classroom Applications
- Network Management
- Technology Grants, Contributions and Technology Partnerships
- Technology Exchange & Contributions Program
- Technology Research and Evaluation

**Proposed Technology Service Center
Functional Chart**



**IMPLEMENTATION
STRATEGIES**

**STRAND #11
COORDINATION & MANAGEMENT**

***IMPLEMENTATION OF
THE TECHNOLOGY
SERVICE CENTER***

[See also Strand #3: "Technology Resources & Training Center" and Strand #8: "Administrative Technology"]

| Current Activities | Phase I | Phase II |
|---|--|--|
| <ul style="list-style-type: none"> • Revise the job description of & hire the Technology Coordinator. | | |
| | <ul style="list-style-type: none"> • Functionally reorganize MIS to support new & expanding functions as required. | |
| <ul style="list-style-type: none"> • Re-allocate funds from MIS contractual positions to permanent technology support positions. | | <ul style="list-style-type: none"> • Increase the staffing for the Service Center based on the two year re-organization plan. |
| | <ul style="list-style-type: none"> • Initiate the Technology Resources & Training Center with services outlined in Strand 3. | <ul style="list-style-type: none"> • Expand the research & development functions of the Center. |
| | <ul style="list-style-type: none"> • Develop a two year implementation plan for the Service Center. | <ul style="list-style-type: none"> • Implement & revise. |
| | <ul style="list-style-type: none"> • Expand the Help Desk. | <ul style="list-style-type: none"> • Expand |
| | <ul style="list-style-type: none"> • Develop Research & Development program. | |
| | <ul style="list-style-type: none"> • Pilot the Exchange Program. | <ul style="list-style-type: none"> • Expand |
| | <ul style="list-style-type: none"> • Pilot the Contributions Program. | <ul style="list-style-type: none"> • Expand |
| | <ul style="list-style-type: none"> • Document & create a database of existing technology based projects. • Evaluate existing technology based projects. Disseminate findings. | <ul style="list-style-type: none"> Maintain |
| | <ul style="list-style-type: none"> • Develop priorities for & initiate a grants program to support technology plan. | <ul style="list-style-type: none"> • Expand |
| | <ul style="list-style-type: none"> • Revise & expand Technology User's Guide. | |

The District is committed to securing stable and broad based funding to support the ongoing investment in curriculum, staff development, the technology tools, and the infrastructure which are necessary to implement the Technology Plan. A coordinated funding strategy will produce a dependable, continuous revenue stream to ensure equity of access to the technology tools. Each year technology funding will be directed towards clearly articulated District wide priorities.

In 1995-96 the District will implement the following:

- (1) **Shared Service Fee** The Board will increase the allocation of General Purpose funds by 5% to implement the Technology Plan. Funding will be directed to support services of the Technology Service Center which are shared by all programs and departments: staff technology training, network equipment and maintenance, help desk, and the development of the support infrastructure.
- (2) **Technology Equipment Fund:** The Board will create a Technology Equipment Fund through a ___% fee on the purchase price of all technology requiring maintenance and replacement. In the first year after purchase the fee will fund installation, security, insurance and maintenance. In years 2 through 5 the fee will support maintenance, repair and replacement of equipment.
- (3) **Leasing:** The District will explore the cost benefits of leasing vs. purchase of computers and other technologies as an alternative to (2) above.
- (4) **Resource Development:** The District will staff and implement the Technology Contributions and Exchange programs.
- (5) **Outside Funding:** The District will develop the capacity to generate revenue from grants, contributions, and events. To this end the District will retain a professional grant writer to track, coordinate and apply for grants to support the Technology Plan and to provide training and assistance to schools seeking outside funding. The District will also involve teachers, administrators and parents fundraising expertise.
- (6) **Public Relations:** The District will develop and implement an aggressive public relations program to recruit support for the Technology Plan from local corporations, community agencies, private foundations, other educational institutions and the public.
- (7) **Funding Plan:** The District will evaluate the effectiveness of the 1995-96 funding strategies, further explore the funding options outlined on the next page and develop a three year funding plan to be implemented in fiscal year 1997.

