



LEGG HARBOR
TOWNSHIP
SCHOOL DISTRICT



TECHNOLOGY PLAN
2013 - 2016

**NJ Department of Education
District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist**

<IMPORTANT>-BEFORE COMPLETING CHECKLIST READ:

To comply with the E-Rate program, complete the components associated with the unshaded boxes in the REQ'D BY E-RATE column. Completion of other components are recommended but not required. Submission procedures found here:

[Three-Year Educational Technology Plan Checklist Submission Procedure: 2013-2016](#)

This Document in: PDF | Microsoft Word

DIRECTIONS: Place a check ☒ in the unshaded **COMPLETED** column when the **TASK** has been completed.

TASK	Completed	
	Req'd by E-Rate	Not req'd E-Rate
DATE: Provide your educational technology plan's creation date (the date when the technology plan first contained all of the required elements in sufficient detail to support the products and services requested on the Form 470). (http://www.usac.org/sl/applicants/step01/default.aspx) Tech Plan creation date: ____11/2/12____	X Date Confirmed	

DIRECTIONS:

- Answers to questions regarding e-rate compliance:
http://www.usac.org/res/documents/sl/pdf/handouts/TechPlan_QuestionsToConsider.pdf
- Address the numbered items below in a separate District/Nonpublic School/Charter School educational technology plan document.
- Indicate in the *PAGE #* column, the page number where the corresponding information is found.
- For purposes of this document, "educators" are defined as school staff who teach children, including librarians and media specialists.
- Sample table templates are provided (see links embedded in this document) to assist in the development of the educational technology plan. Please use these table templates unless information is already in a digital form.

	Indicate in the unshaded spaces the page number where the corresponding information is found	
Inventory Sample Table	Req'd by E-Rate	Not req'd by E-Rate
TECHNOLOGY INVENTORY: 1. Describe the technology inventory <u>needed to improve</u> student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance <u>for 12 months of the e-rate funded year</u> , such as the following areas: a) Technology equipment including assistive technologies b) Networking capacity c) Filtering method d) Software used for curricular support and filtering e) Technology maintenance and support f) Telecommunications equipment and services g) Other services NOTE: If this plan is intended to be used for three years of E-Rate funding, provide anticipated inventory information for all three years. See Inventory Sample Table. Definitions of items eligible for e-rate discounts: http://www.usac.org/sl/applicants/beforeyoubegin/eligible-services/default.aspx	1-5	
NEEDS ASSESSMENT: 2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.	6	

	Indicate in the unshaded spaces the page number where the corresponding information is found	
	Req'd by E-Rate	Not req'd by E-Rate
THREE-YEAR GOALS: 3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21 st century learning communities. E-Rate requirements: www.ecfr.gov	7	
THREE-YEAR IMPLEMENTATION AND STRATEGIES TABLE: Implementation Activity Sample Table 4. Describe the realistic implementation strategies to improve education. Include in the description the timeline, person responsible and documentation (or evidence) that will prove the activity occurred. Address only 'a' and 'b' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment. <ul style="list-style-type: none"> a. telecommunications, b. information technology, c. educational technology (including assistive technologies), and d. student technology readiness in preparation for online testing in 2014-2015. (Table details item 4 and all areas)	8-9	
	9-10	
		10
		10
PROFESSIONAL DEVELOPMENT STRATEGIES: Professional Development Sample Table 5. Professional development strategies should ensure that staff (teachers, school library media personnel and administrators) knows how to effectively use the technologies described in this plan to improve education, and will continue to support identified needs through 2016. <i>Address only 'a' below to meet e-rate requirements. Address all areas below to continue planning for a technology-rich learning environment.</i> Describe the planned professional development strategies by addressing each of the following questions: <ul style="list-style-type: none"> a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center? b) What professional development opportunities, resources and support (online or in person) exist for technical staff? c) How will professional development be provided to educators on the application of assistive technologies to support educating all students? 	11	
		11-12
		12
EVALUATION PLAN: Evaluation Plan Sample Table 6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored.	13	
7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.	14	
FUNDING PLAN (July 2013 – June 2014): Funding Plan Sample Table 8. Provide the anticipated costs for 2013-2014 by source of funds (federal, state, local and other) and include expenses such as hardware/software, digital curricula including NIMAS compliance, upgrades and other services including print media that will be needed to achieve the goals of this plan. Allow specific provisions for interoperability among components of such technologies to successfully achieve the goals of this plan.		15-19

**NJ Department of Education District/Nonpublic School/ Charter School
Three-Year Educational Technology Plan Checklist
Review Procedures for District/Nonpublic School/ Charter School Educational Technology Plan**

Educational Technology Plan Review and Approval:

The County Office of Education will set the timeline for review, submission and approval of district and Charter School educational technology plans. The County Office of Education will complete an online form by June 15th indicating the districts and Charter Schools with approved educational technology plans. Nonpublic School Educational Technology Plans may be reviewed and letters issued by the Certified Technology Plan approvers found on the Universal Service Administrative Company web site: <http://www.sl.universalservice.org/reference/tech/default.asp>.

Notification of Approval:

The NJDOE's Office of Educational Technology will send a notification of approval to the Chief School Officers of the approved districts and Charter Schools. Nonpublic School Educational Technology Plan approvals are not listed on the NJDOE website. Therefore, their approval letters do not have to be submitted to the NJDOE.

Posting your plan:

The NJDOE's Office of Educational Technology suggests that school districts, nonpublic schools and Charter Schools post the approved educational technology plan on their web site.

For Assistance:

To answer questions or concerns, contact the district or Charter School's County Office of Education (contact information found at <http://www.state.nj.us/education/counties>) or e-mail the NJDOE's Office of Educational Technology at edtech@doe.state.nj.us .

Egg Harbor Township School District Technology Plan July 1, 2013 through June 1, 2016

1. Current technology networking and telecommunications equipment

Item	Number	Technology	Location
Servers Physical Virtual	21 60	HP	All District Buildings
Laptop Carts	17	Dell, Gateway 12-15 units in each	9-Alder 2-Fernwood 6- High School
Computer Labs	33	24-30 HP Desktops & Teacher multimedia presentation workstation with network printers	All School Buildings
Printers	880	HP LaserJet (See Addendum 1)	All School Buildings
LCD Projection Systems Portable LCD Projection Systems Installed	162 146	Epson, Hitachi, Smart, InFocus	All School Buildings
Mobile Devices	207	Apple iPads	All School Buildings
School based AVA Coordinators and Media Centers	71 77	Digital Cameras Digital Video Recording Cameras	All School Buildings
Assistive / Adaptive Peripherals	28 18	Sound Field system Personal FM System	All School Buildings
Videoconferencing Equipment	9	Polycom and Vidyo	All School Buildings

Interactive Technology Starpanels Smartboards/Sympodiums/LightRaise/Brightlinks	60 72	Smart Hitachi	All School Buildings
Security Cameras DVR's	880 67	Honeywell Honeywell	All School Buildings
PC Computers/ PC Laptops	3014	HP Deskpro/ Dell Laptop See Addendum 1	All Buildings
MacBooks	9	Apple iPad Managers	All Buildings
iMacs	37	Apple Video Editing	Middle and High Schools
PBXs	8	Avaya	All School Buildings
Voicemail Accounts	998	Avaya	All Buildings
Avaya Server	2	Avaya	All Buildings
Handset Phone	850	Avaya	All Buildings
Scanners	10	Xerox	All Buildings
Switches 24/48 Port	170	Nortel/Avaya Network Switches	All Buildings
Faxes	28	Brother/Xerox	All Buildings

Inventory Table

The table below may be used to describe the district, nonpublic, or charter school's technology inventory used to improve student academic achievement. The use of this table is optional and is provided as a convenience.

Three-Year Technology Plan Inventory Table			
Area of Need	Describe for Year 1	Describe for Year 2	Describe for Year 3
Technology Equipment including assistive technologies	See attached inventory (Addendum 1) current inventory	Continue to expand BYOD network capacity and acquire additional mobile learning devices (MLDs) for 1:1 access and PARCC readiness	Continue to expand BYOD network capacity and acquire additional mobile learning devices (MLDs) for 1:1 access and PARCC readiness
Networking Capacity	Comcast Bandwidth 70 Meg	Comcast Bandwidth 100 Meg	Comcast Bandwidth 150 Meg
Filtering Method	Bluecoat	Bluecoat	Bluecoat
Software used for curricular support and filtering	See attached inventory (Addendum 2) for software support and filtering	Acquire Mobile Device Management (MDM) software and possible Learning Management Systems (LMS) for blended learning environments	Acquire additional Mobile Device Management (MDM) software and possibly expand Learning Management Systems

			(LMS) for blended learning environments
Technical Support and maintenance	Blue Coat System 3000 Infinite Campus Black Board Connect GroupWise Gwava Quarantine AESOP Gas Boy Novus Keri – Security Honeywell/Kratos IEP Direct Bustops Telvue SOPHOS NACR Novell Nortel Checkpoint Horizon School Dude SIS Nurtri Kids Dossier Blue Bear Back Up Exec Comcast International Technology Corp. Let's Think Wireless Horizon Windmill - Firewall Follett Read 180- Scholastic	Blue Coat CIS/SMARTS Infinite Campus Black Board Connect GroupWise Gwava Quarantine AESOP Gas Boy Novus Keri – Security Honeywell/Kratos IEP Direct Bustops Telvue SOPHOS NACR Novell Nortel Checkpoint Horizon School Dude SIS Nurtri Kids Dossier Blue Bear Back Up Exec Comcast International Technology Corp. Let's Think Wireless Horizon Windmill - Firewall Follett Read 180- Scholastic	Blue Coat CIS/SMARTS Infinite Campus Black Board Connect GroupWise Gwava Quarantine AESOP Gas Boy Novus Keri – Security Honeywell/Kratos IEP Direct Bustops Telvue SOPHOS NACR Novell Nortel Checkpoint Horizon School Dude SIS Nurtri Kids Dossier Blue Bear Back Up Exec Comcast International Technology Corp. Let's Think Wireless Horizon Windmill - Firewall Follett Read 180- Scholastic
Telecommunications equipment and services	Comcast Broadband Verizon T1- phone service Avaya-Definity Phone sys. NACR Honeywell Security Atlantic Coast Monitoring Kratos	Comcast Broadband Verizon T1- phone service Avaya-Phone System upgrade to version 6 NACR Honeywell Security Atlantic Coast Monitoring Kratos	Comcast Broadband Verizon T1- phone service Avaya-Phone System upgrade to version 6 NACR Honeywell Security Atlantic Coast Monitoring Kratos

Other Services:	Schoology.com- Pilot Learning Management System	Mobile Device Management Learning Management System	Mobile Device Management Learning Management System
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Year 1 = First year of Educational Technology Plan Implementation

Year 2 = Second year of Educational Technology Plan Implementation

Year 3 = Third year of Educational Technology Plan Implementation

NEEDS ASSESSMENT

2. Describe the needs assessment process that was used to identify the necessary telecommunication services, hardware, software, and other services to improve education.

Using an online survey tool, a teacher needs assessment was developed based on the six National Educational Technology Standards for Teachers (NETS). All teachers in our district were offered voluntary participation in this assessment.

In addition, regular participation in PARCC webinars and regional technology coordinator events have established some beginning benchmarks and technology standards necessary to move forward with the goals of PARCC for 2014-15.

Other required technology systems and needed skills are established in the faculty core technology readiness checklist. **(See Addendum 3 & 4)**

All of our classroom technology is not equitable by school and location. Approximately only 40% of our district classrooms have adequate 21st Century Skill classrooms equipped for large group multimedia instruction. Our district needs to add additional presentation tools in every classroom: including large group projection instruction capabilities, a document camera, a sound field system, and additional computer labs or mobile devices to achieve a 1:1 device access ratio.

THREE-YEAR GOALS

- 3. List clear goals for 2013-2016 that address district needs. There must be strong connections between the proposed physical infrastructure (bandwidth, cabling, electrical systems, networks) and goals. Include goals for using telecommunications and technology that support 21st century learning communities.**

Goal 1	To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes high school, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability by 2013-2014
Goal 2	To replace aging network switches, multimedia technology systems, and expand adequate wireless access in all school locations for BYOD/ 1:1 device initiatives by 2015
Goal 3	To investigate and deploy options for E-books, digital subscriptions, and Online blended learning environments to work in conjunction with the board approved mobile device policy by 2016.
Goal 4	To acquire, build and manage a network and hardware base capable of supporting future PARCC assessment options by 2014

Three-Year Implementation Activity Table

4. Strategies and activities that relate to the district, nonpublic, or charter school's goals may be completed on the sample implementation table. If the goals were numbered in the THREE-YEAR GOALS section of this checklist, use corresponding numbers in the table below. The use of this table is optional and is provided as a convenience.

Three-Year Technology Implementation Activity Table				
District Goal	Strategy/Activity	Timeline	Person Responsible	Documentation
1	Students in grades K-12 will have the EHT Student Skills Array tracked by the computer teachers along with all students being assessed by various required assignments and projects that follow the K-12 Computer Curriculum rubrics and assessments	2013-14	Curriculum Coordinator Principals Computer Teachers	EHT Student Core Technology Checklist (See Addendum 5) NJTAP Rubric and or alternative anchor project assessments
1	Computer teachers will work with core content area faculty to develop integrated thematic units that infuse technology across the curriculum.	2013-14	Curriculum Coordinator Principals Content Area Supervisors Computer Teachers	EHT Student Core Technology checklist (See Addendum 5) NJTAP Rubric and or alternative anchor project assessments
2	ITS department will purchase, install and maintenance replacement network switches that include power over ethernet (POE) for use with expanded installation of additional campus wireless access points	2015	Superintendent ITS Dept. Board of Education	Annual Budget requests and Board of Education approvals

2	Classrooms will be retrofitted with updated multimedia projection and sound system for large group instruction	2015	Superintendent ITS Dept. Board of Education	Annual Budget requests and Board of Education approvals
3	Department Supervisors will investigate replacing outdated textbook and classroom resource materials with digital media that can be distributed using existing and available mobile devices technologies	2016	Curriculum Coordinator Principals Content Area Supervisors	Annual Budget requests and Board of Education approvals
4	ITS department will build infrastructure and device inventory to support the school administration in administering future PARCC online assessments on all available school computer devices	2014	Superintendent ITS Dept. Board of Education	PARCC Assessment Surveys Annual Budget requests and Board of Education approvals

4. a. & b. - Telecommunications and information technology.

The district maintains a comprehensive library of software for use by all students and their specialized needs including many assistive technology software including the ability to do screen reading, text-to-speech, and page scanning. **(See Addendum 2)**

Other specialized hardware include: classroom sound field systems, personal FM systems, assistive pointing devices, Braille printers, large format color printers, poster printers, banner plotters, and various other digital photography devices and graphical software.
(See Addendum 1)

Other extensive multimedia equipment includes: non-linear video editing, digital camcorders, digital audio recorders and various multimedia editing software.

Other devices that are used in Math and Science instruction include: various models of the TI-Graphing calculators, Geometer Sketchpad software, Interactive Whiteboard and illustration panel technologies, Pasco Science Lab Probes and Pasco Probes for iPads.

Every school has the capability to utilize videoconferencing with both IP and ISDN connection to content providers and they have access to the Internet 2 through the NJEDGE membership we subscribe to annually.

Bi-directional video distribution is available in most schools for the broadcasting of special live events to entire school population using the video monitor or large screen presentation systems available throughout the district facilities.

Regional ETTC's provide mentoring and professional development activities for faculty and staff utilizing all means of instructional technologies as listed above.

After school workshops by computer teachers, AVA Coordinators, and ITS staff members also supplement the instruction of faculty in the use of various school technologies.

Regular meetings and trainings occur for district staff who utilize the District's – Student Information System - Infinite Campus, Business office and accounting systems (System 3000 and Blue Bear), Video Security System (Honeywell), Identification / Proximity Card Access system (Keri), Email and office automation tools (Groupwise12), Point of Sales systems for Food Services (Nutrikids) and comprehensive transportation maintenance and bus scheduling system (Bus Stops and Dossier.)

4. c. Educational technology (*including assistive technologies*)

All students will have the opportunity to use technology to achieve the New Jersey Core Content Standards and will have access to all the district student resources in the classroom, the media center and any other technology access areas (for students) that are located throughout the school. Universal design standards will be considered to assure equal access for all, including students with disabilities. Equitable access for all students will include content software, online resources and databases that will become an integral part of the curriculum. In addition, Youth Study Team (YST – Special Education Evaluators and Teachers) members are required to track all students for possible assistive technology needs using the **“Resource Tool for considering Assistive Technology”** provided by the NJ Department of Children and Families, Office of Education (See Addendum 7). The purpose of the worksheet is to function as a guide in assisting the IEP team in addressing potential performance areas that can be supported by AT – Assistive Technology.

It assists in identifying performance areas in which the student is having difficulties and allows for the possible creation of a plan to address student's need for assistive technology devices or services.

4. d. Student technology readiness in preparation for online testing in 2014-2015

All students will have the opportunity to use technology in the K-12 curriculum infused across all disciplines including access to school computer resources for online testing and digital assessments like PARCC. With the coordination of our district's school guidance staff and technology curriculum, proper pre-assessment technology readiness will be demonstrated prior to the administration of the actual PARCC testing windows in 2014-15.

Professional Development Strategies

- 5. Professional development strategies should ensure that staff (teachers, school library media personnel, and administrators) knows how to effectively use the technologies described in this plan to improve education and will continue to support identified needs through 2016.**

Describe the planned professional development strategies by addressing each of the following questions:

- a) How will ongoing, sustained professional development be provided to all educators, (including administrators) that increases effective use of technology in all learning environments, models 21st century skills, and demonstrate learning experiences through global outreach and collaboration in the classroom or library media center?**

Ongoing sustained professional development for all educators will be provided by the ETTC in cooperation with the district's own building and district level professional development committee. Annually the professional development committee circulates surveys to faculty asking them to list, rank and then prioritize their personal technology related professional development needs. With this information, in-service activities are developed to meet the individual needs of the staff members at each grade level. In addition the district is actively supporting the State Department of Education's "Creating New Jersey 21st Century Schools" Full and partial in-service day events are scheduled by grade level in order to meet the goals of an infused technology literacy program for both faculty and students. Over the past year significant workshops have been offered in Microsoft Office 2010, our Student Information System, online lesson planner, Professional Learning Communities (PLC's) and various other applications of data driven decision making tools collected from quarterly testing, standardized testing and peer mentoring with technology, thematic instructional units modeling "anchored technology projects" and evaluation rubrics similar to those utilized in the 8th grade NJTAP projects and assessments our district has participated in over the last few years. **(See Addendum 6)**

- b) What professional development opportunities, resources, and support (online or in person) exist for technical staff?**

Regularly custom mentoring sessions are planned with SRI-ETTC in our district. Additionally the NJETI as well as the My Classroom to Yours Conferences offer targeted sessions for technical staff to attend.

As another alternative for broader technical needs, the ITS budget has contracted professional services for outside consultants built into it. This allows for ongoing professional training when necessary for technical staff on an as

needed basis.

C) How will professional development be provided to educators on the application of assistive technologies to support educating all students?

- An action plan will be developed for a student for whom assistive technology has been determined to be necessary.
- The student's action plan should be consistent with program, district, and assistive technology guidelines.
- Teachers and support staff will be trained in using assistive technology by the ITS department staff or the Regional ETTC's. <http://www.ettc.net/>
(See Addendum 7)

EVALUATION PLAN

6. Describe the evaluation process that enables the progress and effectiveness of goals to be monitored. See table below.

The evaluation narrative must include how telecommunications services, hardware, software and other services will improve education. Telecommunications services are leased, tariffed, contracted, or month-to-month services that are used to communicate information electronically between sites. The services **MUST** be provided by an eligible Telecommunications Service Provider. Examples of Telecommunications Services for E-Rate include T-1 lines, basic telephone service, and ISDN. Broadcast services (such as over-the-air radio and television) and cable TV are not considered Telecommunications Services.

The burden of proof for any federal inquiry lies with the district and they should be able to support their process with methodology and documentation.

Technology Plan Evaluation Narrative	
Describe the process to regularly evaluate this plan as <u>effectively</u>. . .	
a. Integrating technology	The School District of Egg Harbor Township has an established Computer Curriculum that is K-12. Classes of students meet with computer teachers on a regular basis and follow the district curriculum and activity tables.
b. Enabling students to meet challenging state academic standards	<p>A Student Cumulative Technology Assessment Chart is established for completion by the end of grade eight. (See Addendum 5) This chart ensures that faculty and students have met the scope and sequence of the Technology Literacy Standard 8.1 and can maintain accountability for the student's technology skill level prior to them entering the high school.</p> <p>In addition, the high school integrates many technology infused courses across a broad spectrum of disciplines including: Business, Graphical Arts, Media Literacy, Computer Science, Art, Journalism, Industrial Technologies, Computer Servicing & Networking, and various core content area courses. See the High School's Comprehensive – Program of Studies @ http://www.eht.k12.nj.us/~hspweb/academics/EHTHS_POS_2012_2013.pdf</p>
c. Developing life-long learning skills	With the array of assessment materials attached to the K-12 Computer Curriculum and the staff Core Technology skills arrays and checklist provided for both students, faculty, and staff in the use and application of various district wide technology resources, the School District of Egg Harbor Township adequately prepares students to succeed in continually developing life-long learning skills with the support of a diverse skill set of technology experiences to better prepare them for the work force and or higher education. (See Addendum 3) Staff Core Tech Checklist

7. Describe the process to make mid-course corrections in response to new developments and opportunities as they arise.

The ITS department meets regularly with a district wide technology committee composed of faculty, staff and administrators. This committee is responsible for charting academic and administrative needs regarding the use of technologies within the school district. As with all technology planning devices will continually change, adapt, and evolve, district budgets and resources need to at times be re-directed to the apparent demands of the State of New Jersey and the Community of Egg Harbor Township.

Technology related budgets are annually prepared and presented for board approval and a process for the transfer of funds from various district accounts can be re-purposed for important technology needs and emergency equipment repair. The technology committee reports to the board of education annually and if adjustments to the technology plan and or district resources are necessary, changes can be factored into operating budgets accordingly.

8. Funding Plan Table

	Three-Year Technology Plan Anticipated Funding Table (First Year)				
ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (See NIMAS)	Follet, NBC Learn , Study Island etc.	NA	NA	\$134,600.00	NA
Print media needed to achieve goals	Instructional text/manuals	NA	NA	\$42,000.00	NA
Technology Equipment	Computers and Devices	NA	NA	\$156,255.00	NA
Network	Network Routers, WAN Links	NA	NA	\$185,000.00	NA
Capacity	NA	NA	NA	NA	NA
Filtering	Bluecoat, Checkpoint	NA	NA	\$51,656.00	NA
Software	Read 180, AR, Brainpop, SIS, etc	NA	NA	\$162,120.00	NA
Maintenance	Network Support	NA	NA	\$273,896.25	NA
Upgrades	Communication System	NA	NA	\$300,000.00	NA
Policy and Plans	NA	NA	NA	NA	NA
Other services	NA	NA	NA	NA	NA
Further Explanation:					

	Three-Year Technology Plan Anticipated Funding Table (Second Year)				
ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (See NIMAS)	Follet, NBC Learn , Schoology, Study Island, etc.	NA	NA	\$177,490.00	NA
Print media needed to achieve goals	Instructional text/manuals	NA	NA	\$45,150.00	NA
Technology Equipment	Computers and Devices	NA	NA	\$216,000.00	NA
Network	Servers, Network Switches, APs	NA	NA	\$137,430.00	NA
Capacity	NA	NA	NA	NA	NA
Filtering	Bluecoat, Checkpoint	NA	NA	\$51,656.00	NA
Software	Read 180, AR, Brainpop, SIS, etc	NA	NA	\$162,120.00	NA
Maintenance	Network Support	NA	NA	\$273,896.25	NA
Upgrades	Wan Link Speed Upgrades, Internet Bandwidth to 100MB	NA	NA	\$190,000.00	NA
Policy and	NA	NA	NA	NA	NA

Plans					
Other services	NA	NA	NA	NA	NA
Further Explanation:					

	Three-Year Technology Plan Anticipated Funding Table (Third Year)				
ITEM	DESCRIPTION OF ITEM TO BE PURCHASED	FEDERAL FUNDING	STATE FUNDING	LOCAL FUNDING	MISC. (e.g. Donations, Grants)
Digital curricula (See NIMAS)	Follet, NBC Learn , Schoology, Study Island, Curriculum Loft, etc.	NA	NA	\$191,230.00	NA
Print media needed to achieve goals	Instructional text/manuals	NA	NA	\$48,000.00	NA
Technology Equipment	Computers and Devices	NA	NA	\$216,000.00	NA
Network	Redundant WAN Links, APs	NA	NA	\$259,000.00	NA
Capacity	NA	NA	NA	NA	NA
Filtering	Bluecoat, Checkpoint	NA	NA	\$51,656.00	NA
Software	Read 180, AR, Brainpop, SIS, etc	NA	NA	\$162,120.00	NA
Maintenance	Network Support	NA	NA	\$273,896.25	NA
Upgrades	Internet Bandwidth to 150MB	NA	NA	\$60,000.00	NA
Policy and Plans	NA	NA	NA	NA	NA
Other services	NA	NA	NA	NA	NA

Further Explanation:					

Addendum 1
Technology Inventory
Computers/Printers/Mobile
Devices

Summarization of Computer Model Breakdown																		
Building	EVO	DC 5000	DC 5100	DC 5700	DC5800	DC6000	DC6200	D810	D830	Vostro	E5510	E5520	E5500	Dell Netbook	Gateway TABLETS	IPADS	MACBOOK/iMa	Totals
DAP	0	0	0	132	0	0	0		1			4	1	1		25	1	165
DAE	0	0	0	116	0	3	66									12	1	198
SW	0	0	0	59	0	27	64									12	1	163
SLE	0	0	0	69	0	35	96		0	0	0	0	0	0	0	12	1	213
SLP	0	0	0	127	0	0	4									12	1	144
AAMS	0	0	0	163	0	45	103		105					16	52	41	7	532
FMS	0	3	0	180	3	70	72		30							21	1	380
HS	1	3	2	275	103	354	95		46	0		0	6			24	33	942
Eagle	0	2	2	6	5	20												35
JDM	0	3	1	80	3	193	76									12	1	369
TRAN/FAC	0	2	1	2	9	1	1		1	5	1	0	1	0	0			24
BOE (DAP)	0	0	0	1	0		13									31	1	46
BOE (SLP)	1		0	1		2	21	0	1		1					5		32
Totals	2	13	6	1211	123	750	611	0	184	5	2	4	8	17	52	207	48	3243
REV. 6/7/2012																		

No Warranty
Warranty expiring on some

3 EVOS IN ITS OFFICE NOT INCLUDED

School	Student	Admin	Total
DAP	93	46	139
DAE	155	30	185
SW	119	31	150
SLE	176	24	200
SLP	88	43	131
AAMS	396	88	484
FMS	298	60	358
HS	698	187	885
Eagle	26	11	37
JDM	266	90	356
TRAN/FAC		6	6
BOE (DAP)		14	14
BOE (SLP)		27	27

Totals	2315	657	2972
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Summarization of Printer Model Breakdown

Building	Documate 752	hp 1015	hp 1101	HP 1160	HP 1606	HP 2025	hp 2035	HP 2055	HP 2100	HP 2200	HP 2300	HP 2420	HP 3005	hp 3015	hp 3520	hp 3525	hp 4000	hp 4015	hp 4050	hp 4100	HP 4200	hp 4250	hp 4350	hp m451	hp m401	HP 4515	hp 4525	HP 4600	hp 4650	hp 4680	HP 4700	hp 5100	hp 9040	hp 8500	hp 9500	hp 9050	hp 810 plotter	HP 8100	building total	
DAP					1		0					36				0		0			1									2									40	
DAE						0			6	7	2	20				0					6	2			1					1										45
SW				0	0		1		0	27	64	24	1																											117
SLE			0				0		1	13	5	20			1	0	1	1	0		1	1	1		1					1										47
SLP												33	1	1								1	1	1						1					2				38	
AAMS									1	4	4	46	4			0		1	3		1	2							3						0				69	
FAMS					0			8	9	4	1	14	13			2	0	1	2			0			0	0														54
HS	3				0		2		17	1	3	7	31			3	1	2	2		4	2	1	2	1	3	1	1	1		2	1	1		1	7				96
Eagle		1							1	1		3	1																	2				1					9	
JDM							6			65		23	2							5							1								1				103	
TRAN/FAC									1	1							1									1				1						1	1			7
BOE (DAP)							0					2				0		0						4																
BOE (SLP)	2								1	1		7	2			1	1	1									1			1					0		2		18	
Totals	2	3	0	0	1	0	9	8	37	124	79	235	55	1	1	6	4	6	7	5	13	7	2	6	3	4	3	1	2	12	1	1	1	1	11	1	2		643	

REV. 05/11/2012

No Warranty

Printer List

hp 1160	hp 4050
hp 1606	hp 4100
hp 2025	hp 4200
hp 2055	hp 4250
hp 2100	hp 4350
hp 2200	hp 4515
hp 2300	hp 4600
hp 2420	hp 4700
hp 3005	hp 810 plotter
hp 3015	hp 8100
hp 3520	hp 9050
hp 3525	hp m451
hp 4000	hp m401
hp 4015	

3 EVOS IN ITS OFFICE NOT INCLUDED

not including ink jets

Summarization of Student/Computer Ratio 2010-2011

[illegible]

Addendum 2

Technology

Software Inventory

Egg Harbor Township School District
Software Inventory

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
A2Zap	3 network	x	x	x								
AbasII	single user						x				x	
ABES	single user	x	x	x	x	x	x	x				
Accelerated Reader		x	x	x	x	x	x					
Active Boot Disk	ITS											
Actrix Technical	purchased by HS for HS							x				
Actrix Technical - License	purchased by HS for HS							x				
Adobe Creative Suite												
Adobe Illustrator Licenses V10 for MAC	20 users							x				
Adobe Pagemaker License V7 for MAC	20 users							x				
Adobe Acrobat Pro 6		x	x	x	x	x	x	x	x	x	x	
Adobe Acrobat Pro 9	10 users	x	x	x	x	x	x	x	x	x	x	
Adobe Acrobat Pro X	15 users	x	x	x	x	x	x	x	x	x	x	
AIMS	single user		x									
AuSPlan	single user	x	x		x							
Alice VS 22								x		x		
AR 6x	All bldgs have site licenses	x	x	x	x	x	x					
Art Cam Pro								x				
Aesop		x	x	x	x	x	x	x	x	x		
Auto Cad	15 users							x				
AutoCAD Lt 98 - 10 user	10 users							x				
AutoCAD Lt 98 - 5 user	5 users							x				
AutoSketch Release 6	purchased by HS for HS							x				
AstroBurn	free	x	x	x	x	x	x	x	x	x	x	
BASC 2	single user	x	x	x	x	x	x	x				
Battelle	single user	x	x	x								
Baileys Book House	50 licenses	x	x	x								

Egg Harbor Township School District
Software Inventory

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
Basic math	math dept purchased							x				
Beck Youth Inventory II	single user											
Bginfo	free	x	x	x	x	x	x	x	x	x	x	
Blue Bear	license for 5							x		x		
Board Maker Plus	single user	x	x	x	x							
BOT 2	single user		x									
Bustop	program and 5 users								x			
C++ ver 4.5	30 users							x				
Captivate	1 license									x		
CASL	single user	x	x	x	x	x	x				x	
Cast-ereader											x	
CELF	single user	x	x	x	x	x	x	x				
Clarity 35	purchased by CST	x		x		x	x	x				
Climb 2	1 network					x						
Coffee Cup						x						
Connor Rating Scales		x										
Consumer	math dept							x				
Contrib	math dept							x				
Crystal	15 licenses							x				
CS Activiety							x					
CTOPP	single user	x	x	x								
Decisions							x					
Design Cad Pro	20 lab pack							x				
Design CAD Pro 2000, Educational 20 Lab Pack	20 lab pack							x				
Destiny		x	x	x		x	x	x				
Dossier	1 network								x	x		
Dreamweaver								x				
Eclipse							x					

**Egg Harbor Township School District
Software Inventory**

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
EDDT	single user							x				
EqEdit	math dept	x	x	x		x		x				
Estimate	math dept							x				
Estimator IBM								x				
EzThumb	free download	x	x	x		x	x	x				
Fablevision/Stationary Studio	1 school	x	x	x	x							
Filemaker										x		
Final Cut	10 license							x				
Fireworks 3	10							x				
Fireworks 4 software with 50 licenses for PC -- Network software	50 user							x				
Five Finger Typist											x	
Flash	10 single							x				
Flash 5 software with 50 licenses for PC -- Network software	50 users each							x				
FP2000	1 copy			x			x					
Free Hand							x					
Freehands						x						
Front Page Express	free download							x				
Geo Tools	math dept							x				
Geometer	math dept							x				
Goldman Fristoe 2	single user	x	x	x				x				
Gradekeeper 05	district license	x	x	x		x	x					
Grammar	english dept					x	x					
Grammar	english dept						x					
Groupwise	district license						x					
I Life 06	10 licenses							x				
Imagine Your Complete Home & Landscape Ver. 5.0	purchased by HS for HS							x				

**Egg Harbor Township School District
Software Inventory**

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
Impero						x	x	x				
Infanview	download			x			x	x				
Infinite Algebra 1	1 network	x	x	x	x	x	x	x	x	x	x	
Infinite Algebra 2	1 network	x	x	x	x	x	x	x	x	x	x	
Infinite Campus		x	x	x	x	x	x	x	x	x		
Infinite Geometry	1 network	x	x	x	x	x	x	x	x	x	x	
Infinite Pre-Algebra	1 network	x	x	x	x	x	x	x	x	x	x	
Infosource		x	x	x	x	x	x	x	x	x		
Inspiration v7	All bldgs. Currently licensed (60 added 2008)	x	x			x	x	x				
IntelliCAD 98	purchased by HS for HS							x				
Ipinfo							x					
IPS test	math dept							x				
Java	1 license							x				
Jgrasp							x					
Jomni	police dept own							x				
K-Bit 2	single user	x	x	x								
KidPix	30 users-check current no- \$799.00 per network version	x	x	x			x					
KidSpiration	K- 5 Currently licensed	x	x	x	x							
Kurzweil	1-used at home for student							x				
Learn English	12 users +2 lab packs							x				
Lifemath	math dept							x				
LPT- elem 3	single user		x									
M Blast	1 network-used at IN					x						
Mac os v10.4	1							x				
Macramedia Suite/creative suite	3 network + 35 users in IN, SW, SL, DA JDM	x	x	x	x	x	x	x				
Math 1	from text book company					x	x					
Math 2	from text book company						x					
Math 3	from text book company						x					

Egg Harbor Township School District
Software Inventory

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
Math Blaster							X					
Math Connects - Textbook	from text book company	X	X	X	X							
Mavis Beacon	50 users each				X							
McExam								X				
Michigan State University Chinese Course								X				
Microsoft 2003 Office	24 Licenses		X									
Microsoft 2005 Office	5 licenses									X		
Microsoft 2007 Office	3016	X	X	X	X	X	X	X	X	X	X	
Microsoft 2010 Office	KMS	X	X	X	X	X	X	X	X	X	X	
Microsoft Windows 7	KMS	X	X	X	X	X	X	X	X	X	X	
Microsoft Windows Vista	KMS	X	X	X	X	X	X	X	X	X	X	
Microsoft Server License	5							X				
Millies Math House	50 users in each building	X	X	X								
Movie Maker	free	X	X	X	X	X	X	X	X	X	X	
MS Movie Maker2	from text book company					X						
Mullen	cst							X				
Multi Maths							X					
Nutrikids POS	1 network	X	X	X	X	X	X	X	X	X	X	
On your own								X				
One on one xp2	1 network license							X				
Pagis Pro Version 2.0	purchased by HS for HS							X				
Pasco	2 network						X	X			X	
Passport to Math	license purchased by Math dept.					X		X				
PhotoImpact 4.2	purchased by HS for HS							X				
Photoshop	20 for mac							X				
Photoshop CS for Windows	20 License							X				
PLS-5	single user	X	X	X								
PPVT 4	single user	X	X	X	X	X	X	X				
Pre Algebra	license purchased by Math dept.							X				

Egg Harbor Township School District
Software Inventory

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
Preschool Evaluation Scale	single user	x	x	x								
Prism										x		
Psych Manager	single user					x						
Psysim	1 network							x				
Quick Books	5 users +25 2004 user at HS/ 2009 25 PACK hs					x		x				
Quick T	free download	x	x									
QuickBooks 09								x				
QuickCAD Millennium Edition	purchased by HS for HS							x				
R Blast	1 network					x						
Read 180								x				
Rennissance Place		x	x	x	x							
Resume	licensed							x				
River Deep A and S		x										
Rosetta Stone	30 IN 25 each elementary 25 each JDM 120 licenses of each level purchased by Dr. Fredericks for MI &HS	x	x	x	x	x	x	x				
Sammy		x	x	x								
Satone	network version purchased							x				
Saws	purchased by CST							x				
SB5 Scoring Pro							x					
School Books										x		
SDS	district license						x					
ShopBot	unlimited							x				
Simple Assessments		x	x	x	x	x	x					
Skillsbank	purchased for Mi-site license						x					
Snagit	free download							x				
Spanish	from text book company							x				
Spell Power												
Sportswear	Athletic Dept							x				

Egg Harbor Township School District
Software Inventory

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
SSI-4	single user	x	x	x	x	x	x	x				
Stanford Binet	5 users	x										
Star and Star Reader		x										
Star Reading								x				
Stationery Studio	1 building license				x							
Study Island					x			x				
Symbols 97	purchased by math dept							x				
System 3k										x		
TAPS 3	single user			x								
T Nova								x				
Team Manager								x				
TERA - 3	single user	x	x	x								
Testgen1	purchased by math dept							x				
Testgen2	purchased by math dept							x				
TextHelp											x	
The Listing Comprehension Test	single user			x		x						
Tmanage								x				
TOLD p-4	single user		x	x								
TOPL 2	single user				x	x		x				
Tracker	district license	x	x	x	x	x	x	x				
Trudys Time Play House	50 users each	x	x	x								
Turbocv45	purchased by HS for HS							x				
TypeMaster 1	purchased by HS for HS-151 users 4/8/04							x				
Vb books online	hs						x					
VB crystal reports	hs						x					
Vbasics 5								x				
Vineland II	single user	x					x	x				
Visio Pro	ITS (2 licenses)											
Visual Basic	network						x	x				

**Egg Harbor Township School District
Software Inventory**

Software	Current License	SW	SI	DA	JDM	AMS	FMS	HS	Trans	CAO	Adaptive	
Visual Facs								X				
VMWare	HS (5 LICENSES)							X				
WAIS IV	single user							X				
Wasi	single user					X	X	X			X	
Web Sirs	library						X	X				
Webinfotrac	library						X	X				
Wechsler Scales												
WIAS III	single user							X			X	
WAIT III	single user	X	X	X	X	X	X	X				
Winpers								X		X		
Wisc II/III						X						
WISC IV	single user	X		X	X	X		X			X	
WISC IV Spanish				X								
Wisewiat	cst							X			X	
WJ III nu newest	cst				X							
WJ III							X					
WJ III oldest												
Wj3comp	cst							X				
Wpsi-III		X		X				X				
WriteOut Loud	cst							X			X	