IMPLEMENTATION PLAN FUNDING ELEMENTS:

- **General Purpose and Re-Allocation of Resources:** The District will re-direct an increasing portion of existing General Purpose and non-General Purpose revenues to support the implementation of the Technology Plan. Existing business and administrative practices will be streamlined using technological capabilities to reduce costs and to allow staff to redirect time. Resulting cost savings will be re-directed to support technology based services. Savings realized at a site level will remain at the site.
- **Technology Equipment Fund:** The District will establish and maintain an Equipment Replacement and Service Fund supported through an annual surcharge based on the purchase price of all technology requiring maintenance and replacement. In the first year after purchase the surcharge will fund insurance, installation, security, and repair and maintenance. In years two through five the fund will support repair, maintenance and replacement of equipment.
- **Technology Exchange & Contributions Programs:** The Service Center will establish a Technology Exchange Program to re-deploy technology within the District and a technology Contributions Program to aggressively pursue in-kind contributions to schools.
- **Grants, Contributions & Partnerships:** The Service Center will aggressively seek grants, assist school sites apply for grants and encourage vendor and private sector participation in technology based projects at the school and District level. The Service Center will seek partnerships with other agencies to acquire technology, develop applications, share costs of development, and extend the District's network resources
- **Parcel Tax and Assessment Districts:** The District will explore the feasibility of seeking a parcel tax and/or creating assessment districts to support the Technology plan.
- **Fees for Service:** The Service Center, including KDOL-TV and the training labs, will charge departments and school sites for specialized services which exceed the base line services provided by the Center. The Center will establish a fee schedule for services rendered to outside agencies.
- **Student Training and Support Services:** As an integral part of the School to Work plan and the Service Center, the District will train and utilize students to maintain and repair technology and to provide support services in the library and media centers, computer labs, and Service Center.
- **School Site Budgets:** School sites will incorporate technology planning into their site plans and set aside a percentage of their budgets for site technology planning and training.
- **Legislative Initiatives:** The District will develop the capacity to track and advocate for federal, state, and local legislative initiatives to provide financial and other support for educational technology.
- **Public Relations and Community Events:** The District will develop a public relations, program and sponsor events to generate additional revenue and public support for technology in the schools.

OAKLAND UNIFIED SCHOOL DISTRICT

TECHNOLOGY ACTION PLAN

APPENDICES AND SUPPORTING MATERIALS

| | | |
|-------------------|--|------------|
| Appendix A | District Technology Corrdinating Committee | A-1 |
| Appendix B | List of Interviewees | B-1 |
| Appendix C | Acknowledgements Technology Alignment Committee Survey Team | C-1 |
| Appendix D | Survey Tools | D-1 |
| Glossary | | a |

BOARD TECHNOLOGY SUBCOMMITTEE

- Jean Quan, Chairperson
- Noel Gallo
- Lucella Harrison

DISTRICT COORDINATING COMMITTEE MEMBERS - 1994 AND 1995

District Representatives

- Gary Meissner, Director, Management Information Systems, Committee Chairperson
- Joseph Adwere Boamah, Assistant Superintendent, Planning & Research
- Juan Benjuamea, Office of Bilingual Education
- Verdell Brooks, Coordinator, Mentor Teachers Program
- Betsy Chin, Office of Early Childhood Development
- Barbara Daniels, Assistant Superintendent, Adult & Vocational Education
- Carolyn Gettridge, Superintendent, Oakland Unified School District
- Vernon Hal, Assistant Superintendent, Business Services
- Marilyn Harryman, Counselor At Large, Counseling Services
- Peter Hatcher, Teacher on Special Assignment, Education Plan
- LeeNell Jennings, Director, Area I Office
- Dorothy Kakimoto, Director, State and Federal Programs
- Robert Limon, Acting Manager, KDOL TV
- Harold Lowe, Director, Purchasing and Supply
- Lenore McDonald, Teacher on Special Assignment, State & Federal Programs
- Gary McHenry, Assistant Superintendent, Area I Office
- Yolanda Peeks, Assistant Superintendent, Education Plan
- Carole Quan, Deputy Superintendent
- Kathleen Schuler, Consultant, Technology Plan
- Joyce Schwartz, District Librarian, Library Services
- Harry Strharsky, Network Specialist, Management Information Services
- Allie Whitehurst-Gordon, Manager, Magnet Program
- Sue Woehrl, Assistant Superintendent, Support Services
- Alan Young, Assistant Superintendent, Area II Office

School/Community Representatives

- Belen Balaba, Principal, Laurel Elementary School
- Bruce Buckelew, Volunteer, Oakland Tech High School
- Larry Cooperman, Parent
- Carl Cousineau, Administrative Librarian, Oakland Public Libraries
- Mary England, Senior Business Analyst, Kaiser Permanente Foundation
- Miguel Fernandez, Dean, Fremont Sr. High School
- Steve Ferguson, Director, Information Services, City of Oakland

*DISTRICT COORDINATING
COMMITTEE MEMBERS -
1994 AND 1995**(Continued)**School/Community
Representatives**(Continued)*