Shared Laptops are stored at the first named building

Shared Laptops #1 - High School		Shared Laptops #3 - Miller/Alder									
Shared Laptops #2 - Davenport/Fernwood		Shared Laptops #4 - Slaybaugh/Swift									
Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
ABAS-II (Adaptive Behavior Assessment)	1	1	yes		Miller/Alder CST				test itself is missing		
ABES - R2 13-18 Complete Kit	1		No		Fernwood CST		Hawthorne Education	10-002675		ARRA	
ABES - R2 13-18 Complete Kit	1		No		High School YST		Hawthorne Education	10-002675		ARRA	
ABES - R2 13-18 Quick Score	1		Yes		Alder CST		Hawthorne Education	10-003178		ARRA	No
ABES - R2 13-18 Quick Score	1	2.2.0	Yes		High School YST		Hawthorne Education	10-002675		ARRA	
ABES - R2 4-12 Quick Score	1	2.3.0	Yes		Davenport Ele		Hawthorne Education	10-002675		ARRA	Yes
ABES - R2 4-12 Quick Score	1	2.3.0	Yes		Miller CST		Hawthorne Education	10-002675		ARRA	Yes
ABES - R2 4-12 Quick Score	1	2.3.0	Yes		Slaybaugh CST		Hawthorne Education	10-002675		ARRA	YES
ABES - R2 4-12 Quick Score	1	2.3.0	Yes		Swift CST		Hawthorne Education	10-002675		ARRA	YES
ACES - Academic Competence Evaluation Scales Complete Intervention Kit	1				Slaybaugh		Pearson Educ	11-000787			
AIMS - Academic Intervention Monitoring System Complete Kit	1		No		Slaybaugh CST		Psych Corp	11-001312		ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
ASRS - Autism Spectrum Rating Scales Software Kit (2-5 yrs)	1		Yes		Davenport		Multi-Health	12-003951		Local	
ASRS - Autism Spectrum Rating Scales Software Kit (6-18 yrs)	1		Yes		Davenport		Multi-Health	12-003951		Local	
Auditory Speech Language Manuals (AuSPLan)	1		No		Miller CST		Children's Hospital & Research of Oakland	10-002710		ARRA	
Auditory Speech Language Manuals (AuSPLan)	1		No		Slaybaugh CST		Children's Hospital & Research of Oakland	10-002710		ARRA	
Auditory Speech Language Manuals (AuSPLan)	1		No		Swift CST		Children's Hospital & Research of Oakland	10-002710		ARRA	
Auditory Speech Language Manuals (AuSPLan)	1		No		Davenport		Children's Hospital & Research of Oakland	11-004302		ARRA	
Auditory Speech Language Manuals (AuSPLan)	1		No		Alder		Children's Hospital & Research of Oakland	11-004302		ARRA	
Auditory Speech Language Manuals (AuSPLan)	1		No		Fernwood		Children's Hospital & Research of Oakland	11-004302		ARRA	
BASC 2 Assist Plus Upgrade	1	1.3	Yes		Alder CST		Pearson Educ	10-003441		ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
BASC 2 Assist Plus Upgrade	1	1.3	Yes		Davenport Primary CST		Pearson Educ	10-003441		ARRA	
BASC 2 Assist Plus Upgrade	1	1.3	Yes		High School Shared		Pearson Educ	10-003441		ARRA	
BASC 2 Assist Plus Upgrade	1	1.3	Yes		Swift (Not Davenport Primary)		Pearson Educ	10-003441		ARRA	
BASC 2 Scoring Assist Plus Starter Set	1	1.3	Yes		Fernwood (not Dav. Primary)		Pearson Educ	10-003441		ARRA	
BASC 2 Scoring Assist Plus Starter Set	1	1.3	Yes		Slaybaugh (not Dav. Primary)		Pearson Educ	10-003441		ARRA	
BASC-2 Portable Observation Program	1	2.0 (2006)	Yes		Alder/Miller CST						
Basc-2 Scoring Assist	1		Yes		Alder CST			pre-2010			
Basc-2 Scoring Assist	1	1.0 (2004)	Yes		Davenport CST			pre-2010			
Basc-2 Scoring Assist	1		Yes		High School Shared			pre-2010			
Basc-2 Scoring Assist	1		Yes		Miller CST			pre-2010			
Basc-2 Scoring Assist	1	1.0 (2004)	Yes		Slaybaugh CST			pre-2010	location had been unknown		
Basc-2 Scoring Assist	1	1.0 (2004)	Yes		Swift CST			pre-2010			
Battelle - Complete Preschool Kits with Man	4		No		Slaybaugh Primary, Swift, &Davenport Primary						
Beck Youth Inventory II Starter	1		No		Shared laptops		Pearson Educ	10-003441		ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Beck Youth Inventory II Starter	1		No		Shared laptops		Pearson Educ	10-003441		ARRA	
Beck Youth Inventory II Starter	1		No		Shared laptops		Pearson Educ	10-003441		ARRA	
Beck Youth Inventory II Starter	1		No		Shared laptops		Pearson Educ	10-003441		ARRA	
BEERY Full Form 6th Ed.	1		No		Davenport Elem		Pearson	12-000643		Local	
Board Maker Plus - replacement of damaged cd	1	6.1.4	Yes		Miller CST		Mayer Johnson	11-001914		ARRA	
Board Maker Plus - Upgrade	1	6.1.4	Yes		Swift CST		Mayer Johnson	11-001914		ARRA	
Board Maker Plus - Upgrade	1	6.1.4	Yes		Slaybaugh CST		Mayer Johnson	11-001914		ARRA	
Board Maker Plus - Upgrade	1	6.1.4	Yes		Davenport Primary CST		Mayer Johnson	11-001914		ARRA	
Board Maker Plus - Upgrade	1	6.1.4	Yes		Davenport Elem		Mayer Johnson	12-002731		Local	
Bruininks-Oseretsky Test of Motor Proficiency (BOT 2 Test Kit)	1		No		Slaybaugh CST		Psych Corp	10-000817		Local	
CASL Comprehensive Assessment of Spoken Language Complete Kit	1		No		Slaybaugh CST		Linguisystems	10-002722		ARRA	
CASL Comprehensive Assessment of Spoken Language Complete Kit	1		Yes		Miller CST		Linguisystems	10-002722		ARRA	YES

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
CASL Comprehensive Assessment of Spoken Language Complete Kit	1		Yes		Swift CST		Linguisystems				YES/INSTALLED PER LESLIE.
CASL Scoring Assistant	1		Yes		Alder CST		Linguisystems	10-002722	Rec'd Dvpt DO	ARRA	Yes
CASL Scoring Assistant	1		Yes		Miller CST		Linguisystems	10-002722	Rec'd Dvpt DO	ARRA	no
CASL Scoring Assistant	1		Yes		Davenport Primary CST		Linguisystems	10-002722	Rec'd Dvpt DO	ARRA	Yes
CASL Scoring Assistant	1		Yes		Fernwood CST		Linguisystems	10-002722		ARRA	no
CASL Scoring Assistant	1		Yes		High School YST		Linguisystems	10-002722	Rec'd Dvpt DO	ARRA	No
CASL Scoring Assistant	1		Yes		Slaybaugh Elem CST		Linguisystems	10-002722		ARRA	No
CASL Scoring Assistant	1		Yes		Slaybaugh Primary CST		Linguisystems	10-002722		ARRA	No
CASL Scoring Assistant	1		Yes		Swift CST		Linguisystems	10-002722		ARRA	No
CELF 4 and Scoring Assistant	1	2.0	Yes		High School YST		Pearson Educ	10-003441		ARRA	
CELF 4 and Scoring Assistant	1	2.0	Yes		Miller/Alder CST		Pearson Educ	10-003441		ARRA	
CELF 4 and Scoring Assistant	1	2.0	Yes		Davenport/Fernwood CST		Pearson Educ	10-003441		ARRA	
CELF 4 and Scoring Assistant	1	2.0	Yes		Slaybaugh/Swift CST		Pearson Educ	10-003441		ARRA	
CELF Preschol 2 Scoring Assistant	1	2.01	yes		Davenport		Pearson Educ	12-000643		Local	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
CELF Preschol 2 Scoring Assistant	1	2.01	yes		Davenport		Pearson Educ	12-000643		Local	
CELF Preschol 2 Scoring Assistant	1	2.01	yes		Slaybaugh		Pearson Educ	12-000643		Local	
Connors 3 Software & Kit	1	USB	Yes		High School CST		Pearson Educ	10-003441		ARRA	
Connors 3 Software & Kit	1	USB	Yes		Miller/Alder CST		Pearson Educ	10-003441	Sent to Hope Burton 3/14/11	ARRA	
Connors 3 Software & Kit	1	USB	Yes		Davenport/Fernwood CST		Pearson Educ	10-003441		ARRA	
Connors 3 Software & Kit	1	USB	Yes		Slaybaugh/Swift CST		Pearson Educ	10-003441		ARRA	
CTOPP Comprehensive Test of Phonological Processing Ages 5 & 6	1		No		Davenport Primary CST		Linguisticsystems	10-002722	Software is Audio Only	ARRA	Yes
CTOPP Comprehensive Test of Phonological Processing Ages 5 & 6	1		No		Davenport Primary CST		Linguisticsystems	10-002722	Software is Audio Only	ARRA	No
CTOPP Comprehensive Test of Phonological Processing Ages 5 & 6	1		No		Slaybaugh Primary CST		Linguisticsystems	10-002722	Software is Audio Only	ARRA	Yes
CTOPP Comprehensive Test of Phonological Processing Ages 5 & 6	1		No		Swift CST		Linguisticsystems	10-002722	Software is Audio Only	ARRA	yes

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
CREVT 2 Comprehensive Receptive and Expressive Vocabulary Test	1		No		Alder		Linguisystems	11-004245		ARRA	
CREVT 2 Comprehensive Receptive and Expressive Vocabulary Test	1		No		Miller		Linguisystems	12-001232		Local	
Emotional Distrubance Decision Tree (EDDT Introductory Kit)	1		No		High School YST		Psychological Assessment	10-000818	did we buy 2 of these?	Local	
Emotional Distrubance Decision Tree (EDDT Introductory Kit)	1		No		High School YST		Psychological Assessment	10-001289		Local	
Emotional Distrubance Decision Tree (EDDT Introductory Kit)	1		No		Miller CST		Riverside Publisher	11-003711		ARRA	
Earobics 1 for Adolescents & Adults Clinic Software	1	1.2	yes		HS		School Specialty	12-001328		Local	
Earobics Step 1 Clinic Software	1	3.5	yes		Davenport Primary CST		School Specialty	12-001328		Local	
Earobics Step 1 Clinic Software	1	3.5	Yes		Davenport Ele		School Specialty	12-001328		Local	
Earobics Step 1 Clinic Software	1	3.5	Yes		Slaybaugh		School Specialty	12-001328		Local	
Earobics Step 2 Clinic Software	1	3.5	yes		Davenport Primary CST		School Specialty	12-001328		Local	
Earobics Step 2 Clinic Software	1	3.5	Yes		Davenport Ele		School Specialty	12-001328		Local	
Earobics Step 2 Clinic Software	1	3.5	Yes		Slaybaugh		School Specialty	12-001328		Local	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Earobics Step 2 Clinic Software	1	3.5	Yes		Swift		School Specialty	12-001328		Local	
Earobics Step 2 Clinic Software	1	3.5	Yes		Miller		School Specialty	12-001328		Local	
EOWPVT - Expressive One Word Picture Vocabulary Test Kit Fourth Ed.	1		No		Alder		Pro Ed	13-000769		Local	
Expressive Vocabulary Test Form B Kit	1		No		Swift		Pearson Educ	11-000810		Local	
Goldman Fristoe 2 Complete Kits & Compu Assist	1		Yes		Davenport/Fernwood CST		Pearson Educ	10-005534		ARRA	
Goldman Fristoe 2 Complete Kits & Compu Assist	1		Yes		Miller/Alder CST		Pearson Educ	10-005534		ARRA	
Goldman Fristoe 2 Complete Kits & Compu Assist	1		Yes		Slaybaugh/Swift CST		Pearson Educ	10-005534		ARRA	
Goldman Fristoe 2 Complete Kits & Compu Assist	1		Yes		High School YST		Pearson Educ	10-005534		ARRA	
K-Bit 2 Complete Kits	1		No		Davenport CST		Pearson Educ	10-003441		ARRA	
K-Bit 2 Complete Kits	1		No		Slaybaugh CST		Pearson Educ	10-003441		ARRA	
K-Bit 2 Complete Kits	1		No		Swift CST		Pearson Educ	10-003441		ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Language Processing Test Elementary (LPT-elem 3)	1		No		Slaybaugh CST		Linguisystems	10-002722		ARRA	
OWLS II Test Kit and Scoring	1		Yes		Davenport Primary CST		Western Psychological	12-002733		Local	
PDMS 2 Peabody Developmental Motor Scales 2nd Ed. Complete Kit	1		No		Swift		Pearson	12-000643		Local	
PES 2 - Preschool Evaluation Scale Second Edition	1		No		Davenport		Hawthorne Education	12-001207		Local	
PES 2 - Preschool Evaluation Scale Second Edition	1		No		Swift		Hawthorne Education	12-001207		Local	
PES 2 - Preschool Evaluation Scale Second Edition	1		No		Slaybaugh		Hawthorne Education	12-001207		Local	
PES 2 - Preschool Evaluation Scale Second Edition Scoring Assist	1	1.0.1	Yes		Davenport		Hawthorne Education	12-001207		Local	
PES 2 - Preschool Evaluation Scale Second Edition Scoring Assist	1	1.0.1	Yes		Swift		Hawthorne Education	12-001207		Local	
PES 2 - Preschool Evaluation Scale Second Edition Scoring Assist	1	1.0.1	Yes		Slaybaugh		Hawthorne Education	12-001207		Local	
PLS-5 Basic Kit /w Manipulatives	1		No		Davenport Primary CST		Pearson Educ	13-001589		Local	
PLS-5 Basic Kit /w Manipulatives	1		No		Slaybaugh		Pearson Educ	13-001981		Local	

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Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
PLS-5 Basic Kit /w Manipulatives	1		No		Swift		Pearson Educ				
PLS-5 Basic Kit /w Manipulatives	1		No				Pearson Educ				
Psych Manager Professional & Personal Organizer	1	copyright 1998	Yes		Alder CST		Mental Health Systems	pre-2010			
PPVT 4 Peabody Picture Vocabulary Test & Scoring Assist	1	1.1	Yes		Slaybaugh/Swift CST		Pearson Educ				
PPVT 4 Peabody Picture Vocabulary Test & Scoring Assist	1	1.1	Yes		Davenport/Fernwood		Pearson Educ				
PPVT 4 Peabody Picture Vocabulary Test & Scoring Assist	1	1.1	Yes		Miller/Alder		Pearson Educ				
PPVT 4 Peabody Picture Vocabulary Test & Scoring Assist	1	1.1	Yes		High School		Pearson Educ				
SB5-Scoring Pro	1	1.2 (2003)	Yes		Miller/Alder CST		Riverside	pre-2010			
Stuttering Severity Instrument (SSI - 4)	1	2.0	Yes		High School CST		Linguisystems	10-002722	Dbrace Picked up Test Kit 1/11/11	ARRA	
Stuttering Severity Instrument (SSI - 4)	1	2.0	Yes		Miller/Alder CST		Linguisystems	10-002722	Sent to Maria Hair 3/16/11	ARRA	
Stuttering Severity Instrument (SSI - 4)	1	2.0	Yes		Davenport/Fernwood CST		Linguisystems	10-002722	Amy Weiss 2/24/11	ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Stuttering Severity Instrument (SSI - 4)	1	2.0	Yes		Slaybaugh/Swift CST		Linguisticsystems	10-002722	Darlene Beasley 3/16/11	ARRA	
TERA - 3 Complete Kit	1		No		Davenport CST		Pro Ed	10-002676		ARRA	
TERA - 3 Complete Kit	1		No		Slaybaugh CST		Pro Ed	10-002676		ARRA	
TERA - 3 Complete Kit	1		No		Swift CST		Pro Ed	10-002676		ARRA	
Test of Auditory Processing Skills Third Ed. (TAPS 3)	1		No		Davenport Primary CST		Linguisticsystems	10-002722		ARRA	no
Test of Pragmatic Language (2nd ed.) (TOPL 2)	1		No		Alder CST		Linguisticsystems	10-002722		ARRA	
Test of Pragmatic Language (2nd ed.) (TOPL 2)	1		No		High School YST		Linguisticsystems	10-002722		ARRA	
Test of Pragmatic Language (2nd ed.) (TOPL 2)	1		No		Miller CST		Linguisticsystems	10-002722		ARRA	
Test of Pragmatic Language (2nd ed.) (TOPL 2)	1		No		Slaybaugh		Linguisticsystems	11-004245		ARRA	
The Listing Comprehension Test 2	1		No		Davenport Ele		Linguisticsystems	10-002722		ARRA	
The Listing Comprehension test Adolescent 12-0 - 17-11	1		No		Alder CST		Linguisticsystems	10-002722		ARRA	
The Listing Comprehension test Adolescent 12-0 - 17-11	1		No		High School YST		Linguisticsystems	10-002722		ARRA	

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Test of Language Development 4th ed. (TOLD P-4) Complete Kit	1		No		Davenport CST		Pearson Educ	10-003441		ARRA	
Test of Language Development 4th ed. (TOLD P-4) Complete Kit	1		No		Slaybaugh CST		Pearson Educ	10-003441		ARRA	
Test of Language Development 4th ed. (TOLD P-4) Complete Kit	1		No		Slaybaugh CST		Pearson Educ	10-003441		ARRA	
Test of Language Development 4th Ed. (TOLD I-4) Complete Kit	1		No		Miller		Linguisystems	11-004245		ARRA	
Test of Language Development 4th Ed. (TOLD I-4) Complete Kit	1		No		Davenport Elem		Pearson	13-001603		Local	
TOPL - Test of Pragmatic Language	1		No		Davenport Primary CST		Super Duper	12-001243		Local	
Vineland II	1	1.0 (2005)	Yes		Davenport CST			pre-2010			YES
Vineland II	1	1.0 (2005)	Yes		Miller/Alder CST			pre-2010			YES
Vineland II	1	1.0 (2005)	Yes		High School YST			pre-2010			YES
Vineland II	1	1.0 (2005)	Yes		Slaybaugh CST			pre-2010	was at High school		YES
Vineland II	1	1.0 (2005)	Yes		Swift CST			pre-2010			YES

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Vineland II	1	unknown	Yes		Alder			pre-2010	cd is missing - copy software from HS CD then give to Alder		YES
WAIS IV Scoring Assistant	1		Yes		HS		Pearson Educ	10-003441		ARRA	Yes
WAIS IV Soft Case Kit	1		No		HS		Pearson Educ	10-003441		ARRA	
WASI Complete Kit	1		No		Alder		Pearson Educ	10-003441			
WASI Complete Kit	1		No		HS		Pearson (formerly Psych Corp)	10-000817		Local	
WASI Complete Kit	1		No		HS (originally Fernwood)		Pearson Educ	10-003441		ARRA	
WASI II Wechsler Abbreviated Scale of Intelligence Kit	5		No		Davenport, Swift, Slaybaugh, Miller & HS		Person Educ	12-002978		Local	
WASI II Wechsler Abbreviated Scale of Intelligence Kit	1		No		HS		Person Educ	12-002978		Local	
Wechsler Nonverbal Scoring Assistant	1	2006	Yes		Shared laptop			pre-21010			
WIAT III Complete Kit	1		No		Alder		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		Davenport		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		Fernwood		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		HS		Pearson Educ	10-003441		ARRA	

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Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
WIAT III Complete Kit	1		No		HS		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		Miller		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		Slaybaugh		Pearson Educ	10-003441		ARRA	
WIAT III Complete Kit	1		No		Swift		Pearson Educ	10-003441		ARRA	
WIAT III Scoring Assistants	1	1.0.0	Yes		Swift		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		Alder		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		Davenport		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		Fernwood		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		HS		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		HS		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		Miller		Pearson Educ	10-003441		ARRA	Yes
WIAT III Scoring Assistants	1	1.0.0	Yes		Slaybaugh		Pearson Educ	10-003441		ARRA	YES/NOT INSTALLED PER LESLIE
WIPPSI-IV Wechler Preschool and Primary Scale of Intelligence Kit	1		No		Swift		Pearson Educ	13-000546		Local	
WIPPSI-IV Wechler Preschool and Primary Scale of Intelligence Kit	1		No		Slaybaugh		Pearson Educ	13-000549		Local	

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Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
WIPPSI-IV Wechler Preschool and Primary Scale of Intelligence Kit	1		No		Davenport		Pearson Educ	13-000550		Local	
WISC IV Scoring	1	2.0	Yes		Slaybaugh		Pearson Educ	10-003441		ARRA	
WISC IV Scoring	1	2.0	Yes		Fernwood		Pearson Educ	10-003441		ARRA	
WISC IV Scoring	1	2.0.1	Yes				Pearson Educ			ARRA	
WISC IV Complete Basic Kit -	1	2.0.1	No		HS		Pearson Educ			ARRA	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Davenport		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Swift		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Slaybaugh		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Miller		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Fernwood		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		Alder		Pearson Educ	12-000643		Local	
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		HS		Pearson Educ	12-000643		Local	

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Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
WISC - IV Intergrated Scoring Assistant Upgrade	1	2.0	Yes		HS		Pearson Educ	12-000643		Local	
WISC IV Spanish	1	1.0.1	Yes		Davenport/Fernwood						
WISC Nonverbal (WNV) Test Kit /w Scoring Assistant	1	2.0	Yes		Davenport/Fernwood		Pearson Educ			ARRA	
WNV Test Kit /w Scoring Assistant	1	2.0	Yes		Slaybaugh/Swift CST		Pearson Educ			ARRA	
WNV Test Kit /w Scoring Assistant	1	2.0	Yes		HS		Pearson Educ			ARRA	
WNV Scoring Assistant	1		Yes		Miller/Alder						
Woodcock Johnson III Standard Tests NU - complete battery	1		No		Alder		Riverside Publisher	10-002677		ARRA	
Woodcock Johnson III Normative Update Compuscore and Profiles Program	1	3.1	Yes		Alder		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III Interpretation & Instructional Interventions Program	1	1.0	Yes		Alder		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III NU Form A & C -Brief battery	1		No		High School		Riverside Publisher	10-002677		ARRA	
Woodcock Johnson III Normative Update Compuscore and Profiles Program	1	3.1	Yes		High School		Riverside Publisher	10-002677		ARRA	yes

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
Woodcock Johnson III Interpretation & Instructional Interventions Program	1	1.0	Yes		High School		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III NU Form A & C -Brief battery	1		No		Davenport/Fernwood		Riverside Publisher	10-002677		ARRA	
Woodcock Johnson III Normative Update Compuscore and Profiles Program	1	3.1	Yes		Davenport/Fernwood		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III Interpretation & Instructional Interventions Program	1	1.0	Yes		Davenport/Fernwood		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III NU Form A & C -Brief battery	1		No		Miller/Alder		Riverside Publisher	10-002677		ARRA	
Woodcock Johnson III Normative Update Compuscore and Profiles Program	1	3.1	Yes		Miller/Alder		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III Interpretation & Instructional Interventions Program	1	1.0	Yes		Miller/Alder		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III Normative Update Compuscore and Profiles Program	5	3.1	Yes		Davenport		Riverside Publisher	10-002677		ARRA	yes
Woodcock Johnson III Form C Brief Battery Test Kit	1		No		Miller		Riverside Publisher	12-001276		Local	
WPPSI-III Scoring	1	2.0.1	Yes		Slaybaugh		Pearson Educ	11-003295		ARRA	yes

Shared Laptops are stored at the first named building

Software & Test Kit Title	Qty	Software Version	Software	Serial #	Location	CST	Vendor	PO #	Notes	Funding	Received by ITS
YCAT Complete Kit	1		Yes		Slaybaugh CST	.	Western Psychological	10-002680		ARRA	no

Addendum 3

Faculty Core

Technology Checklist

NAME:

Egg Harbor Township Schools Core Technology Self-Assessment Survey

Core Technology Survey

Please check the "I" or "A" box that reflects your skill level.

I= Intermediate A=Advanced

I	A
---	---

Ethics and Security

1	Understanding the Acceptable Use Policy Board of Education Policy governing all telecommunication and electronic information resources		N/A
2	Passwords		N/A
3	Filtering Requests		N/A
4	Copyrights- fair use policy for schools	N/A	
5	Plagiarism	N/A	

Desktop Navigation

1	Mouse skills		N/A
2	Open & close programs		N/A
3	Keyboarding skills		N/A
4	Organizing, creating, & deleting folders		N/A
5	Click & drag		N/A
6	Cut, paste, copy & move		N/A

Network Skills

1	Changing passwords		N/A
2	Logon		N/A
3	Logoff		N/A
4	Retrieve files from the network folder		N/A
5	Save files to the network folder		N/A
6	Familiarization with advanced logon screen		N/A
7	Saving to H Drive-your network account		N/A
8	Accessing Internet		N/A
9	Bookmark your favorite internet sites		N/A

Basic Troubleshooting**Computer**

1	Control-Alt-Delete		N/A
2	Reboot- and/or unplug your computer		N/A
3	Recognition of Drives		N/A
4	Virus		N/A
5	Recognition of Network Wires- Plugged in? Lights blinking?		N/A
6	Network Connectivity-		N/A
7	H Drive- your network account		N/A
8	Application and Courses		N/A
9	Backup H:\ at the end of the school year	N/A	
10	IEP Configuration	N/A	
11	Recognition of cables	N/A	
12	Attributes	N/A	

I= Intermediate A=Advanced

I	A
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Printer

1	Power on		N/A
2	Power off		N/A
3	Clearing jams		N/A
4	Replacing ink toner cartridges		N/A
5	Recognition of local/ networked		N/A
6	Location of serial numbers		N/A
7	Cancel print job		N/A
8	Add a network printer	N/A	
9	Add a local printer	N/A	
10	Print test page from the computer	N/A	
11	Generate a test results page from the printer directly	N/A	

Basic Work Processing- MS Word

1	New		N/A
2	Open		N/A
3	Close		N/A
4	Saving & retrieving		N/A
5	Undo		N/A
	Page Setup		
6	Margins		N/A
7	Paper size		N/A
8	layout		N/A
9	Cut, copy, & paste		N/A
10	Deleting		N/A
11	Printing		N/A
12	Spell check/thesaurus		N/A
13	Formatting		N/A
14	Help		N/A
15	Use of school templates		N/A
	ie: Sample Lesson plans		N/A
16	Inserting graphics	N/A	
17	Inserting scanned documents	N/A	
18	Formatting graphics with text	N/A	
19	Toolbars, use and arrangement	N/A	
20	Creating tables	N/A	

Infinite Campus

1	Grade and Comment Entry		N/A
2	View Student Demographic Info		N/A
3	Newsletter Creation	N/A	
4	Entering Attendance		N/A
5	Running and Printing Reports		N/A
6	Daily Planner Usage	N/A	
7	Exporting Data		N/A

Please check the "I" or "A" box that reflects your skill level.

I= Intermediate A=Advanced

I A

Phone		
1	Set the ring pattern	N/A
2	Retrieve voicemail	N/A
3	Checking messages from home	N/A
4	Multi-greetings	N/A
5	Change password	N/A
6	Change greetings	N/A

GroupWise- E Mail

1	Change password	N/A
2	Access from remote sites	N/A
3	Junk Mail Handling	N/A
4	Retrieve mail	N/A
5	Open attachments	N/A
6	Delete old mail	N/A
7	Attach a file	N/A
8	Send mail	N/A
9	Setting a Vacation e-mail Rule	N/A
10	Search	N/A
11	Construction of an address book	N/A
12	Group mailings	N/A

PowerPoint

1	Create a slide	N/A
2	Create a slide show	N/A
3	Print a slide show	N/A
4	Save a slide show	N/A
5	Edit a slide/ slide show	N/A
6	Slide transition	N/A
7	Import & Insert sounds and WAV files	N/A
8	Animation	N/A
9	Importing existing PPT files	N/A
10	Formatting Images	N/A

Spreadsheets

1	Open existing spreadsheets	N/A
2	Edit existing spreadsheets	N/A
3	Save a spreadsheet	N/A
4	Create a workbook	N/A
5	Sort data in columns	N/A
6	Create a graph	N/A
7	Create formulas	N/A

Clip Art and Photo Editing

1	Import	N/A
2	From a file	N/A
3	From the web	N/A
4	Format/Edit pictures	N/A

Scanner

1	Scanning a document	N/A
2	Saving a scanned document	N/A

I= Intermediate A=Advanced

I A

Digital Camera		
1	Taking pictures	N/A
2	Saving pictures	N/A
3	Charging the battery	N/A

Web Design

1	Front Page Express	N/A
2	Word- save as webpage	N/A
3	Formatting for web publishing	N/A
	ie: my web/my web drafts	N/A

Instructional Technology - (per ISTE/NETS-T)

1	Encourage & model creativity, inventiveness	N/A
2	Explore real world issues & problem solving	N/A
3	Follow student planning processes	N/A
4	Engage in virtual collaborative learning	N/A
5	Design lessons that implement technology	N/A
6	Facilitate student independent study and self assessment	N/A
7	Customize and individualize training using digital resources	N/A
8	Provide assessments aligned to tech standards then plan lessons from results	N/A

Ethics of Digital Mediums (per ISTE/NETS-T)

1	Show technical proficiency & have the ability to apply skills to new technology	N/A
2	Use digital collaboration to support student learning success and innovation	N/A
3	Relay info and ideas to students, parents and peers using digital mediums	N/A
4	Effectuate usage of current and emerging digital tools to support learning	N/A
5	Perpetuate safe, legal & ethical use of digital mediums	N/A
6	Address diverse needs of learners through training & provide equal access to media	N/A
7	Exemplify positive digital etiquette and responsible social interactions online	N/A
8	Promote cultural understanding and global awareness through distance learning	N/A


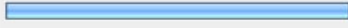


Professional Growth and Lifetime Development -(per ISTE/NETS-T)

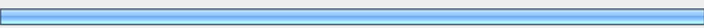
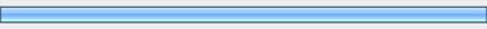
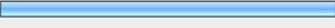

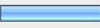

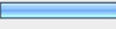
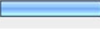


1	Participate in local and global learning communities to improve student learning	N/A
2	Introduce a vision for technology infusion, contribute to skill development of others	N/A
3	Evaluate professional practice to make effective use of technology for student use.	N/A
4	Contribute to the success and continuity of the teaching profession and this district	N/A

Addendum 4
Faculty
Technology Survey

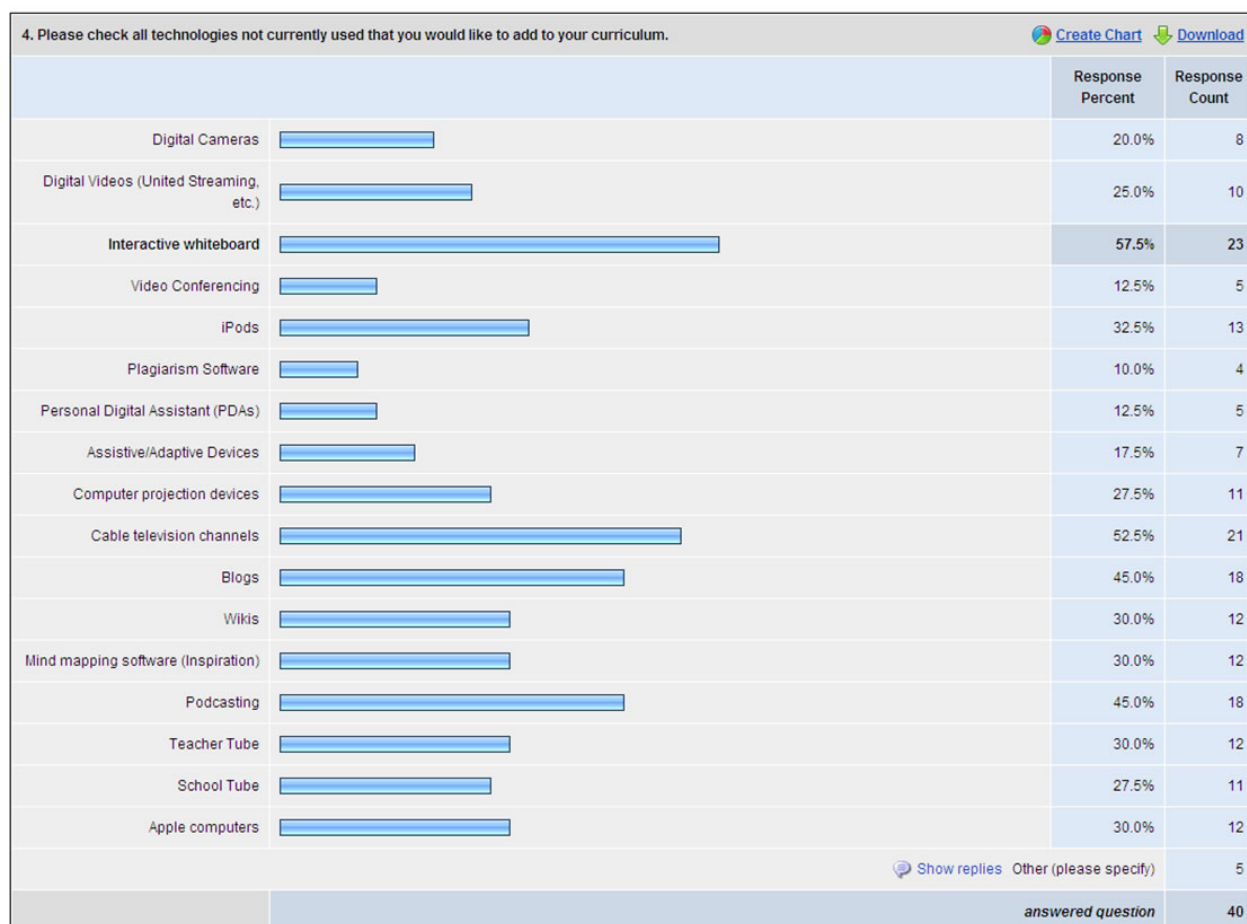
Egg Harbor Township School Faculty Technology Survey 2012

1. (OPTIONAL) Please identify yourself.			Download
		Response Percent	Response Count
Show replies	Name:	86.7%	26
Show replies	Department:	96.7%	29
Show replies	Position:	96.7%	29
answered question			30
skipped question			19

2. Rate your comfort level with technology in the classroom.			Create Chart	Download
		Response Percent	Response Count	
Very comfortable using and teaching with multiple types of technology		22.4%	11	
Comfortable with my tech skills in some areas, but need to expand my skills in other areas		44.9%	22	
Comfortable in limited types of technology, but need more skills in many areas		24.5%	12	
Possess just the basics needed to get by		8.2%	4	
Uncomfortable using any kind of technology		0.0%	0	
Show replies Other (please specify)				3
answered question				49
skipped question				0

3. Please check all the technologies you currently use in the classroom.			Create Chart	Download
		Response Percent	Response Count	
Teacher workstation computer in classroom		93.3%	42	
Computer projection devices		64.4%	29	
Digital Cameras		44.4%	20	
Digital Videos (United Streaming, etc.)		60.0%	27	
Interactive whiteboard (Smartboards)		13.3%	6	
Video Conferencing		6.7%	3	
iPods		15.6%	7	
Plagiarism Software		13.3%	6	
Personal Digital Assistant (PDAs)		2.2%	1	
Assistive/Adaptive Devices		4.4%	2	
Show replies Other (please specify)				4
answered question				45
skipped question				4

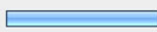
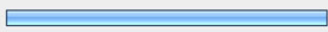
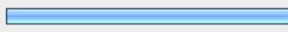
Egg Harbor Township School Faculty Technology Survey 2012


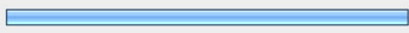
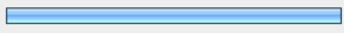


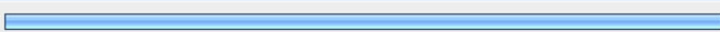

5. Rate your satisfaction with our current available software and technology assistance at the high school. [Create Chart](#) [Download](#)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Response Count
Availability of software programs meets my teaching needs.	2.7% (1)	40.5% (15)	32.4% (12)	16.2% (6)	8.1% (3)	37
Availability of software programs meets the needs of my students.	2.6% (1)	33.3% (13)	33.3% (13)	15.4% (6)	15.4% (6)	39
Availability of Internet web sites meets my teaching needs.	0.0% (0)	5.1% (2)	5.1% (2)	46.2% (18)	43.6% (17)	39
Availability of Internet web sites meets my student's needs.	0.0% (0)	4.8% (2)	19.0% (8)	42.9% (18)	33.3% (14)	42
Technical assistance from fellow faculty and staff members for collaborative activities, web site development, etc. is helpful and responsive.	18.2% (8)	54.5% (24)	22.7% (10)	4.5% (2)	0.0% (0)	44
Technical assistance from Technology Staff for repairs, troubleshooting, new products, demonstrations, etc. is helpful and responsive.	9.1% (4)	36.4% (16)	22.7% (10)	25.0% (11)	6.8% (3)	44
answered question						48
skipped question						1

Egg Harbor Township School Faculty Technology Survey 2012

6. Describe your experiences with utilizing technology with your classes.			Create Chart	Download
		Response Percent	Response Count	
Computer lab time is available when I need it.		20.0%	8	
Computer lab time is available on a limited basis.		42.5%	17	
Computer lab time is unavailable at times I need it.		37.5%	15	
answered question			40	
skipped question			9	

7. Describe your thoughts about student access to technology at the high school.			Create Chart	Download
		Response Percent	Response Count	
Students have better access to technology than their peers at other districts.		4.4%	2	
Students have the same access to technology than their peers at other districts.		53.3%	24	
Students have worse access to technology than their peers at other districts.		44.4%	20	
answered question			45	
skipped question			4	

8. Do you feel that faculty/staff members should have additional/different network rights (i.e. Internet filtering) than students have?			Create Chart	Download
		Response Percent	Response Count	
yes		95.8%	46	
no		4.2%	2	
answered question			48	
skipped question			1	

9. Describe any memorable technology projects you have had. Are there any you would like to see repeated or enhanced?		Download
		Response Count
	Show replies	6
answered question		6
skipped question		43

10. Please use this space to add any additional comments about our school's educational technology, including anything not listed in the survey.		Download
		Response Count
	Show replies	19
answered question		19
skipped question		30

Addendum 5

Student Core

Technology Checklist

Student Core Technology Checklist

Standard	Tech Skill	Grade Level / Teacher	Activity / Project	Date
8.1.8.A.1	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.			
8.1.8.A.2	Plan and create a simple database, define fields, input data and produce a report using sort and query.			
8.1.8.A.3	Create a multimedia presentation including sound and images.			
8.1.8.A.4	Generate a spreadsheet to calculate, graph and present information.			
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.			
8.1.4.B.1	Synthesize and publish information about a local or global issue or event on a web-based shared hosted service .			

8.1.12.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem / issue and propose possible solutions.			
8.1.8.D.1	Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.			
8.1.8.D.2	Summarize the application of fair use and creative commons.			
8.1.8.D.3	Demonstrate how information may be biased on a controversial issue .			
8.1.8.E.1	Gather and analyze findings to produce a possible solution for a content-related or real world problem using data collection technology .			
8.1.8.F.1	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.			