- Larry Hauben, Project Coordinator, SMARTNet, Chabot Observatory and Science Center
- Etta Herber, Administrator, Chabot Observatory and Science Center
- Spencer Hooper, Parent
- Henry Izumizaki, Senior Strategist, Urban Strategies
- Mae Monroe, President, Parent Teacher Association
- Michael Moore, Sr., Instructional Assistant Principal, Fremont Senior High School
- Rollie Otto, Department Head, Center for Science/Engineering Education, Lawrence Berkeley Laboratory
- Jill Krause, Teacher, Hawthorne Yearround
- Ann Kruze, Teacher, Calvin Simmons Jr. High School
- James Lytle, Vocational Education Teacher, Castlemont Sr. High School
- Norman Thompson, Assistant Principal, King Estate Jr. High School
- Jed Williams, Vice President, Information Services, The Clorox Company

Other Attendees

- Cliff Block, Reisa Abrams, & Elizabeth Cooley, Far West Laboratories
- David Glover & Tony Fleming, OCCUR
- Arleda Martinez & Joaquin Herranz, Urban Strategies
- Wendy Portnuff, Oakland Unified School District
- Michael Ford & Carol Treasure, UC Berkeley, School of Education, Graduate Students

In preparation for this plan representatives from a number of educational institutions and District partners were interviewed about the role of technology in their organizations, technology trends, ways in which technology could be used to support the students and families of Oakland. In addition, thirty nine teachers and principals were interviewed in the course of the on-site technology surveys. The District thanks all the following people for their generous contribution of time and wisdom.

***ALAMEDA COUNTY OFFICE OF
EDUCATION***

- John Riley, Director of Media Services

***BERKELEY UNIFIED SCHOOL
DISTRICT***

- Michael Herbst

CHABOT SCIENCE CENTER

- Michael Reynolds, Executive Director

CITY OF OAKLAND

- Connie Brand-Gordon, Manager, KTOP
- Steve Ferguson, Director, Office of Communications & Information

FAR WEST LABORATORY

- John Cradler, Project Director, Council for Educational Development and Research

MARCUS FOSTER INSTITUTE

- Ada Cole, Executive Director

OAKLAND MUSEUM

- Sandy Bredt, Interpretive Specialist, Natural Science

OAKLAND PUBLIC LIBRARY

- Martin Gomez, Director
- Carl Cousineau, Administrative Librarian

***OAKLAND UNIFIED SCHOOL
DISTRICT***

- Bruce Buckelew, Volunteer, Oakland Tech High School
- Michael Jackson, Media Academy, Fremont High School
- Thirty nine classroom teachers and six school administrators

PERALTA COMMUNITY COLLEGE

- John Wagstaff, Director, Telecommunications & Information Systems

***SAN FRANCISCO UNIFIED SCHOOL
DISTRICT***

- Sam Dederian, Program Administrator, Educational Technology Team

***UNIVERSITY OF CALIFORNIA,
BERKELEY***

- Peter Kerner, Director, Media Services
- Dr. Penny Dyer, Department of Education-
- Maryellen Himell, Director of Development and Community Relations, Undergraduate Affairs

URBAN STRATEGIES

- Martine Makower, Associate
- Henry Izumizaki, Senior Strategist

*CURRICULUM ALIGNMENT
TECHNOLOGY COMMITTEE*

- Valerie Abad, Montera Jr. High School
- John Banks, Lafayette Elementary School
- Pam Bovyer-Cook, Redwood Heights Elementary School
- Thy Bun, State & Federal Programs
- Cora Catangay, Garfield Year Round School
- Kristal Chin, Office of Bilingual Services
- Rockne Dickson, Crocker Highlands Elementary School
- James Ferguson, East Side High School
- Miguel Fernandez, Fremont High School
- Elva Gabriel, Oakland Tech High School
- Lucella Harrison, Commissioner, Oakland Unified School Board
- Peter Hutcher, District Education Plan
- Elizabeth Johnson, Garfield Elementary School
- Joslin, Johnson, Markham Elementary School
- Mark Jury, UC Berkeley
- Dale Koistenen, Curriculum & Instruction
- Ann Kruze, Calvin Simmons Jr. High School
- Shirley Lindley, Redwood Heights Elementary School
- Gary Meissner, Management Information Systems
- Della Mosley, Edward Shands
- Kristen Oliner, Manzanita Year Round School
- Yolanda Peeks, Education Plan
- Mildred Phillips, Oakland Tech High School
- Jean Quan, Commissioner, Oakland Unified School Board
- David Schulberg, Montera Jr. High School
- Jody Terry, Oakland High School
- Norman Thompson, King Estates Jr. High School
- Steve Thorne, UC Berkeley

*SITE TECHNOLOGY
SURVEY TEAM*

- Martin Brookins, Substitute Teacher
- Cheryl Blount, Substitute Teacher
- Matthew Caver, Substitute Teacher
- Barbara Close, Retired Teacher
- Alma Lewandowski, Retired Teacher
- Sonja Pravick, Substitute Teacher
- Julies Schuler, Consultant
- Kathleen Schuler, Consultant
- Richard Solomon, Substitute Teacher
- Dale Turner, Substitute Teacher
- Cary Williams, Substitute Teacher
- Beverly Wu, Retired Teacher

A special thanks to the principals and staff of the schools for their assistance during the site surveys.