Addendum 6
District Professional
Development Plan 2010-12

TEMPLATE FOR

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

2010 -2012

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/rerturn key.

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

1. Professional Development Program of **2011-2012** addressed the needs of the staff and enhanced student learning by encouraging staff members and administrators to attend conferences, workshops, and conduct research-based inquiry on various topics.

Prior to student arrival in September 2011, one (1) full in-service day was scheduled as teacher orientation days and new staff development. We scheduled one (1) full in-service day in October **2011**, one (1) full in-service day in February **2012**, and one (1) full day in March **2012**.

During the October **2011** in-service, the district offered professional development opportunities in the following areas: PD 360 Compliance Offerings: Bloodborne Pathogens, Bullying, Allergy Management/Proper EpiPen Use, Autism Spectrum Disorder, Sexual Harassment (Spanish Available), Swine Flu. **Staff were also trained in NBC Learn, OnCourse, and were given time to work in Professional Learning Communities.** Rowan University and Richard Stockton College continued to provide more graduate work and certificated programs as well as teaching the on-site Alternate Route Training. Paraprofessionals had a **personal safety workshop** provided by the NJEA. The Math Department began working on the new Common Core Curriculum Standards. The **World Language** and Fine and Performing Arts **Departments met with their K-12 supervisors for curriculum writing and workshops.** The 4th-5th Grade teachers were trained in Standards Based Report Cards. In addition, we offered our staff more opportunities for graduate work through on-line programs, such as, Walden University, Grand Canyon University, and University of Phoenix. We continue our relationship with ETTC, providing additional opportunities for the infusion of technology into the classroom as well as addressing various teaching strategies that will impact our goals and enhance student learning.

During the February **2012** in-service, professional development was offered in the following areas: **SmartBoard Training, NBC Learn, On Course, PD 360, Internet Safety for Educators** and **2nd Grade teachers were trained in Phonics First.** The Freshmen Cohort continued collaboration of the Freshman Initiative, and **Paraprofessionals attended a Stress**

Management Workshop, as well as a Behavior Management Workshop. The nursing staff participated in an Asthma workshop, and the Self-contained teachers took part in an Alternative Proficiency Assessment session. The Math Department continued working on the new Common Core Curriculum Standards, and the Accelerated Math teachers met to assess curriculum implementation. The Fine and Performing Arts staff had workshops on “Authentic Art” and “The End is the Beginning.” The Media Specialists worked on budget and funding, the Middle School Health and Physical Education teachers worked on AtlantiCare Healthy Schools, and the Report Card Committee continued working on School-based report cards. The Science and English Departments participated in a ProQuest workshop, while other high School and middle school teachers were offered choices in Website Design, SmartBoards, Wikis for Education, Prezi, Energizers, Quadrant D lessons, Vertical Articulation of Math CCCS, Study Island, and EBSCOHost. The PreK-3 teachers participated in Guided Reading, Team Building, Healthy Minds in Motion, Writing Strategies for At-Risk Students, Behavior Management, Kindergarten Interventions, and Differentiated Instruction.

During the March 2012, professional development was offered in Phonics First, Math for Understanding, Report Card Development, Renaissance, Title 1 Differentiated Instruction Make-it-Take-it, Accelerated Reader, Recognizing Seizure Disorders, Webpage Design, Autism, Teen Prescription Drug Abuse, Team Building, Using Data and Data Analysis, Formative Assessments, Response to Intervention, STEM Experience, and Spice Writing. Teachers pursued opportunities to motivate students for better writing, and other teacher attended and implemented more strategies for dealing with At-Risk students. The paraprofessionals attended a workshop on the Roles and Duties of a Paraprofessional, as well as a workshop for Behavioral Strategies. Also, a select group of high school teachers and staff shadowed teachers at West Windsor Plainsboro-North to examine block scheduling in the high school setting. Lastly, a select group of new teachers were trained in Crisis Prevention and Intervention.

We desired a timely and appropriate schedule for delivery of topics, curriculum committee meetings, and collegial discussion time. The major challenges that the Egg Harbor Township School District encountered while implementing the plan were:

- Time constraints due to available teacher contractual hours
- Budgetary constraints
- Facility concerns K-12 due to increased enrollment
- Lack of state aid
- Facility concerns as Solar Panels were being built onto the school
- Availability of working internet/broadband
- Construction
- Space
- Lack of technology and resources
- The two (2) contracted days of personal Professional Development have been a challenge to approve due to budgetary constraints.
- Block scheduling in the High School
- Implementation of Medical Science Academy in Fall of 2011

2. The school has been able to document how professional development has been improving teacher practices and student learning. **The teaching staff and students at Alder Avenue Middle School were recognized as a Green Ribbon School, as a result of 21st Century Learning. New ideas reflected from the Professional Development workshops** are regularly observed during administrative walk-throughs **and observations**. The Egg Harbor Township School District has worked to develop a district-wide plan for data analysis that helps to drive

our student instruction. Quarterly test data is utilized to develop differentiated instructional groups which focus on skills in need of further emphasis. Through an effectiveness survey and feedback evaluations, we found that staff is utilizing the knowledge gained through District professional development offerings. **(This data can be found in the appendices.)**

During the 2011-2012 school year, we opened with **one (1) full in-service day** as a teacher orientation day and new staff development. The Professional Development Committee worked endless hours to design a program that allows staff members to have lots of choices in their professional development as well as completed mandated district training. We were able to offer over **50 different** workshops as well as meeting the district goals of Professional Learning Communities, Formative Instruction and Freshman Initiative. We also subscribed to **PD 360**, an internet-based training, **in which we are able to record staff participation** and which assisted in meeting mandated trainings, such as, **bloodborne pathogens**, sexual harassment, **bullying**, Autism, etc. **Staff learning is reflected in Professional Learning Community data collections (also attached).**

3. We have ensured that professional development has always been based on District Goals and Initiatives; they are designed around New Jersey Core Curriculum Content Standards and the New Jersey Standards for Teaching. The Egg Harbor Township School District will continue to develop our goals based on the new Common Core State Standards and the analysis of student data and results of New Jersey State Testing.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions::

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

1. The Egg Harbor Township School District's definition of student achievement was formulated using results of a survey given to staff. The staff consensus was as follows: although standardized test scores are important they are not the exclusive measure of student achievement; student achievement is defined by the students being responsible for their learning; students' confidence in academic and social situations; finally it is defined by the students' responsibility of learning and applying those skills to real-life situations.

2. Attached is evidence that a needs assessment has taken place in the district during the last school year. **We are planning to conduct another needs assessment by the end of the 2011-2012 school year in order to ensure we are providing the appropriate and necessary professional development based on building needs. In addition, the district purchased the PD 360 program, which allows teachers to participate in professional development in the area of their own needs, and the needs of their students.**

3. In order to meet AYP goals, the district based committee assessed professional development needs of the staff and addressed learning needs to students. To identify student needs, the district based professional development committee asked the school based professional development committees to examine results of the state testing.

The committee used the tabulated and organized results of the 2010-2011 needs assessments surveys. We also considered evaluation forms from staff attending professional development opportunities, mentoring workshops, staff technology training, guest teacher training, and new staff orientation. The results indicated that teachers wanted professional development to be delivered via hands-on participation, scheduled during the school year, and delivered by outside consultants or colleagues. Staff members meet in weekly Professional Learning Communities as job-embedded professional development which identifies their goals, concerns, and needs throughout the Egg Harbor Township School district. This is in turn addressed by administration in an effort to meet the teachers' needs and concerns.

4. The Egg Harbor Township School District's Professional Development needs are (in no particular order):

1. Inclusion Strategies
2. Differentiated Instruction Make and Take
3. Infusion of Technology

4. Stress Management
5. Response to Intervention (RTI)
6. 21st Century Learners

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.

1. The Egg Harbor Township School District's goals for student learning will focus on achieving student proficiency through the following:

- a. Professional Learning Communities will meet weekly with agendas both staff and administratively generated. PLC Feedback Forms will be completed and reviewed administratively, addressing areas of concern as warranted.
- b. Data analysis will be refined for improvement of student learning. Quarterly benchmark test results will be analyzed by individual teachers to identify skills which need to be addressed through differentiated instruction (**trimester testing for grades K-3**).
- c. Administrative distribution and review of grade level quarterly benchmark test results with School Leadership Team and then with all staff will identify trends on a broader scale and provide a basis for needed professional development.
- d. Differentiated Instruction will be facilitated utilizing both summative and formative classroom assessment results with emphasis on skills in need of improvement.
- e. Research-based Best Practices will continue to be an integral component of the classroom structure. These will be monitored via regularly scheduled administrative walk-throughs (a best practice in itself) and will include common rubrics, math and language arts vocabulary word walls, **essential questions**, use of technology across the curriculum, posted lesson objectives, writing portfolios reflecting evidence of student-teacher dialogue regarding student work, use of building-wide grading scales, cross-curricular journals, differentiated instruction with high levels of student engagement, **Bloom's Taxonomy**, and student work on display.
- f. **Teachers participated in grade level, cross-grade level, and cross-subject articulation.**
- g. **Staff continued to align curriculum from middle school to high school.**

2. The Egg Harbor Township School District's Professional Development Goals for the 2012-2013 school year:

- a. To provide job imbedded opportunities for staff members to gain and share expertise in effective teaching and learning strategies and technology.

- b. To provide professional development opportunities in effective use of Professional Learning Communities to promote effective student learning with an emphasis on 21st Century skills.
- c. To provide professional development opportunities in effective use of data analysis, planning and facilitating differentiated instruction, curriculum compacting and research based Best Practices.
- d. To provide professional development opportunities in the Common Core State Standards.**

3. The professional development goals align with the different school goals by providing job-embedded opportunities for professional development. Professional development opportunities are offered in a variety of ways to suit the needs of staff. These may include, before school, after school, during the school day, within weekly Professional Learning Community time, school business days, professional days and district in-service days.

Specific professional development opportunities are offered based upon the district professional development survey, review of the survey results, feedback from the School Leadership Teams, feedback from the I & RS teams, curriculum committees, Professional Learning Communities and the school liaison committees.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

1. The professional development structures and designs offered will include:

- a. District wide in-services
- b. In service days which are building and/or district directed.
- c. Professional days – teacher choice
- d. School Business days – District generated
- e. Monthly staff meetings
- f. Weekly Professional Learning Communities
- g. Before, during, and after school building based opportunities
- h. Summer workshops
- i. NJEA convention attendance

Grade levels and/or departments will be partnered. Teams will utilize Professional Learning Community (PLC) time to review student work and collaborate about successful strategies. In addition, the District created data analysis positions in K-12 to analyze math and language art literacy results from quarterly/benchmark tests.

Partnerships have been developed with ACCC, Richard Stockton College and Rowan University for teacher preparation. Additional partnerships include PD 360, ETTC and online and **on-site** professional development course offerings from NJEA.

Common assessments (i.e. quarterly and **trimester** benchmark tests) are developed by teachers across the grade levels, inclusive of special education staff during summer curriculum workshops/institutes sponsored by the district.

PLC's, staff meetings, School Leadership Team and I & RS play a major role in providing additional feedback to supplement professional development needs assessment results in developing school professional development opportunities.

2. Align curriculum to the **Common Core State Standards**, creating pacing guides and assessment tools to create learning experiences that allow students to integrate knowledge, skills, and methods of inquiry in all academic areas.
3. The District will support professional development needs by providing job-embedded opportunities to assist teachers in developing an expanding range of strategies to accommodate a wide array of student learners.
4. The District will continue to address professional learning gaps not addressed in schools by sustaining learning communities through team, department, and grade level meetings regarding the different buildings' needs and concerns with a focus on data analysis. **Through the use of PD 360, the district can also address learning gaps in a cost effective manner.**
5. The Egg Harbor School Township School District has implemented Professional Learning Communities throughout all schools. Through this the District is able to support the development of productive team structures for teachers and administration to analyze data results to drive instruction.
6. The District plan will be communicated to staff through school-based staff meetings and then posted on the District's common drive; which is accessible to all staff members. Furthermore, the plan will be communicated to the community via www.eht.k12.nj.us.
7. The connection between student goals and professional development opportunities include; the establishment of Professional Learning Communities which analyze data in order to guide future instruction and offer new professional development opportunities.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and district-wide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

1. During the **2012 -2013** academic year the Egg Harbor Township School District will allocate time for professional development by utilizing the **four** district in-service days. **Each teacher is also allotted two professional days.** Teachers will meet as teams on a weekly basis in Professional Learning Communities. Administration will hold monthly faculty meetings. School business days during the school year will be utilized to review and maintain vertical articulation of the curriculum. Throughout the academic year the faculty will offer turnkey training before, during and after the school day. Days are allotted to attend the NJEA convention and workshops as well. **Through an annual survey, the district is able to identify expertise and offer professional learning opportunities.**

2. Resources and structures in place demonstrating school community values are NJEA online workshops, **PD 360**, guest speaker program, EHT-TV Channel 2, Southern Regional ETTC, and district and individual teacher web pages. Other resources include starboards, video and film, summer workshops, distance learning, and video conferencing. The District continues the training of teacher mentors as per the district mentoring plan and time allotted for mentors and novice teachers to collaborate. Additionally, funding is also available for the Novice Teacher Institute where non-tenured teachers are encouraged to attend. Further, information on Differentiated Instruction is available on the district website. Finally, professional development opportunities are provided on local television and available within Egg Harbor Township.

3. The District leadership engages all stakeholders in making changes needed to support collaborative professional learning through the establishment of professional learning communities in every school. In addition, every school has created a School-Based Leadership Team. This team also functions as a means of supporting collaborative professional learning.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding districtwide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

1. As a result of the school professional development plan, educators will learn to work effectively within Professional Learning Communities. This will include assessing both summative and formative data and the development of appropriate differentiated instruction as warranted by the student's needs.

The successful completion of quarterly and trimester benchmark data analysis sheets will provide one aspect of evidence that staff has learned a necessary skill. Additionally, administrative Walk-throughs and observations provide evidence of new skills learned.

The educators will learn ways to accommodate today's generation academically, socially, and emotionally.

2. Quarterly and trimester assessments, report cards and state testing scores will provide us with data to determine how professional development has impacted on student learning.

3. End of year testing **and state assessments** will support the program evaluation process. The review of the **three or four grade level benchmark assessments** in academic areas for grade levels K-12 will enable us to identify student skills that are mastered and those in need of further emphasis. This grade level data will drive subsequent professional development to enhance student learning. **In addition, we recognize that a more specific staff survey should be developed in order to pinpoint areas in need of skill development.**

4. The School Professional Development Plan will encourage job embedded collaboration by providing two days to attend the NJEA Convention, professionals days, school business days, workshops and resources for staff to assist them in meeting the needs of their students.

Evidence of the School Professional Development plan being used to encourage job embedded collaboration includes utilizing the following to plan professional development offerings:

- a. Staff survey of professional development needs/requests.

- b. Concerns indicated in weekly Professional Learning Community Feedback forms.
 - c. Review of quarterly and trimester benchmark data analysis sheets highlighting skill in need of improvement and those mastered.
 - d. Feedback, formal and informal, provided by the School Leadership team.
 - e. State testing scores.
5. The data necessary to answer evaluation questions of the School Professional Development Plan includes:
- a. Quarterly and trimester benchmark LAL and Math test scores by grade level in all grades.
 - b. Quarterly and trimester benchmark LAL and Math test data for individual classes
 - c. State assessment scores
 - d. Weekly feedback forms from Professional Learning Communities
 - e. Feedback forms from in-service day workshops
 - f. Feedback from curriculum committees, School Leadership Teams and I & RS Teams.

School Level Professional Development Planning Template

SECTION PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

H. Russell Swift School

The Professional Development Program of 2011-2012 addressed the needs of the staff and enhanced student learning by encouraging staff members and administrators to attend conferences, workshops, and conduct research-based inquiry on various topics. Staff participated in four (4) In-Service days. These days addressed the needs of staff and enhanced student learning by infusing teachers with knowledge to incorporate technology components into daily planning and utilizing Differentiated Instruction to enhance students' learning. Teachers and staff examined the Pacing Guides for relevance and rigor with regard to students' needs.

Professional Learning is based on District Goals and Initiatives and is designed around the National and State Core Curriculum Content Standards and the NJ Standards for Teaching. Also, Professional Learning Communities and School Leadership Teams have been developed to help strengthen key initiatives and programs for Swift Elementary. The H. Russell Swift Elementary School staff and administration will continue to collect data to document improvement in teacher practices and student learning through job embedded learning opportunities.

Student achievement at Swift Elementary is defined by student confidence in social and academic situations. In our school, strong local assessment scores, student directed success, and student's self-motivation also measure student achievement. These are best shown through application of new skills to real life situations and individuals reaching their fullest potential. Based on local and state assessments as well as teacher/staff surveys, several needs for professional learning are evident at Swift Elementary School. Our ASK3 test results indicate a need for both reading comprehension and writing improvement. According to teacher/staff surveys, other areas of professional development needs include continued knowledge of infusion of technology, research based interventions and differentiated instruction.

Swift Elementary's professional development goals are aligned with our school goals in various ways. Outside presenters and access to technology will be utilized to help students meet individual learning goals. Furthermore, PLCs will be held to examine data to maximize student success. Research based interventions will enable teachers to differentiate and individualize instruction. The district's professional days, in-service days, and out-of-district presenters provide teachers with additional opportunities to meet the needs of their students.

Four (4) full in-service days are provided for curriculum workshops, staff meetings, grade level professional learning communities, and pull-out sessions with coverage as needed.

Teachers are provided two (2) days in November to attend the NJEA Teacher's Convention. Our building schedule provides time for weekly professional learning communities outside of teacher planning periods. We will utilize the expertise of our school personnel to create and build school based teams to facilitate professional learning communities and shared sessions. In addition, consultants are contracted for the training of academic programs, if needed.

Swift Elementary's goals for evaluation of our professional development include local benchmark and theme tests, standardized assessments, teacher feedback, committee reviews, and parent/student surveys. Focus groups can be conducted during professional learning communities, faculty meetings, and teacher planning periods. Input will be collected through narrative and Likert scale surveys and results will be examined and tabulated by the professional development committee. Teacher feedback, committee reviews, and student surveys can also be utilized to show the impact of professional development.

C. J. Davenport School Summary

1. Davenport's Professional Learning continues to be based on District Goals and Initiatives and is designed around the Core Curriculum Content Standards and the NJ Standards for Teaching. There are several key elements of the Egg Harbor Township professional development plan that we will incorporate into Davenport's new plan. These include providing four (4) staff in-service days, and continue our relationship with ETTC, providing additional opportunities for the infusion of technology into the classroom as well as addressing various teaching strategies that will impact our goals and enhance student learning. We will continue to deliver state mandated workshops through the use of PD360. In addition, our staff will continue to take advantage of the contracted two (2) days of outside personal Professional Development that address their Professional Improvement Plans. These opportunities will address the needs of staff and enhanced student learning by providing job-embedded professional development via hands-on participation, provided during the school year, and delivered by outside consultants whenever possible. We will also continue using a Professional Development Effectiveness Survey to determine usefulness and needs in Professional Development topics.
2. Davenport's definition of student achievement is defined by improvement on local assessments rather than standardized tests. Our staff believes this can be accomplished through greater student confidence in social and academic situations. Most agree that a student's ability to apply new skills to real life situations will produce greater success. Based on local and state assessments as well as teacher/staff surveys, several needs for professional learning are evident at the Davenport Campus. Based on staff surveys, Davenport has a need for additional professional development in the areas of Differentiated Instruction (make and take), Development and Infusion of Technology, Cross Grade Level Collaboration, and Inclusion Strategies. Based on standardized test results, Davenport needs more training in the areas of writing, analyzing text, data analysis, probability, and discrete mathematics, and patterns/algebra. There is also a need for continuation of technological instruction in the following programs: Microsoft Excel, Microsoft Word, Oncourse, and programs associated with our Reading and Math series.
3. The professional development goals align with our school goals in that they both are designed around the Core Curriculum Content Standards and the NJ Standards for Teaching.
4. Teachers and staff have many opportunities for professional development. All teachers and staff are provided four (4) full in-service days per school year. Instructions at these in-service days include in-district presenters, out-of-district presenters, webinars, and online tutorials as well as teacher collaboration. Two professional days are also available to teachers to attend during the school year for out-of-district training. Workshops are available through our partnership with ETTC, NJEA, NEA, and online tutorials through PD360. Our school will continue to utilize professional learning communities through team and grade level meetings regarding the needs and concerns of our school with a focus on data analysis and student

learning. Data will be derived from the entire student population and teams will create and compare assessments based on student needs. Professional Learning Communities are designed to collect and analyze student data in order to drive instruction and attain student learning goals.