APPENDIX D

SITE TECHNOLOGY SURVEY

School: _____ Date Completed _____ / _____ / _____ Initials: _____
 Room #/Description: _____
 Room Security: Screens[] Alarm[] Motion Detector[] Solid Door[] Lock Tab/Plate[]

1. MS Dos Computers

| | Total # | CD ROM | 386 Plus | Modems | Need Repairs | Mobile | Security Cable w/ key | Cable no key | Plate | Box |
|-----------------------|---------|--------|----------|--------|--------------|--------|-----------------------|--------------|-------|-----|
| IBM Desktop | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| IBM Laptop | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Other DOS Desktop | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Other DOS Laptop | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Other (see note page) | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |

2. Apple/Mac Computers

| | Total # | CD ROM | External Floppy Drives | Modems | Need Repair | Mobile | Security Cable w/ key | Cable no key | Plate | Box |
|-----------------------|---------|--------|------------------------|--------|-------------|--------|-----------------------|--------------|-------|-----|
| Apple II, Ile | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac-LC II or III | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac LC 520, 550, 575 | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac SI, CI, IIfx | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac Classic, SE, SE30 | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac Centris, Quadra | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| Mac Powerbook | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |
| | [] | [] | [] | [] | [] | [] | [] | [] | [] | [] |

3. Computer Peripherals

| | | | | |
|---------------------|-------------|------------------|-------------|-------------------|
| Printer | Total # [] | # Dot Matrix [] | Ink Jet [] | # Need Repair [] |
| Scanner | Total # [] | # Hand Held [] | | # Need Repair [] |
| LCD Project Device | Total # [] | | | # Need Repair [] |
| External Hard Drive | Total # [] | | | |
| External Speakers | Total # [] | | | |

4. Video

| | | | | |
|------------------|-------------|-------------------|-------------------|-------------------|
| Video Monitor/TV | Total # [] | 25" or larger [] | # Need Repair [] | |
| Laser discs | Total # [] | Remote [] | Bar Code [] | # Need Repair [] |
| VCRs | Total # [] | | | # Need Repair [] |
| Video Cameras | Total # [] | Format: _____ | | # Need Repair [] |

5. Other:

| | | | | |
|-------------------------|-------------|-----------|-------------------|-------------------|
| Video Projection Equip. | Total # [] | | # Need Repair [] | |
| Fax Machine | Total # [] | | # Need Repair [] | |
| Overhead Projectors | Total # [] | | # Need Repair [] | |
| Calculators | Total # [] | | # Need Repair [] | |
| Telephones | Total # [] | | # Need Repair [] | |
| Duplicating Machine | Total # [] | Ditto [] | Hi volume [] | # Need Repair [] |

6. Wired

| | Yes | No |
|---------------------|-----|-----|
| Telephone jack | [] | [] |
| Cable TV outlet | [] | [] |
| LAN/Networked | [] | [] |
| SASI/OBAR | [] | [] |
| Microwave/Satellite | [] | [] |

[Teacher's Version]

Please return the completed survey to Kathleen Schuler, c/o MIS Department, Harper E dg., 314 E.Tenth St.

If a question does not apply to your position, please leave it blank.

1. Are you a:

- Teacher
- Counselor
- Dept. Head
- Technology/Computer Lab Specialist
- Librarian/Library Technician
- Paraprofessional
- Other _____

2. Where do you primarily work?

- Children's Center
- Pre-school
- Elementary School
- Middle School
- Junior High
- Senior High
- Alternative school
- District Office
- Area Office
- Other: _____

3. Please list the grade(s) you teach or support:

4. What issues/problems relating to instruction and District operations should be focused on in the development of a long range technology plan? (Use back if needed)

5. As you use an optimistic "crystal ball" to look into the future, how do you see technology changing the learning process and the operation of schools and the District? (Use back if needed)

6. Does your school include technology use in its School Improvement Plan?

Yes _____ No _____ Not Sure _____

7. Have you been involved in planning for technology in your school?

Yes _____ No _____

8. Please list the technology-based projects already in your school (computer labs, take-home computers, Lab 2000, Academies, Library automation, etc)?

9. Who/what has the most influence in making decisions about technology for your school? (Check all that apply)

| | Integrating Technology/ Curriculum | Equipment Purchases | Software Selection | Facilities Improvement (Ex., wiring) |
|--------------------------------|--|------------------------|-----------------------|--|
| Principal | _____ | _____ | _____ | _____ |
| Department Chair | _____ | _____ | _____ | _____ |
| School Technology Specialist | _____ | _____ | _____ | _____ |
| District Technology Specialist | _____ | _____ | _____ | _____ |
| District Staff | _____ | _____ | _____ | _____ |
| Individual Teacher(s) | _____ | _____ | _____ | _____ |
| Parent/Community Group | _____ | _____ | _____ | _____ |
| Vendors | _____ | _____ | _____ | _____ |
| Funding Guidelines | _____ | _____ | _____ | _____ |
| Not Sure | _____ | _____ | _____ | _____ |
| Not applicable | _____ | _____ | _____ | _____ |

10. What's been most emphasized in your school's current planning for technology? (please check all that apply)

| | | | |
|------------------------------|-------|-------------------------|-------|
| Computers for teachers | _____ | Calculators | _____ |
| Computers for students | _____ | Instructional TV | _____ |
| Computers for administrators | _____ | Video Technology | _____ |
| Computer Software | _____ | Telephones | _____ |
| CD ROM | _____ | Typewriters | _____ |
| Laser Disk | _____ | Facilities Modification | _____ |
| Multimedia | _____ | Teacher Training | _____ |
| Communications/Modems | _____ | Time for Planning | _____ |
| Computer Proj. Equip. | _____ | Other: _____ | _____ |

11. What technology do you use in the classroom or at your work site? (Please check all that apply; indicate N/A if not available)

| | | | |
|---------------|-------|---------------------|-------|
| Computer | _____ | Slide/Tape Programs | _____ |
| CD ROM | _____ | 16 mm. Films | _____ |
| Modems/fax | _____ | Film Strips | _____ |
| Laser Disks | _____ | Video cameras | _____ |
| Videotapes/TV | _____ | Calculators | _____ |
| Audiotapes | _____ | Typewriters | _____ |
| | | Other: _____ | _____ |

12. What technology do you use for: (Please check all that apply; indicate N/A if not available)

| | | | |
|------------------------|-------|--------------------|-------|
| Personal Productivity | _____ | Thematic Projects | _____ |
| Admin/Student Records | _____ | (cross curriculum) | _____ |
| Desk Top Publishing | _____ | Assessment | _____ |
| Video Projects | _____ | Drill and practice | _____ |
| Multimedia Projects | _____ | Other: _____ | _____ |
| Classroom Presentation | _____ | | |

13. What kind of computer(s) do you use (please list make and model):

at the work site: _____

at home: _____

14. If you do not use a computer now, is it because you: (check all that apply)

do not have ready access to a computer _____

need training and/or additional support _____

don't have the time to learn a new tool _____

aren't convinced of its value as a tool _____

15. Please list the subject areas that you teach using technology (ex., language arts, science)?

Computer: _____

Laser Disk: _____

CD-ROM: _____

Video/TV: _____

Other: _____

16. In general what technology do your students use technology? (Please check all that apply)

- | | | | |
|---------------------|-------|---------------|-------|
| Computers | _____ | 16 mm. Films | _____ |
| CD ROM | _____ | Film Strips | _____ |
| Modems/Fax | _____ | Video cameras | _____ |
| Laser Disks | _____ | Calculators | _____ |
| Videotapes/TV | _____ | Typewriters | _____ |
| Audiotapes | _____ | Other: _____ | _____ |
| Slide/Tape Programs | _____ | | |

17. What software do your students use?: (Please check all that apply)

- | | | | |
|---|-------|-----------------------------------|-------|
| Word Processing | _____ | Desktop Publishing | _____ |
| Database | _____ | Multimedia | _____ |
| Spreadsheet | _____ | Computer Literacy/ Keyboarding | _____ |
| Graphics | _____ | Communications/ Info Retrieval | _____ |
| Drill and practice | _____ | MECC Software | _____ |
| Individual Prob. Solving/ Simulation | _____ | Other: _____ | _____ |
| Integrated Learning System | _____ | | |

18. Please name the software programs that you use in your classroom/work site:

- Word Processing: _____
- Database: _____
- Spreadsheet: _____
- Graphics: _____
- Drill and practice: _____
- Ind. prob. solving: _____
- Utilities: _____
- Administration/
Student Records: _____
- Other: _____

19. Does your school have an inventory of:

Software: _____ Yes _____ No _____ Don't Know
 Videotapes: _____ Yes _____ No _____ Don't Know
 Other Media: _____ Yes _____ No _____ Don't Know