5. Four (4) full in-service days are provided for staff workshops. Teachers are also provided two (2) days in November to attend the NJEA Teacher's Convention. Our building schedule provides time for weekly professional learning communities outside of teacher planning periods. Our teachers meet by grade level, small teams within grade levels, and collaborate with special area teacher for professional learning. We also have monthly staff meetings. We will utilize the expertise of our school personnel to create and build school based teams to facilitate professional learning communities. In addition, out-of-district consultants are contracted for the initial training of academic programs, when needed. The Davenport Campus has many resources available for professional development. These include school and teacher web pages, a reading specialist, and professional library. The district also provides two (2) professional development days to attend out-of-district workshops.

6. Our intent is that our educator's will obtain a greater knowledge in areas of Differentiated Instruction (make and take), Development and Infusion of Technology, Inclusion Strategies, and Cross Grade Level Collaboration. This will be evident through evaluations of staff and staff surveys. The data collected from the theme, benchmark, and standardized assessments will be analyzed and used to determine student knowledge. Davenport will use student achievement results on standardized tests, professional development surveys, and discussion groups at school-wide staff meetings to evaluate usefulness of PD courses.

E. H. Slaybaugh School Summary

Professional Development has always been based on District Goals and Initiatives. These goals and initiatives are designed around the New Jersey Core Curriculum Standards as well as the New Jersey Standards for Teaching. Professional Learning Committees and School Leadership Teams have been implemented to help strengthen key initiatives and programs for E.H. Slaybaugh School Complex. A new standards-based grading system and Lesson Planning Program/Web Based Application has been adopted, which had required extensive training and collaborative problem solving. Some challenges we face when providing professional development include *budgetary*, time, lack of state aid, and meeting the professional development needs of a wide range of staff/faculty. Challenges will be faced by utilizing turnkey presenters, in addition to the relationships with the ETTC, Professional Learning Communities, School Leadership Teams, after school workshops and grade-level meetings among all Pre K-3 schools. Through PLC's, the school based Professional Development Committee of the E.H. Slaybaugh Complex will continue to provide staff development that allows for "job embedded" collaboration by maintaining existing "Teacher-In Service" days as outlined in the current school calendar with some minor adjustments. Four Professional Development days shall be scheduled according to the needs identified by Administration, concerning implementation of State-Mandated Faculty Evaluations.

Student achievement can be defined as a student's ability to apply new skills to new situations, according to a survey conducted by the E.H. Slaybaugh Professional Development Committee. Additionally, staff members felt that a student's ability to accept responsibility for their learning as well as having confidence in both academic and social situations are important. While the staff understands the need for localized assessments, they do not feel that a student's achievements should be solely measured by them. The staff overwhelmingly disagreed that a student's achievement is measured by high test scores on standardized tests.

Additionally, Professional Learning Communities will serve as a catalyst for more targeted professional development. The Professional Development Committee of the E.H. Slaybaugh

Complex shall utilize student data, administrative support, the Reading Specialist, the District Professional Development Committee, the Gifted and Talented professional, NJEA, ETTC and specially trained staff members, to develop S.M.A.R.T goals and administer appropriate professional development opportunities for our specific professional population.

The ASK3 results indicate that the E.H. Slaybaugh students need improvement in the following areas: *Reading/Analyzing Text* and *Writing Strategies*. In addition, student learning goals will continue to focus on Character Education, including, but not limited to *Interpersonal Skills*, *Peer Relationships*, *Making Good Choices*, *Identifying Individual Gifts and Talents* and *Bullying*.

The effectiveness of Professional Development at the E.H. Slaybaugh campus shall be measured by any combination of the following items: 1) student progress on benchmark tests and state tests, 2) staff surveys, 3) student surveys, 4) parent surveys, and 5) administrative observations.

Dr. Joyanne D. Miller Elementary School Summary

1. Reflection: The key elements of the previous professional development plan that will be leveraged into the new plan include: The needs of the staff and enhancement of student learning will be met by providing opportunities for staff to attend conferences, workshops and conduct research-based inquiry. These opportunities will support staff with the professional development in the areas requested through a district-wide professional development survey, with focus on differentiated instruction, data driven instruction and professional learning communities. The school will continue to refine our use of data analysis to drive student instruction. Benchmark test data will be utilized to develop differentiated instructional groups which focus on skills in need of further emphasis.

Professional development has always been based on district goals and initiatives which are designed around NJ Core Curriculum Content Standards and the New Jersey Standards for Teaching. The Dr. Joyanne D. Miller Elementary School develops building goals based on those of the district and the analysis of student data and NJASK test results.

2. Needs Assessment: The school defines student achievement as follows: Although standardized test scores are important, they are not the exclusive measure of student achievement. Student achievement is defined by the students being responsible for their learning; student confidence in academic and social situations. Finally, it is defined by the students' responsibility of learning and applying those skills to real-life situations.

The key findings from the needs assessment include: Teachers wanted professional development to be delivered via hands-on participation, scheduled during the school year, and delivered by outside consultants or colleagues. Staff members meet in Professional Learning Communities twice a month as job-embedded professional development which identifies their goals, concerns and needs. This is in turn addressed by administration in an effort to meet the teachers' needs and concerns.

3. Professional Development Goals:

- a. To provide job imbedded opportunities for staff members to gain and share expertise in effective teaching and leaning strategies and technology.
- b. To provide professional development opportunities in effective use of Professional Learning Communities to promote effective student learning with an emphasis on 21st Century skills.

- c. To provide professional development opportunities in effective use of data analysis, planning and facilitating differentiated instruction, curriculum, compacting and research based Best Practices.

4. Professional Development Opportunities: The professional development structures and designs offered will include:

- a. District wide in service days – building and/or district directed
- b. School Business days – District generated
- c. Monthly staff meetings
- d. Professional Learning Communities – Twice a month
- e. Before, during and after school building based opportunities
- f. Summer workshops
- g. NJEA Convention

Feedback from the professional development survey, feedback forms from workshops and PLC's are included in the process of selecting staff development. PLC's, staff meetings, School Leadership Team and I & RS play a major role in providing additional feedback to supplement professional development needs assessment results in developing school professional development opportunities.

5. Professional Development Resources: During the 2012 -2013 academic year the Dr. Joyanne D. Miller Elementary School will allocate time for professional development by utilizing the three district in-service days. Teachers will meet as teams in Professional Learning Communities twice a month. Administration will hold monthly faculty meetings. School business days during the school year will be utilized to review and maintain vertical articulation of the curriculum. Throughout the academic year the faculty will offer turn key training before, during and after the school day. Days are allotted to attend the NJEA convention and workshops as well.

Resources and structures in place demonstrating school community values are NJEA online workshops, PD360, guest speakers, EHT Channel 2, Southern Regional ETTC, and district and individual teacher web pages. Other resources include NBC Learn, Starboards, video and film, summer workshops, distance learning and video conferencing.

6. Evaluation: The goals for evaluating professional development for the first year include providing job embedded professional development to assist staff effectively in:

- a. Working collaboratively in Professional Learning communities to enhance student learning.
- b. Recording and using Trimester data analysis to improve student learning in Math and Language Arts Literacy.
- c. Comparing classroom Trimester data with grade level data in math and Language Arts Literacy.
- d. Planning differentiated instruction to enhance student learning.

Alder Avenue Middle School Summary

Key elements of previous professional development that will be leveraged in the new plan include three in-service days during the school calendar year. The Professional Development Committee at Alder Avenue Middle School will continue to provide online professional development opportunities, and continue partnerships with regional colleges. We will continue to utilize PLC meetings and ongoing, job-embedded professional development opportunities.

Alder Avenue Middle School faculty defines student achievement as students that are confident in academic and social settings. Additionally, achievement is defined as students who are responsible for their learning and able to apply the new skills they have acquired to real life situations. After reviewing the results of the **2011-2012 (Exhibit A) Needs Assessment** survey the results indicated that the teachers wanted professional development to be focused on **21st Century Learning, NJ CCCS and cross-grade level collaboration (a 3-way tie), Literacy across the Curriculum, Development and Infusion of technology and Differentiated Instruction Make and Take (another 3-way tie.)** Additional areas of interest included: service learning, and application of the above items to autistic and other special needs students.

The Professional Development Goals reflected in the Professional Development plan are aligned with the school goals at Alder Avenue Middle School. Common themes such as technology, character education, PLC's, data analysis and assessment, as well as collaboration and opportunities to improve instruction in the content area are apparent in district and school learning goals. Therefore, the purpose of Professional Development is to increase student achievement in all areas at Alder Avenue Middle School.

The processes and structure used for professional development at Alder Avenue Middle School will be a compilation of the following: monthly team and subject area PLC meetings, Global Compliance workshops, ETTC, staff turn-key workshops, ACCC and Stockton College professional development. We will provide opportunities for meeting district goals that will empower teachers to identify their individual goals and address these goals as identified in the Professional Development Plan.

The school continues to sustain professional learning communities through team, departmental, and grade level meetings; regarding student's needs that are focused on data analysis **and data-driven instruction**. The school continues the training of teacher mentors per the district mentoring plan, and allots time for mentors and novice teachers to collaborate. Additionally, funding is available for the Novice Teacher Institute; all non-tenured teachers are encouraged to attend. Further, information on Differentiated Instruction **and the Harassment Intimidation and Bullying (HIB) laws** is available on the district website. Finally, professional development opportunities are provided on local television available within Egg Harbor Township.

Fernwood Middle School Summary

Key elements of previous professional development that will be leveraged in the new plan include three in-service days during the school calendar year. The Professional Development Committee at Fernwood Avenue Middle School will continue to provide online professional development opportunities, and continue partnerships with regional colleges. We will continue to utilize PLC meetings and ongoing, job-embedded professional development opportunities.

Fernwood Avenue Middle School faculty defines student achievement as students that are confident in academic and social settings. Additionally, achievement is defined as students who are responsible for their learning and able to apply the new skills they have acquired to real life situations. After reviewing the results of the **2011-2012 Needs Assessment** survey the results indicated that the teachers wanted professional development to be focused on Infusion of Technology, cross-grade level collaboration, and 21st Century Learning and inclusion strategies. Additional areas of interest included: **writing across the curriculum and service learning**. The Professional Development Goals reflected in the Professional Development plan are aligned with the school goals at Fernwood Avenue Middle School. Common themes such as technology, character education, PLC's, data analysis and assessment, as well as collaboration and opportunities to improve instruction in the content area are apparent in district and school learning goals. Therefore, the purpose of Professional Development is to increase student achievement in all areas at Fernwood Avenue Middle School.

The processes and structure used for professional development at Fernwood Avenue Middle School will be a compilation of the following: **bi-monthly** team and subject area PLC meetings, PD 360 workshops, staff turn-key workshops, ACCC and Stockton College professional development. We will provide opportunities for meeting district goals that will empower teachers to identify their individual goals and address these goals as identified in the Professional Development Plan.

The school continues to sustain professional learning communities through team, departmental, and grade level meetings; regarding student's needs that are focused on data analysis and **data driven instruction**. The school continues the training of teacher mentors per the district mentoring plan, and allots time for mentors and novice teachers to collaborate. Additionally, funding is available for the Novice Teacher Institute; all non-tenured teachers are encouraged to attend. Further, information on Differentiated Instruction and **HIB** is available on the district website. Finally, professional development opportunities are provided on local television and available within Egg Harbor Township.

Egg Harbor Township High School

REFLECTION

Professional Development has always been based on District Goals and Initiatives; they are designed around Core Curriculum Content Standards and the New Jersey Standards for Teaching. Professional Development Plans reflect the meeting of mandatory professional development topics. The Professional Development Program of **2011-2012** addressed the needs of the staff and enhanced student learning. Key elements of previous professional development that staff found successful includes: the access to a choice of workshops online, PD 360 topics, technology-based workshops, and hands-on training programs, such as **SMARTboards, Wikis, and Prezi**. These successful directives will be leveraged in the new plan to drive staff training and student learning.

NEEDS ASSESSMENT

According to survey results, majority of the responding staff defines student achievement as student responsibility for learning paired with the student's ability to apply new skills to real life situations.

The Needs Assessment results yielded responsibility and accountability, social respect, school pride, belief in the importance of character, 100% follow-through and knowledge of the impact on the students life goals, increased positive attitude and confidence, active participation in learning, following of school policies and procedures, increased maturity, and decreased violence are all desired changes in student behavior. As a result of changes in student behavior, a successful learning environment will be established.

PROFESSIONAL DEVELOPMENT GOALS

The Egg Harbor Township High School Professional Development Goals connect to the student learning goals. The District realigned and revised portions of the curriculum according to state revised guidelines. Quarterly Testing continues to be used as a tool to assess student learning. The goal of Quarterly Testing is to have a skills based analysis using Bloom's Taxonomy by referring to the New Jersey Core Curriculum Standards. **October 7th, 2011** served as a day to meet in Departmental Professional Learning Communities to **communicate SMART goals and common assessments**. Staff was also trained on the use and benefits of the Professional Development Program PD360, **OnCourse, and NBC Learn**. Further, **administration informed the staff** on the success of the Renaissance Program for staff and students in building and promoting a positive learning environment. Using the time given during Professional

Development, as well as the information received in discussions, we are better served to align our professional goals with our school goals for **2011-2012**.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Processes and structures the school will use to provide professional learning opportunities include: district and school-based in-services, building and department meetings, continued partnerships with ETTC and Successful Practices, and access to community resources. The Egg Harbor Township High School will continue to facilitate Professional Learning Communities to collaborate across the curriculum.

PROFESSIONAL DEVELOPMENT RESOURCES

Professional Learning is an ongoing process at the Egg Harbor Township High School. Time is allotted for building-based and department-based meetings to relay information, collaboration, and to turnkey programs. Additional in-service days are scheduled for in-house workshops. The Egg Harbor Township High School sustains its partnership with ETTC for professional learning opportunities.

EVALUATION

Our district in-service days will be assessed through participant evaluations, team meetings, observations, student assessments, parent observations and communication through Infinite Campus, and alignment with the NJ Core Curriculum Content Standards. We will continue to conduct action research and implement curriculum compacting and differentiated instruction through committee work and workshops. We will continue to drive students with 21st Century learning strategies. Service Learning Projects and Quadrant D formatted lessons will provide students with a rigorous and relevant curriculum.

EGG HARBOR TOWNSHIP SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT

All classroom teachers and paraprofessionals should complete this form.

Deadline to respond is Friday, November 18, 2011. Please return your survey to your Main Office Secretary.

BELOW ARE DISTRICT INITIATIVES. PLEASE CHOOSE **3** ACCORDING TO YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS.

STRATEGIES FOR:	TEACHERS	PARA- PROFESSIONAL
PLC's		
Formative Assessment		
Inclusion		
Literacy Across the Curriculum		
Differentiated Instruction Make and Take		
Stress Management		
Cross Grade Level Collaboration		
Infusion of Technology		
Data Analysis and Usage		
Quadrant D Lessons/Bloom's Taxonomy		
Financial Literacy		
Service Learning		
21 st Century Learning		
Applying These Topics to Autistic Students		

Please note: The calendar for the 2012-2013 school year has already been Board approved. This portion of the survey is for future calendar years.

Preferred Day(s) for Staff In-Service (Circle one)	September - November	February - March
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Thank you very much for your time and your continued interest in your professional development.

PROFESSIONAL DEVELOPMENT COMMITTEE:

Joetta M. Surace, Director of Human Resources
Dr. Kimberly Gruccio, Assistant Superintendent
Donna Fruend, Special Education Supervisor K-8
Wendy Montecalvo, Teacher
Linda Braverman, Reading Specialist
Kelli Wenzel, Teacher
Beth Russ, Teacher

Central Administration
Central Administration
Central Administration
Miller School
EHT High School
Fernwood Ave. Middle School
E.H. Slaybaugh School

**EGG HARBOR TOWNSHIP SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT
2012-2013**

All classroom teachers and paraprofessionals should complete this form.

Deadline to respond is Friday, May 18, 2012. Please return your survey to your Main Office Secretary.

SCHOOL _____

(Please check appropriate category)

TEACHER _____ **PARAPROFESSIONAL** _____

PLEASE CHECK THE APPROPRIATE BOX ACCORDING TO YOUR INDIVIDUAL PROFESSIONAL DEVELOPMENT NEEDS.

TOPICS	PREFERRED	NOT PREFERRED
Formative Assessment Strategies		
Inclusion Strategies		
Literacy Across the Curriculum		
Differentiated Instruction Make and Take		
Stress Management		
Cross Grade Level Collaboration		
Infusion of Technology		
Catawba Project		
Service Learning/Quadrant D Lessons		
Financial Literacy		
Response to Intervention (RTI)		
21 st Century Learning		

Additional Professional Development Topics of Interest (Please Specify) _____

Please note: The calendar for the 2012-2013 school year has already been Board approved. This portion of the survey is for future calendar years.

Preferred Day(s) for Staff In-Service	Beginning of the Week	End of the Week
Please Check One		

Thank you very much for your time and your continued interest in your professional development.

PROFESSIONAL DEVELOPMENT COMMITTEE:

Joetta M. Surace, Director of Human Resources
Dr. Kimberly Gruccio, Assistant Superintendent
Donna Fruend, Special Education Supervisor K-8
Wendy Montecalvo, Teacher
Linda Braverman, Reading Specialist
Kelli Wenzel, Teacher
Beth Russ, Teacher

Central Administration
Central Administration
Central Administration
Miller School
EHT High School
Fernwood Ave. Middle School
E.H. Slaybaugh School

Egg Harbor Township School District

Professional Development Committee

June 2012



Professional Development Effectiveness Survey

As part of our continued efforts to promote effective professional development throughout the school district, we would like to take this time to have staff complete a brief survey. There are four short questions, Please rate your answers from strongly agree (5) to strongly disagree (1), by simply placing a check under the rating you would like. Once completed, please email or send hard copy to the following representatives:

High School/Eagle Academy – Denise Steet

Alder Middle School – Kelli Wenzel

Davenport Campus – Alicia Harte

Swift School – Pam Battersby

Fernwood Middle School – Stephanie Cavileer

Miller School – Fran Murphy

Slaybaugh Campus – Beth Russ

<i>Questions:</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>1. Is the content of my professional development program (PDP) related to things I must do in my classroom?</i>	220	231	231	55	88
<i>2. Did I learn practical instructional strategies during professional development sessions?</i>	132	231	275	154	33
<i>3. Did I make specific changes in my teaching as a result of my district's professional development sessions</i>	99	198	253	121	154
<i>4. In Egg Harbor Township Schools, is professional development time well spent?</i>	97	240	240	119	129

Thank you very much for your time and your continued interest in your professional development.