20. Please check which level best describes your computer skills for:

| | personal productivity | instructional purposes: |
|--|--------------------------|----------------------------|
| "Guru" level | _____ | _____ |
| Can write your own programs | _____ | _____ |
| Can use 6-10 software packages | _____ | _____ |
| Can use 1-5 software packages | _____ | _____ |
| Novice | _____ | _____ |
| Have little or no interest in computers | _____ | _____ |

21. Please check which level best describes your skills in video production:

"Guru" level _____
 Could teach both production and editing _____
 Can operate cameras and editing equipment _____
 Don't know equipment but have utilized
 video production for instructional purposes _____
 Have had no experience using video _____
 Have little or no interest in using video _____

22. Which technology training resources have you found to be the most beneficial? (Please check all that apply)

| | | | |
|-------------------------|-------|----------------------|-------|
| District administration | _____ | Lawrence Hall of Sc. | _____ |
| School administration | _____ | Eisenhower | _____ |
| Other teachers | _____ | CUE | _____ |
| Alameda Co. Office | _____ | Conferences | _____ |
| Instructional TV | _____ | Consultants | _____ |
| District workshops | _____ | Vendors | _____ |
| Site sponsored | _____ | Friends | _____ |
| training events | _____ | Parents | _____ |
| Other training progs. | _____ | Self taught | _____ |
| College Courses | _____ | Other: _____ | |
| BASTEC | _____ | | |

23. What kind of technology related training would you find most useful? (Please check all that apply)

- Computers _____
- CD ROM _____
- Video Production _____
- Communications _____

24. What kind of technical support would be most helpful? (Check all that apply)

- Integrating technology _____
- Basic skills _____
- Teacher Support _____
- Administrative Support _____
- Pre-purchase evaluation _____
- Info re: technology resources _____
- Grantsmanship _____
- Assessment _____
- Other: _____

25. What would be the most effective way for you to receive technology training?
(Check all that apply)

- Via Site "Technology Specialist" _____
- Formal On-site Training _____
- Off-Site Training _____
- "Phone Helpline" if available _____
- On Saturdays _____
- After School _____
- During School _____
- Summer Institute _____
- Individual _____
- Whole Staff _____
- Small Classes (4-6) _____
- By Depts/Curriculum Areas _____
- By Grade Level _____
- Other: _____

26. Could you or other teachers be trainers and/or share expertise with other teachers?

Name: _____ Topic: _____ Site: _____

Name: _____ Topic: _____ Site: _____

Name: _____ Topic: _____ Site: _____

THANK YOU FOR YOUR TIME.

Please return completed survey to Kathleen Schuler, c/o MIS Department, Harper Building, 314 E. Tenth St.

GLOSSARY

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| 2+2 Articulation | An agreement with a college or university by which high school students can earn college credits by participating in parallel high school courses or programs. |
| Academies | (see Magnet Schools) |
| ACORN | The computer network managed by Oakland Unified School District which provides e-mail service and full access to the Internet. |
| Alt./Sp.Ed. | Alternative Education/Special Education. |
| AP | Assistant Principal. |
| B&G | Buildings and Grounds. |
| Backbone | A transmission facility designed to interconnect lower-speed local networks or clusters of user devices like computers housed in different locations. |
| BBS | Bulletin Board System; an computer based system where messages can be posted and read by other computers. |
| Benchmarks | Specific learning outcomes within a particular curriculum. |
| "Blueprint for Technology" | The technology plan prepared in 1991 by the Technology Teachers' Task force. |
| Broadband | <i>A higher capacity transmission facility, typically made up of coaxial cable or fiberoptics, that is capable of carrying numerous voice, video and data channels simultaneously. Cable TV is a broadband technology, for example, while regular phone service is not.</i> |
| Broadcast | A system that permits a message to be sent from one user to all other users on the system. Radio, over the air television and cable TV signals are broadcast. |
| Bulletin board | (see BBS) |
| Cable | A number of conductors (twisted pair wires, coaxial cable or optical fibers, for example) bound together and covered by a protective sheath capable of carrying transmission. |
| Cablecasting | The broadcasting of signals over a cable system. |
| California's Master Plan | The educational technology plan developed by the California Department of Education, under the authority of Act AB 1470. |
| Camcorder | A hand held video camera. |
| Career Awareness Day | An event that brings together businesses and the community to show students career options. |
| Career Preparation Initiatives for High Schools | Part of the School to Work Plan which targets tenth, eleventh and twelfth graders: Career Paths and "program majors" which include magnet academies, Tech Prep and 2 + 2 Articulation. Also includes transition services for students with special needs. |
| Categorical Funds | Funding from federal and state agencies which are restricted to specific student populations or needs (ex., Chapter I and II, Bilingual Education). |
| C&I | Division of Curriculum and Instruction. |
| CD-ROM | Compact Disc - Read Only Memory: CD's store large amounts of data including text, color graphics, sound, animation, and digitized video that can be accessed and read by a computer. |