PROFESSIONAL DEVELOPMENT COMMITTEE:

Joetta M. Surace, Director of Human Resources
Dr. Kimberly Gruccio, Assistant Superintendent
Donna Fruend, Special Education Supervisor K-8
Wendy Montecalvo, Teacher
Linda Braverman, Reading Specialist
Kelli Wenzel, Teacher
Beth Russ, Teacher

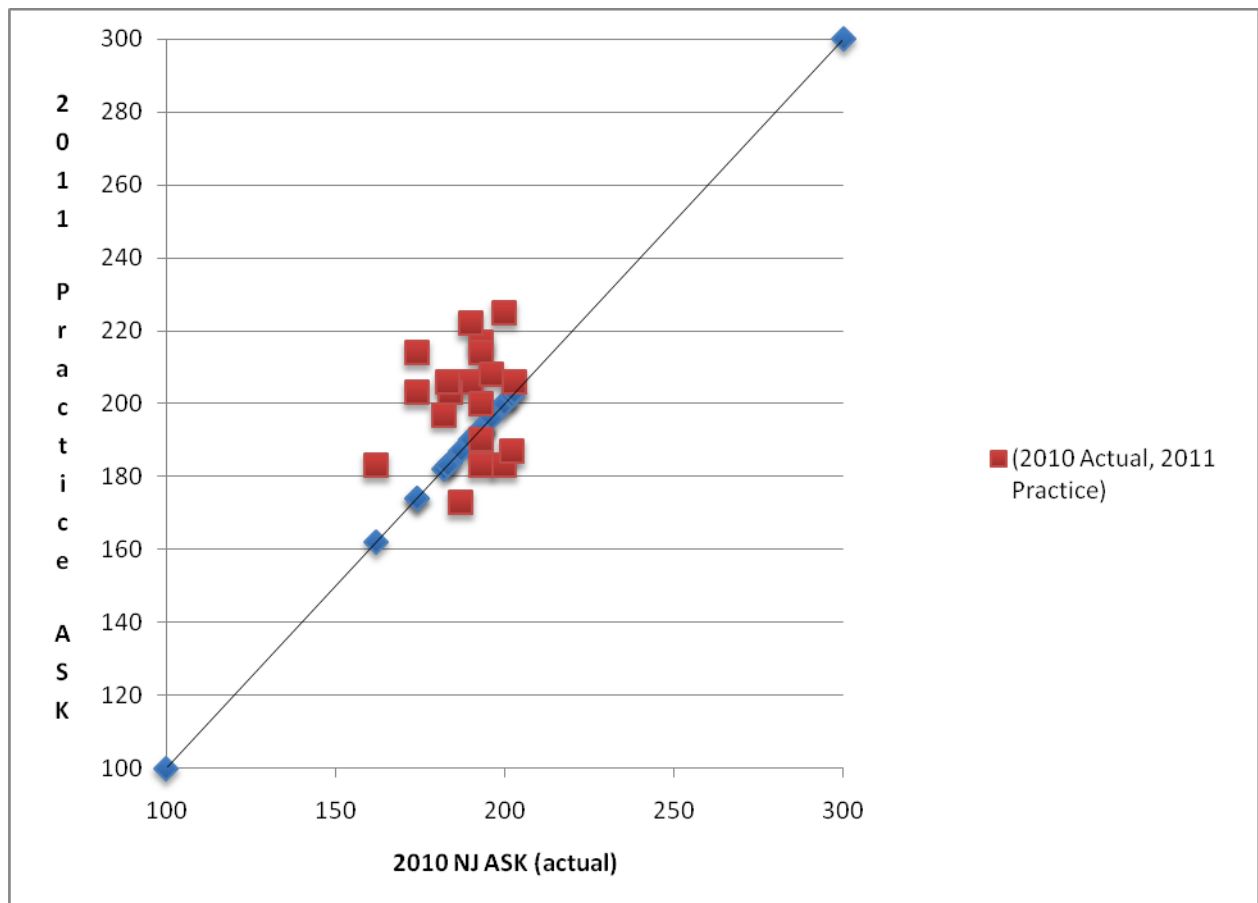
Central Administration
Central Administration
Central Administration
Miller School
EHT High School
Fernwood Ave. Middle School
E.H. Slaybaugh School

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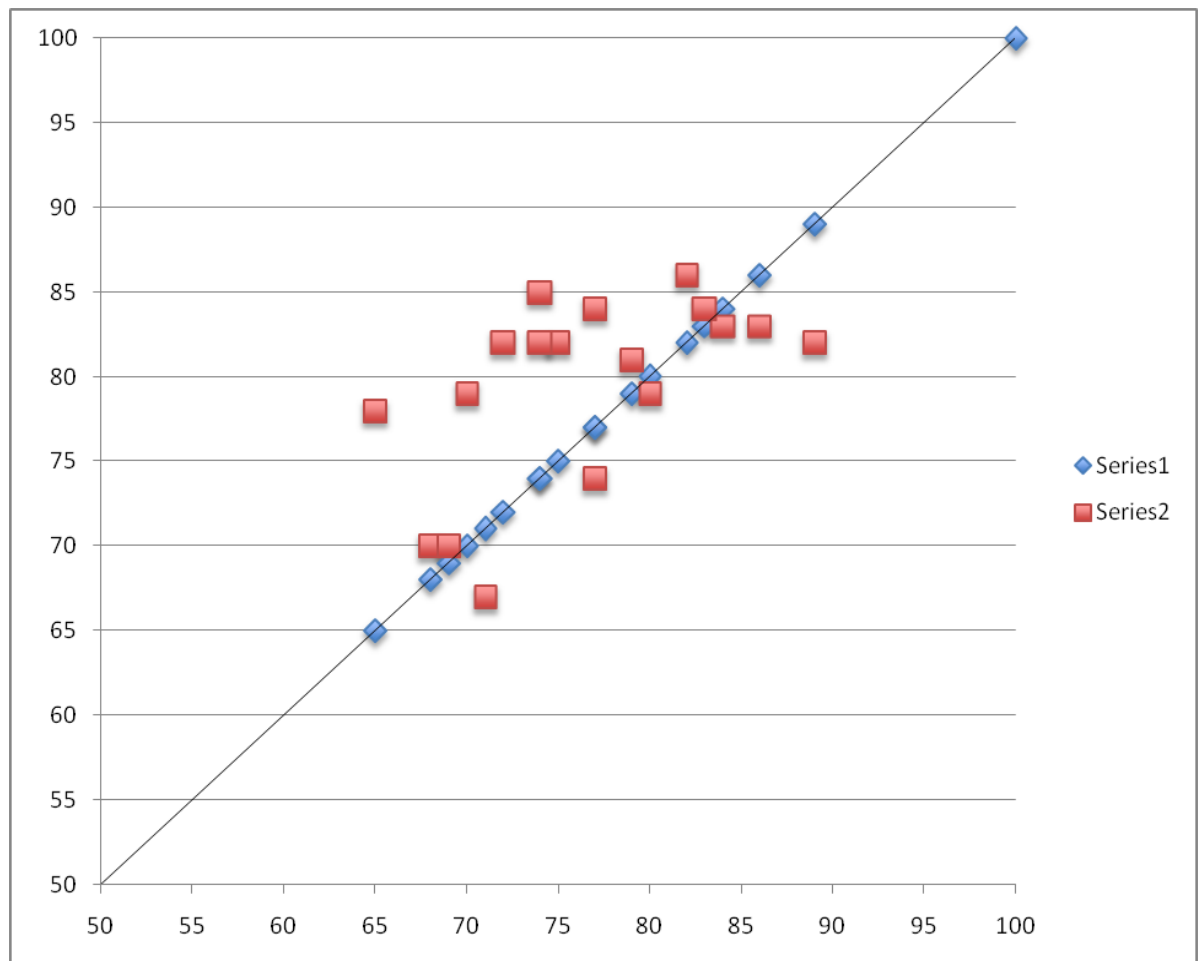
Appendix A

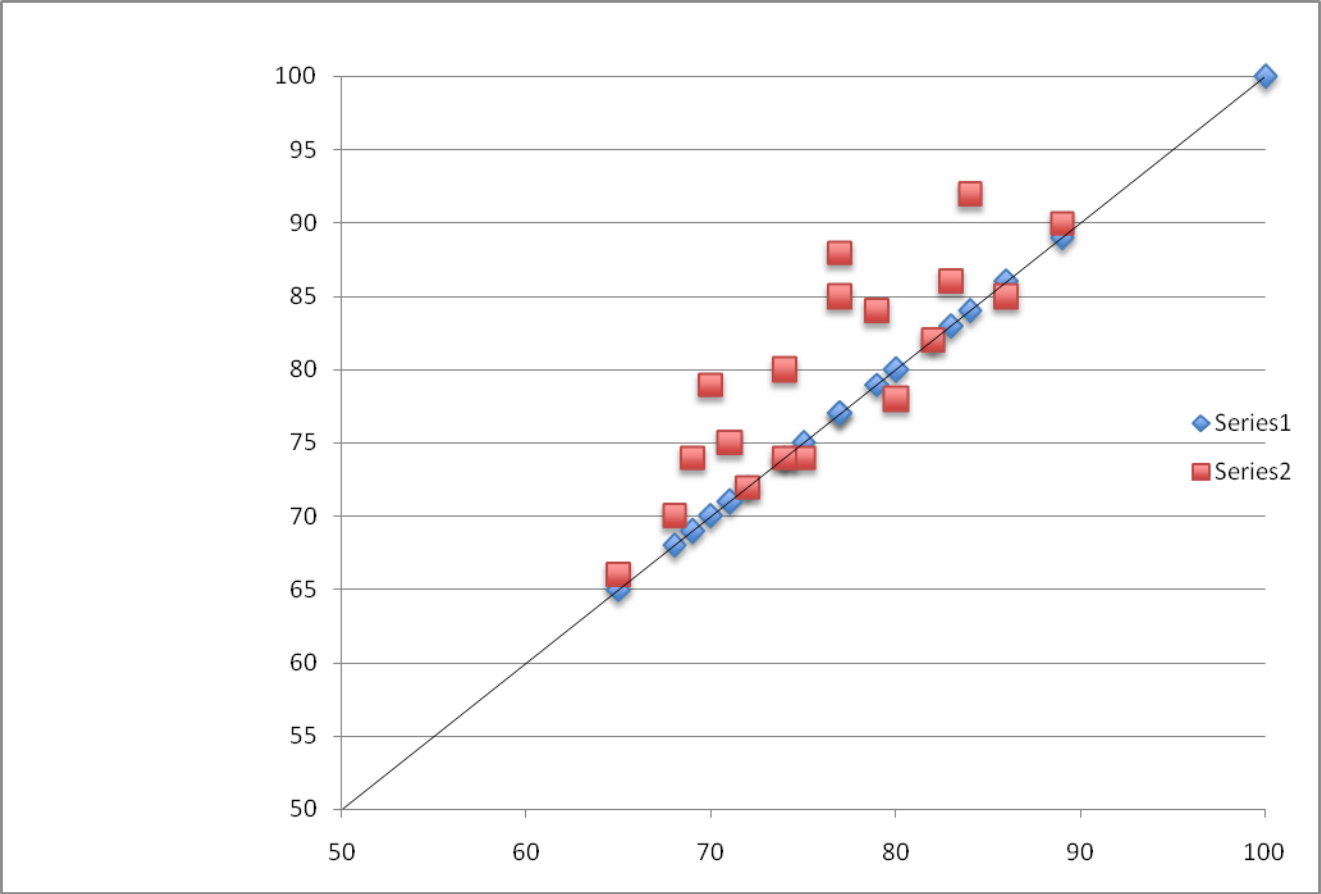
2010 NJASK Scores (2010 Actual, 2011 Practice)

100	100	
193	193	190
200	200	225
190	190	206
187	187	173
182	182	197
200	200	183
193	193	183
184	184	203
162	162	183
183	183	206
193	193	217
190	190	222
174	174	203
193	193	200
193	193	214
202	202	187
196	196	208
203	203	206
174	174	214
300	300	



Appendix B

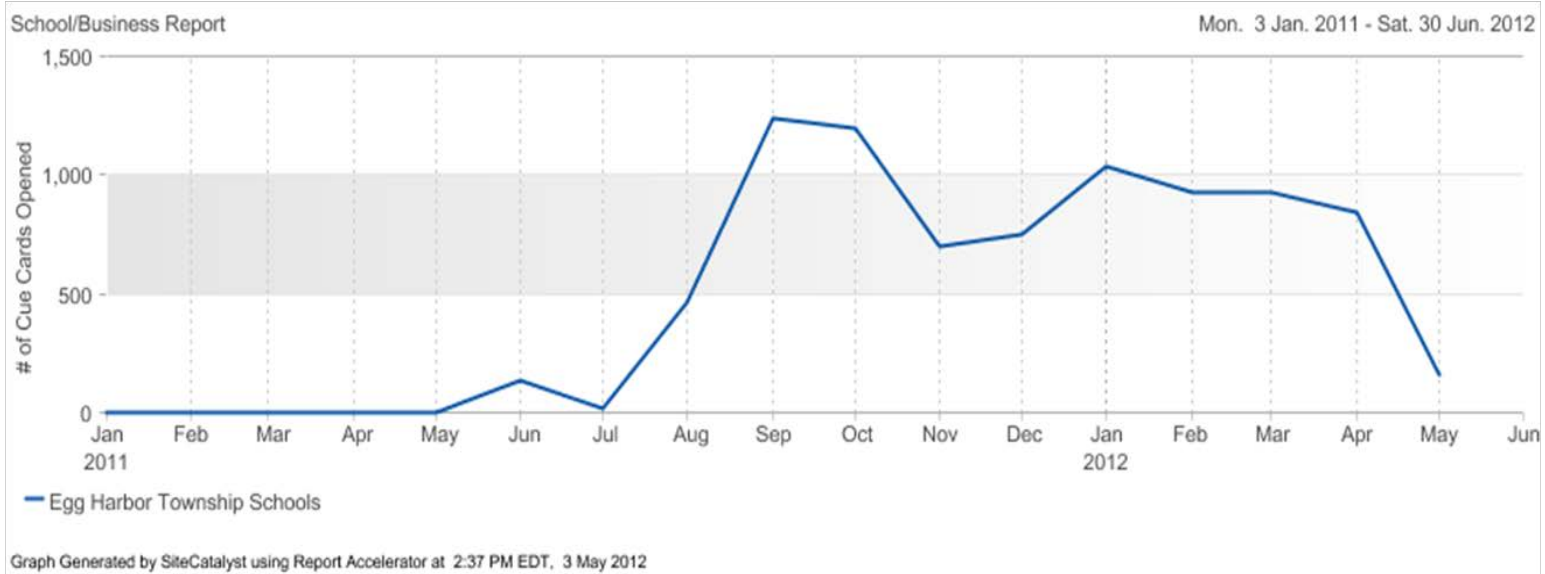




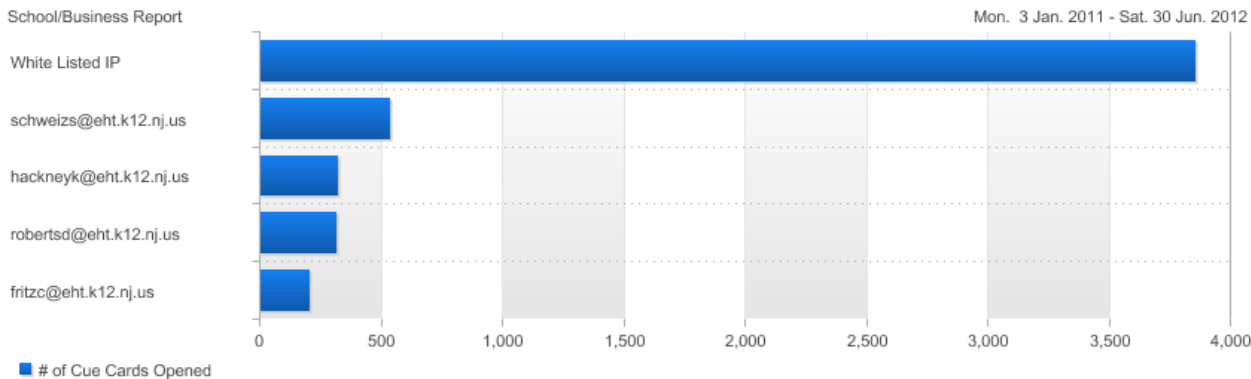


Egg Harbor Township Schools - Cue Cards Opened by Month

Reporting Date: Mon. 3 Jan. 2011 - Sat. 30 Jun. 2012



Appendix D



Graph Generated by SiteCatalyst using Report Accelerator at 2:30 PM EDT, 3 May 2012

Addendum 7

Resource Tool for Considering Assistive Technology

Resource Tool for Considering Assistive Technology (RTCAT)

State Improvement Plan Partnerships for Access, Equity & Outcomes

New Jersey Department of Education
Office of Special Education Programs

in cooperation with

New Jersey Department of Children and Families
Office of Education

This partnership effort is supported through the New Jersey State Improvement Grant
Contract Award: H323A01006

Resource Tool for Considering Assistive Technology (RTCAT)

The following information is provided as a possible resource to assist IEP teams in considering assistive technology in the development, review, and/or revision of a student's Individual Education Plan. This guide provides a framework for identifying relevant tasks within the Assistive Technology Performance Areas, as well as potentially appropriate accommodations, modifications, and assistive technology solutions. Please note that this is not an all-inclusive list. There may be other tasks and solutions which are necessary to address individual student needs.

Assistive Technology Performance Area Sample Tasks

The 16 Performance Areas, for which best practices have revealed potential for the successful application of Assistive Technology Devices and Services, are noted at the top of each individual chart. Sample tasks that fall under each performance area are then summarized in this section.

Modification and Accommodations of Task and Expectations

This section contains suggestions of a variety of ways to modify and/or accommodate the tasks and educational expectations noted in the sample tasks section.

Assistive Technology Solutions

This section includes specific types of Assistive Technology that can be used to address the sample tasks, noted above, for which modifications and accommodations alone have not fully or partially addressed. The Assistive Technology included in this section does not list specific product names, but rather includes a generic description of available products that have the potential of addressing the identified task(s). Solutions are listed from low-tech to high tech to assist in your decision making.