GLOSSARY

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| Centrex Service | A type of telephone service in which the switching equipment is located off site and maintained by the phone company. Centrex provides a range of communication services, including: intercom, call forwarding, call transfer, toll restrict, least cost routing and call holding, intra-switch (4-digit) dialing and direct dial call to individual users. |
| CEU | Continuing Education Unit; teachers are required to earn a specific number of CEU's by participating in accredited classes or training events. |
| Channel | A signal path of specified bandwidth for conveying information. The information can be voice, video, or data depending on the capacity of the channel. |
| Chapter 1 | A categorical funding program which serves economically disadvantaged students. |
| Coax or coaxial cable | A bundle of copper wires under one outer sheath used to carry great quantities of information. |
| Computer Loan Program | A program proposed in the Technology Plan that would allow teachers to borrow computers for classroom and home use. |
| Computer projection device | A device used to project a computer image onto a large screen. The device utilizes an electronic panel and overhead projector connected to a computer and is used in classroom presentations and lectures. Also called an LCD Panel. |
| Contribution Program | A program proposed in the Technology Plan that would solicit computer and other technology contributions from local businesses and institutions, repair them, and distribute them to schools. |
| Connected | Usually refers to a computer linked to a network. |
| Core Curriculum | Adopted by the OUSD for all subject areas, the core curriculum provides the content and methodology for instructional programs that stresses both basic knowledge and the process of learning and using that knowledge in real life. |
| CPU | The Central Processing Unit is the "brain" of a computer; the element which does the actual adding and subtracting of 0's and 1's that is essential to computing. |
| CTP | California Technology Project; the project supporting instructional technology sponsored by the California Department of Education. |
| CUE | Computer Using Educators; an association of educators which provide workshops, support, conferences, newsletters and journals about technology. |
| Curriculum Alignment | The process of bringing the curriculum related policies, programs and practices in line with the Core Curriculum. |
| Databases | Software programs for organizing and working with masses of information, such as mailing lists, student records, etc. (e.g., DBIV, Microsoft Access, FoxPro). |
| De-centralization | The movement to give greater responsibility for programs and budgets to the school sites. |

GLOSSARY

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| Demonstration Schools | Refers to schools within OUSD targeted to receive additional Voluntary Desegregation funds to be used for school reform and for integrating technology into the school-wide plan based on learning outcomes. Currently 24 schools are participating. Also called Focus I and Focus II Schools. |
| Digital library | Refers to a collection of information that has been converted to a format that can be stored and accessed over a network by computers. Oakland Library, for example, is "digitizing" their catalogues so students can conduct research from school. |
| Discount Purchase Plan | A program proposed in the Technology Plan that would allow teachers to buy computers at discount prices for home use. |
| Distance learning | Refers to the transmission of instructional programs by video and/or audio between two or more sites. Also referred to as distance education. |
| District Licenses | A software license that a school district can acquire which greatly reduces the costs of the software to the schools. |
| DOS | Disc Operating System; a computer operating system or platform. Also refers to IBM and IBM clone computers that use that platform. |
| Dot matrix printer | An inexpensive, low quality computer printer used for basic printing. |
| Downlink | Refers to the capability to receive a satellite signal; also refers to the satellite dish that can receive only. |
| ECE | Early Childhood Education |
| EDD | Employment Development Department |
| EIA | Economic Impact Aid; federal funding for services for economically disadvantaged students. |
| Eisenhower | In the plan refers to the Math/Science Video Production Grant from the Eisenhower State Grant Program. The grant funds production and training equipment for KDOL, distance education and staff training, and the development of a math/science based video production curriculum. |
| E-mail | (See electronic mail) |
| Electronic mail | A service that stores and forwards messages from one computer to another over a local network and/or over the Internet. |
| ESL | English as a Second Language. |
| Facsimile (fax) | Usually refers to the equipment that allows hard copy (paper) to be sent through telephone lines and print out at another location. Computers with a modem can also be used to send and receive "faxes." |
| Fiber | (see fiber optics) |
| Fiberoptics (optical fibers) | A communication technology utilizing hair-like fiber strands made from glass or plastic which uses the frequencies of light to transmit voice, video and data. Fiber optics have a potential capacity of 1,000 or more channels per fiber. |
| File server | The central computer on a multi-user computer network that directs all movement of files and data and stores files centrally which all users can access. |
| Fixed assets | Refers to hardware like computers and other equipment that is used over a period of years. |

GLOSSARY

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| Galaxy | A distance learning project delivered by satellite which provides student instruction and teacher training. |
| Gateway | An entrance and exit into a communications network. A gateway can also connect two incompatible networks or platforms (sometimes called a node). |
| GED | General Education Diploma; equivalent of a high school diploma. |
| Goals 2000 | National education goals which focus on systemic reforms by the year 2000, and include: school readiness; school completion; student achievement and citizenship; teacher education and professional development; mathematics & science; adult literacy and lifelong learning; safe disciplined, and alcohol/drug-free schools; and parental participation. |
| GP funds | General Purpose funds; unrestricted funds. |
| Hard disk/hard drive | The main storage unit of a computer where documents, files, and information are stored. |
| Hardware | Refers to the physical equipment that is involved in production, distribution or reception of electronic signals (e.g., antenna, cables, receivers, cameras, amplifiers, computers, etc.). |
| Homework Hotline | An OUSD program that delivers low cost, after school, live call-in homework assistance which is produced by and for students and is cablecast over channel 13, KDOL-TV. |
| Honeywell migration | Refers to the change over from the Honeywell mainframe computer to a distributed PC based information system for business services and student records. |
| Hosts | Computers that act as data sources on a network. |
| HRS | Human Resource Services. |
| Hub | A regional connection point between the Internet users and the Internet. Regional hubs are also called Internet Service Providers which sell, loan or give their networking services away. |
| IAP | Instructional Assistant Principal. |
| Incentives | A proposed program that would offer some form of compensation or reward to an instructor/staff member taking technological training. (ex., salary credits, certificates, discounts, awards of software/hardware, etc..) |
| Ink-jet printer | Moderately priced printer, with medium quality, close to laser printer quality and may have color capabilities. |
| Integrated Learning Systems | ILS; a complete computer, software and curriculum "package" usually with a multi-year curriculum sequence. Jostens is an example of an ILS. An ILS usually has a closed architecture, which means it can only run the ILS software. |
| Interactive | Refers to two-way communication between two or more locations. The interaction may be video, audio, and/or data. |
| Internet | A vast collection of networks which connects computer users to other computer users and gives access to an enormous array of information services. It is sometimes referred to as the Information Highway. |

GLOSSARY

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| ISDN | Integrated Services Digital Network - A technology that permits the delivery of integrated voice, data, and video over twisted pair telephone wires. |
| ITFS | Instructional Television Fixed Service; An instructional broadcasting system where signals are distributed on a special microwave band to one or more fixed receiving point. Channels may be interactive. |
| ITV | Instructional Television; usually refers to the broadcast services provided by local public broadcasting stations. |
| KDOL-TV | The District-managed 24-hour-a-day cable channel, ch. 13. |
| KTOP | City of Oakland's cable channel, ch. 11. |
| Lab | Refers to the placement of computers in a group or laboratory setting, usually managed by a teacher or aide with technology training. This is contrasted with placing computers in the classroom. |
| LAN | Local Area Network - A short distance network used to link together computers and peripheral devices, typically used within a building or campus. |
| Laptop | A portable computer. |
| Laserdisc | 8" or 12" disc which can store vast amounts of video and audio information and is accessed through a computer. |
| Laser printers | High quality, fast computer printers which may have color capabilities. |
| LCD panel | Liquid Crystal Display panel; Equipment used to project a computer image through a crystal panel onto a large board, screen or wall. Also called a computer projection device. |
| Local Area Network | See LAN. |
| Macs | Nickname for Macintosh computers. |
| Magnet Schools | There are twelve academies, each operating as "magnet program," open to all students district-wide. Academies integrate the core academic curriculum with specific career training: International Trade and Transportation, Computer technology Academy, Environmental Sciences and Natural Resources, Media and Communications, Architectural Design and Construction, Business and International Finance, Law and Government, Visual Arts, Pre-Engineering, Health and Bio-science, Performing Arts, and Future Teachers. |
| Math/Science Based Video Production Program | A program funded through Eisenhower to provide production and training equipment to KDOL-TV, deliver distance education and develop a math/science based video production curriculum. |
| MECC | Formerly Minnesota Educational Computer Consortium; An organization which offers the District licenses for educational software for Apple IIe's, Apple gs's, Macintoshes, and DOS computers. |
| Mentor Teacher | A program in which specially selected classroom teachers provide support to new teachers. |
| Middle School Initiatives | A eighth grade career preparation initiative focusing on the integrated use of career interest inventories, the Student Career Planning Guide, the Career Awareness Day activities and the academic and technical integration of career exploration through TECH 2000 lab coursework. |