Sample Tasks

- Identify numbers in isolation and sequence
- Understand meaning of numbers
- Comprehend basic math concepts
- Complete basic calculations (addition, subtraction, multiplication, and division)
- Tell time to the hour, half-hour, etc. using an analog and/or digital clock
- Calculate passage of time
- Identify coins and bills
- Demonstrate understanding of coin and bill value
- Utilize money to purchase items
- Utilize coins and bills to make appropriate change
- Understand and use formulas
- Maintain and balance a checkbook
- Understand fractions
- Convert to mixed numbers
- Understand place values
- Understand units of measurement
- Complete complex math calculations
- Understand tables and graphs
- Complete math word problems

Accommodations and Modifications

- Reduce number of problems
- Provide additional time to complete tasks
- Peer/adult assistance (e.g., reading of problem and recording of answer)
- Change format of assignment (e.g., write answers only)
- Change complexity of material (e.g., separate problems by operations required)
- Utilize manipulatives (beads, etc.)
- Number line
- Math fact sheet (e.g., multiplication facts)
- Enlarged math worksheets
- Color coding strategies
- Increase size of print (e.g., through photocopying)
- Study carrels
- Provide frequent breaks
- Repeat, clarify, or reword assignments

Assistive Technology Solutions

- Modified paper (bold line, enlarged, raised line, graph paper, etc.)
- Abacus
- Math "Smart Chart"
- Adapted measuring devices
- Flannel/Felt board and numbers
- Tactile numbers/signs
- Math manipulatives
- Talking watches/clocks
- Calculator
- Calculator with speech output
- Calculator with large print display
- Calculator with large keypad
- Calculator with embossed output
- Money calculator
- Calculator with special features (e.g., fraction translation)
- Computer based on-screen calculator
- Software for math simulation
- Electronic math worksheet
- Software with adaptive input and output

Sample Tasks

- Identify letters in isolation and in sequence
- Recognize/read name
- Read basic/primer sight words
- Read functional words (community, emergency, grocery, etc.)
- Read target/selected words within a sentence
- Comprehend age/grade appropriate reading materials
- Read print materials from textbooks and supplemental materials with comprehension

- Read material from worksheet with comprehension
- Read material from board/overhead with comprehension
- Read material from computer display with comprehension
- Read longer reading samples with comprehension and without fatigue
- Answer literal questions regarding materials read
- Answer questions regarding main idea of materials read
- Answer inferential questions regarding materials read

Accommodations and Modifications

- Custom vocabulary list
- Decreased length of assignment
- High interest, low reading level materials
- Increased time for completing reading materials
- Simplify complexity of text
- Peer/adult reading assistance
- Color coding to emphasize key points (highlighting)
- Increase print size of materials such as photocopying

- Use less text per page
- Multi-modality instruction
- Study carrel
- Changes in text size, spacing, color and background color
- Use of pictures/symbols with text
- Provide frequent breaks
- Repeat, clarify, or reword assignments

Assistive Technology Solutions

- Page turning supports and/or devices
- Slant board and book holders for positioning books
- Highlighting pen/tape
- Books adapted for page turning
- Color Overlays
- Tracking device (e.g., reading window, bar magnifier)
- Predictable books
- Audio-taped books
- Tape recorder with headphones
- Provide material through video tape or DVD

- Electronic books (e.g., disk or CD-ROM)
- Reading Pen
- Speaking spellchecker, dictionary, or thesaurus
- Computer with text enlargement software
- Computer with text reading software
- Computer with changed foreground/background color combination
- Scanner with Optical Character Recognition (OCR)

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SPELLING

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Sample Tasks

- Identify correctly spelled word from printed list
- Write spelling words from dictation
- Spell words orally
- Take a written spelling test
- Use spelling words appropriately in a sentence
- Locate correctly spelled words in a dictionary
- Complete writing tasks with correct spelling
- Identify correct/ incorrectly spelled words in writing sample

Accommodations and Modifications

- Reduce number of spelling words
- Peer/adult assistance for difficult to spell words
- Personal or custom dictionary
- Problem word list
- Increased time for completing assignments
- Print dictionary
- Personal dictionary with frequently used words
- Provide frequent breaks
- Repeat, clarify or reword assignments

Assistive Technology Solutions

- Personal dry erase board for practice
- Flannel/Felt board and letters
- Tape recorder with difficult to spell words recorded
- Portable, electric spellchecker with or without auditory output
- Portable word processor with built-in spellchecker
- Computer with word processing program with spell check feature
- Computer with talking word processing software containing speaking spell check
- Computer with word prediction software

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COMPOSE WRITTEN MATERIAL

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Sample Tasks

- Spell individual words
- Write short phrases
- Write complex phrase
- Write sentences
- Write paragraphs
- Get started on a sentence or story
- Add information to a topic
- Sequence information
- Integrate information from two or more sources
- Relate information to specific topics
- Determine when to begin new paragraph
- Generate ideas
- Plan content
- Use a variety of vocabulary
- Summarize information
- Answer questions
- Create entire sentences
- Develop an outline
- Work with peers to generate ideas
- Use correct capitalization, punctuation, grammar
- Use a variety of written forms (e.g., journal, essay, poem, letter)
- Write stories with a beginning, middle and end

Accommodations and Modifications

- Decreased length of written responses
- Content outline
- Oral dictation as an alternative to writing
- Peer writer/scribe/editor
- Model document and form to work from
- Story starters
- Pre-set choices or plot twists
- Webbing/concept mapping
- Templates to provide format or structure
- Provide frequent breaks
- Dictionary/thesaurus
- Use rough drafts
- Process writing strategies
- Develop personal dictionary with correctly spelled words
- Word cards/book/wall
- Study carrel
- Color coding information
- Use testing format that requires little writing
- Repeat, clarify, or reword assignments

Assistive Technology Solutions

- Word cards/book/wall
- Highlighter pens and tape
- Tape recorder – record thoughts before writing/record story
- Electronic/talking spell checker
- Computer with text reading software
- Computer with changed foreground/background color combination
- Computer with text enlargement software
- Computer-based advanced reading aids.
- Word processor with writing supports (e.g., abbreviation expansion, word completion and word prediction)
- Symbol based software for writing
- Multimedia software
- Electronic dictionary/thesaurus
- Outlining or brain storming ideas software
- Speech recognition software
- Scanner with Optical Character Recognition for importing existing text.

MECHANICS OF WRITING

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Sample Tasks

- Hold regular pencil
- Write name
- Copy letters/words/numbers for skills practice
- Write words from memory
- Copy print from book or worksheet
- Copy notes from board or overhead
- Complete written worksheets with single word responses (fill-in-the blank)
- Complete written worksheets with phrase or sentence response
- Complete written test with multiple choice response (circle/mark answer)
- Complete written test and forms with fill-in-the-blank response
- Complete written test with matching response
- Complete written test with phrase/sentence (short answer)
- Complete written test with essay response (multi-paragraph)
- Record notes from teacher dictation/lecture with teacher recording notes on board/overhead
- Record notes from teacher dictation/lecture without teacher notes
- Generate creative/spontaneous writing samples
- Enter number in correct location within calculation problems
- Copy math calculation problems with correct alignment
- Record dictated math calculation problems with correct alignment
- Copy diagrams and graphs and create plot lines and equations on graph

Accommodations and Modifications

- Decreased length of assignment/number of responses
- Word banks and sentence starters
- Provide typed outline or typed copy of lecture notes prior to delivery
- Student highlights key points on printed copy of notes rather than copying/recording lecture notes
- Use webbing/concept mapping strategy
- Increased time for completing assignments
- Oral dictation as an alternative to writing
- Use of pre-written word/phrases
- Peer note taker with carbon paper
- Provide frequent breaks

Assistive Technology Solutions

- Variety of pencils and pens
- Built-up crayons and markers
- Pencil grip or other adapted writing aids
- Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers)
- Slant board
- Personal dry erase board
- Writing stabilizers
- Writing guides
- Non-slip writing surface (e.g., dycem)
- Clipboard
- Correction tape/pen/fluid
- Book holder
- Tape recorder for dictated responses and note taking
- Typewriter
- Portable word processor
- Note taking device (e.g., Braille, adapted tape recorder, smartboard)
- Computer with word processing software with spell and grammar check
- Computer with word processing software and outlining/webbing software
- Computer with graphic-based word processor
- Computer with talking word processing software
- Computer with word prediction software
- Computer with speech recognition software
- Scanner and computer with form filling software to create electronic worksheets
- Alternative computer input devices and systems to achieve full computer control

COMPUTER ACCESS

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Sample Tasks

- Able to depress individual keys
- Able to depress concurrent keys
- Able to find necessary keys
- Able to understand meaning of individual keys and key combinations
- Able to sustain extended periods of time with access method
- Able to follow presented directions and navigate throughout the system
- Able to distinguish between operating system, application software and educational software commands and sequences.
- Able to initiate basic trouble-shooting strategies

Accommodations and Modifications

- Decrease volume of work
- Provide special furniture
- Provide frequent breaks
- Individual/self-paced software based educational programs.
- Additional time due to slow access method
- Adapt computer work station (e.g., table height, chair height, or keyboard/mouse position)

Assistive Technology Solutions

- Keyboard with accessibility options (sticky keys, filter keys, toggle keys, mouse keys, serial keys)
- Keyboard based macros
- Enlarged key labels on keys
- Arm support/wrist stabilizer/other positioning enhancing strategies
- Keyguard
- Word prediction
- Abbreviation expansion
- Access through different anatomic sites (e.g., head [headpointer], mouth [mouthstick])
- Touchscreens
- Mouse or mouse alternative
- Alternative keyboard (e.g., enlarged keyboard, mini-keyboard, alphabet sequenced keyboard, one-handed keyboard, etc.)
- On-screen keyboard
- Pointing options/Head mouse/Optical pointing devices
- Switch(s) with Morse Code
- Switch(s) with scanning
- Ergonomic work station

STUDY AND ORGANIZATIONAL SKILLS

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Sample Tasks

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- Copy assignments from board
- Record assignments from teacher dictation
- Remember assignments
- Remember steps of task or assignment
- Take notes during lecture
- Review notes from lecture
- Organize information/notes

- Organize materials for a report or paper
- Establish sufficient time schedule to complete assignment
- Complete assigned task within designated timelines
- Request teacher/peer assistance when needed
- Has appropriate materials/supplies for class activities
- Turn in assignments

Accommodations and Modifications

- Reduce amount of work from regular assignment
- Limit changes in project sequences
- Limit concurrent projects
- Allow for frequent breaks
- Reduce visual/auditory distraction in the classroom
- Provide additional time to complete assignment
- Break assignments into shorter tasks
- Provide model of end product
- Assignment sheet provided by peer and/or adult
- Provide outlines and/or highlight of key points
- Create student schedule or checklist
- Position student strategically within classroom

- Index cards
- Post schedule on bulletin board
- Utilize study carrel
- Establish/maintain routine
- Provide duplicate set of text books
- Color-code components
- Post signs and label areas in room
- Provide visual presentation to reinforce assignments
- Use student self-monitoring sheets
- Remove unnecessary material from student's desk
- Use timers

Assistive Technology Solutions

- Organizational aids (e.g., color coding, appointment book, etc.)
- Tape recorder
- Provide verbatim audiotape of directions
- Electronic organizer/personal digital assistant
- Computer based electronic organizer with adapted input and output

- Speech output prompting device
- Pager/electronic reminder
- Single word scanner
- Software for organization of ideas and studying

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COMMUNICATION

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Sample Tasks

- Gain attention of peers/adults within environment
- Express basic wants/needs
- Request assistance as needed
- Provide appropriate greetings
- Participate in conversation with peers/teachers
- Respond appropriately to teacher/peer questions and/or comments
- Provide oral report in class on assigned topic
- Inform others of events, topics, etc.
- Begin/terminate conversation
- Make/maintain eye contact
- Provide personal/identifying information

Accommodations and Modifications

- Provide interpreter
- Provide verbal prompts
- Model appropriate skills
- Repeat, clarify or reword assignments
- Allow additional response time
- Provide questions ahead of time
- Accept shortened responses
- Label objects in the environment
- Practice rhyming and word play
- Use gestures/body language/facial expressions
- Use props/pantomime/role playing
- Reduce amount of communication required

Assistive Technology Solutions

- Speech enhancing devices (e.g., amplifiers, clarifiers)
- Object based communication displays
- Communication board/book with pictures/objects/letters/words
- Eye gaze board/frame communication system
- Simple voice output device
- Talking Switches
- Voice output device with levels
- Voice output device with icon sequencing
- Voice output device with dynamic display
- Device with speech synthesis for typing

Sample Tasks

- Read from blackboard
- Read from overhead
- Read from standard sized textbook print
- Read handout material
- Distinguish background and foreground colors

- Write using correct space
- Write on line
- Write appropriate size
- Read own handwriting
- Read someone else's writing
- Use regular answer sheets

Accommodations and Modifications

- Reduce number of tasks or problems
- Provide increased lighting
- Change angle of material
- Use overhead with high contrast
- Read test questions aloud

- Provide student personal copy of outline, lecture material or teacher notes
- Provide preferential seating
- Use larger font size for printed material
- Provide sharper contrast with printed material

Assistive Technology Solutions

- Colored paper
- Raised-line paper
- Colored pens
- Large print globe and maps
- Tactile globe and maps
- Optical aids (e.g., hand-held magnifier, page magnifier)
- Mini-book light
- Large digital wall clock
- Screen font adjustments
- Screen color contrasts adjustments

- Screen magnifier (mounted over screen)
- Screen magnification software
- Talking calculator
- Tape recorder
- Electronic books
- CCTV (Closed Circuit Television)
- Alternate Keyboard with enlarged keys
- Text reader
- Screen reader
- Speech recognition system

- Braille materials
- Braille answer sheets
- Braille translation software
- Enlarged or Braille/tactile labels for keyboard
- Braille keyboard and note taker

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HEARING

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Sample Tasks

- Hear and follow verbal directions
- Hear stories, books, etc. and answer comprehensive questions
- Hear classroom discussion and participate in activity
- Hear environmental sounds and respond appropriately (e.g., knocking on the door, fire alarm, etc.)
- Able to express self orally

Accommodations and Modifications

- Reduce amount of work
- Provide visual material and demos whenever possible
- Keep noise level to a minimum during activities
- Shut classroom doors/windows
- Use visual approaches whenever possible
- Provide sign language/oral interpreter
- Keep close proximity to the student
- Position within the classroom
- Use home/school communication book
- Provide small group work
- Provide typed outline or typed copy of lecture notes prior to delivery

Assistive Technology Solutions

- Headphones
- Utilization of available PA system
- Close-captioned videos
- Closed Captioning
- Real Time captioning
- Signaling device
- Flash alert signal on computer
- Phone amplifier
- TTY/TDD with or without relay
- Video Remote Interpreting Services (VRI)
- Computer aided note taking (e.g., Real-time transcription)
- Computer/portable word processor
- Personal amplification system/Hearing aid
- FM or Loop system
- Infrared system

MOBILITY/SEATING AND POSITIONING

Sample Tasks

- Move about/ambulate about the classroom, school, and/or community
- Complete travel within time frame allocated
- Manipulate educational materials as required in assigned activities
- Transfer independently
- Maintain sufficient stamina to complete all daily activities
- Maintain appropriate seating/positioning for participation in relevant activities
- Maintain upright posture

Accommodations and Modifications

- Reduce amount of work requirements
- Provide additional time to complete tasks
- Provide adjustable classroom chairs, desks and tables
- Provide preferential seating
- Limit mobility requirements through careful scheduling of daily activities (order, location, etc.)
- Peer and adult assistance
- Change format of assignment (e.g., write answers only)

Assistive Technology Solutions

- Laptrays and equipment mounts
- Adaptive classroom equipment (e.g., prone and supine standers, side lyers, etc.)
- Adapted tables and desks
- Walkers
- Crutches/canes
- Cushion systems and inserts
- Positioning hardware (e.g., arm, leg, back, pelvic and trunk supports)
- Adaptive and modular seating
- Environmental adaptation (e.g., ramps, lifts and elevators)
- Manual wheelchairs
- Power wheelchairs
- Transfer boards
- Patient lifts
- Environmental adaptation (e.g., ramps, lifts and elevators)

LISTENING AND ATTENDING

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Sample Tasks

- Follow verbal directions
- Listen to stories, books, etc. and answer comprehension questions
- Listen to classroom discussion and apply information (answer questions, record notes, etc.)
- Listen to teacher lecture and apply information (answer questions, record notes, etc.)
- Listen to verbally presented information and retell with correct sequencing and facts
- Listen to videos to gather information about current instructional topics
- Respond to environmental stimuli appropriately (e.g., someone knocking on classroom door, bell ringing, fire alarm)

Accommodations and Modifications

- Reduce amount of tasks and activities
- Provide repetition of instructions
- Use visual aids (picture symbols, diagrams, maps and videotapes) to illustrate key points
- Provide a written outline of lecture
- Use a peer note-taker to record notes in class
- Provide sign language/oral interpreter
- Study carrel
- Preferential seating
- Use teacher proximity
- Reduce/minimize distractions (visual, auditory, spatial, movement)
- Break oral directions into smaller steps/segments
- Use verbal prompts
- Use gestures
- Provide frequent breaks

Assistive Technology Solutions

- Headphones for clarity of sound and blocking of extraneous noises for cassette/television
- Environmental alert system
- Silent timer for self-monitoring
- Closed captioning on non-caption ready instructional materials
- Real time captioning of class lecture and discussion
- Closed captioning access to caption ready television and video presentation
- Audio-tape verbally presented information for repeated listening

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RECREATION AND LEISURE

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Sample Tasks

- Participate in play activities
- Look at/read books or magazines and listen to music, etc.
- Manipulate and/or operate toys and tools
- Participate in social activities/cultural events

Accommodations and Modifications

- Use verbal prompts
- Provide adult/peer assistance
- Model appropriate skills
- Adaptive team sports
- Provide frequent breaks

Assistive Technology Solutions

- | | |
|--------------------------------------|---------------------------------|
| • Knobs for puzzles | • Adaptive exercise equipment |
| • Adaptive crayon holders | • Adaptive sports equipment |
| • Adaptive music sheets with symbols | • Adaptive gardening equipment |
| • Raised line coloring sheets | • Adaptive video games |
| • Modify games, puzzles and toys | • Adaptive playground equipment |
| • Switch accessible toys | • Adaptive musical instruments |

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ACTIVITIES OF DAILY LIVING

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Sample Tasks

- Feed self using appropriate utensils
- Drink using appropriate utensils
- Prepare simple snack
- Prepare basic meal
- Dress and/or undress self
- Complete personal hygiene and grooming tasks (brushing teeth, hair, etc.)

- Toilet self
- Perform simple household chores
- Transfer self in and out of bed
- Exercise
- Access Telephone
- Drive automobile

Accommodations and Modifications

- Change task length and/or complexity
- Use verbal prompts
- Model appropriate skills
- Use picture cues and prompts
- Allow additional time to complete tasks

Assistive Technology Solutions

- Adapted eating aids (e.g., grips for standard eating utensils, adapted cups/glasses, etc.)
- Feeding machines
- Time management aids
- Reachers
- Adapted dressing aids (e.g., button holers, pulls for zippers, Velcro fasteners, etc.)
- Adapted cooking and food preparation aids (e.g., blender attached to power control unit, adapted pouring handles, etc.)

- Adaptive household cleaning tools and appliances
- Adaptive telephones
- Adaptive lifting devices
- Bathroom rails and adaptive faucet handles
- Adaptive automobile equipment, (e.g., hand controls, left foot gas pedal, etc.)
- Remote control systems

TRANSITION TO ADULT LIFE

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Sample Tasks

- Complete assigned tasks within designated timelines
- Utilize tools, manipulative, and/or equipment to complete tasks
- Complete single and multiple step tasks
- Follow directions
- Work independently
- Participate cooperatively with peers and adults
- Use effective communication skills
- Prioritize tasks
- Exercise responsible behavior, (e.g., prompt arrival and thorough task completion)
- Balance check book

Accommodations and Modifications

- Reduce complexity of tasks
- Use verbal prompts
- Use picture and word cues
- Model appropriate skills
- Use student self-monitoring sheets
- Color-code task
- Post schedule of activities

Assistive Technology Solutions

- Adaptive tools for specific jobs
- Auditory prompting with and without visual display
- Vibrating and talking watches and timers
- Computer with adaptive input devices and appropriate software to address pre-vocational or vocational needs
- Personal Digital Assistant

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BEHAVIORAL Sample Tasks

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- Maintain focus on work
- Maintain non-disruptive behavior
- Follow directions
- Verbalize feelings appropriately
- Interact positively with peers/adults

- Transition successfully from one activity to another
- Participate in group activities
- Increase time on task
- Remain on task through completion
- Communicate need for clarification or further explanation

Accommodations and Modifications

- Provide flexible time schedule for completing work
- Minimize distractions and background noise
- Keep communication simple
- Use note taker or scribe
- Teach replacement behaviors
- Support through routine
- Limit space and tools
- Model expected behaviors
- Utilize time-outs
- Post rules and expectations
- Use a study carrel
- Use visually stimulating material for assignments/learning presentations

- Utilize planned ignoring
- Use proximity and touch control
- Restructure assignments
- Break tasks into manageable steps
- Utilize preferential seat assignment
- Give directions in a variety of ways (e.g., oral and written)
- Allow frequent breaks
- Provide additional personnel support in the classroom
- Reduce amount of work or activities

Assistive Technology Solutions

- Noise blocking devices, (e.g., headphones and earplugs)
- Fiddle toys
- Picture schedule/visual organizer
- Color coding
- Assignment binder
- Silent timer
- Silent reminder type vibrating device
- Watch with alarm

- Provide assignment binder
- Electronic calendar with prompts for scheduled events
- Books on tape
- Amplified listening system, (e.g., FM System)
- Software programs with mapping
- Talking word processor software