

**Upper Cape Cod Regional Technical
School**

**Technology Plan
2008 – 2012**



Upper Cape Tech Technology Plan 2008-2012

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Executive Summary

Upper Cape Cod Regional Technical School is a regional school district accepting students in grades 9 – 12 from the towns of Bourne, Falmouth, Marion, Sandwich and Wareham. Every effort has been made to meet the goals of the previous technology plan (October 2008) within fiscal constraints. Technology plays an important role in every academic and technical program at this school. Technology plays an important role in the differentiation of instruction. It provides support for teachers in the alignment of the local curriculum with the Massachusetts Curriculum Frameworks. Most importantly, it has allowed for increased communication with students, parents, and the community.

The Massachusetts Department of Elementary and Secondary Education Local Technology Plan Guidelines for School Years 2007 - 2010 were used as the basis for this updated technology plan. If technology is to influence teaching and learning and help prepare students for the world of work, it is vital students be comfortable and proficient with multiple technology tools. In order for this to occur, there must be network, maintenance, professional development, hardware, and software plans in place.

The intent of this technology plan is to provide equity of hardware, software, staffing, and staff development to all students and teachers. A technology rich environment is a critical component of our mission whereby each student is encouraged to learn to his/her fullest potential. A dedicated technology team of educators and community members produced this technology plan with widespread input from students, parents, teachers, administrators, and local leaders in business and industry. Our plan focuses on the informational and instructional uses of technology and ensures that both teachers and students receive the necessary access, training, and support for the introduction of technology to be successful and effective.

District Technology Vision and Mission Statements

Vision

We envision an educational climate in which students and teachers have equity of access to appropriate new technologies at all levels of instruction throughout the school curriculum and the Massachusetts curriculum frameworks. Students will be active and creative users, using technology to solve problems and learn cooperatively. Teachers and students will also use technology to connect to and communicate with each other and with the world at large.

Mission

The Technology Planning Committee identified the following mission statement for educational technology:

“It is our mission to use educational technology to provide students at Upper Cape Tech with the knowledge base and technical skills necessary to successfully participate, compete, and adapt in an information-based technological world.

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Students and teachers will have the latest technology and technology links available, access to instruction, and time to experiment with technology and learn how to use it in accordance with the individual's learning rate and level of interest."

This statement complements the school's mission statement:

"The mission of Upper Cape Cod Regional Technical School is to educate a diverse student population in order to actualize their personal, social, academic, and technical potential within a collegial learning community."

Goals

Every student who attends Upper Cape Tech will have the opportunity to productively use state-of-the-art technology in all classrooms and shops. Our students will graduate technologically literate with knowledge and skills that will allow them to become satisfied and productive members of our 21st century workforce and succeed in post-secondary education. To that end we will:

- Continue computer upgrades and replacements in an effort to exceed the Commonwealth's recommended benchmark of fewer than five students per high capacity, Internet connected computer.
- Provide appropriate levels of technical support and maintenance, as recommended by the DESE Local Technology Plan Guidelines.
- Provide teachers with help in integrating technology throughout the curriculum.
- Provide on-going professional development for teachers and staff so they have the skills and tools necessary to incorporate the Massachusetts Technology Literacy Standards and Expectations throughout the curriculum.
- Maintain centralized access to databases at the administrative level to facilitate data entry, communication, and reporting of statistics as required by state and other agencies.
- Establish and maintain a back-up data system.

Students and staff will use technology as tools for communicating, collaborating, and problem solving, and for gaining access to and managing information in a meaningful way. To that end we will ensure that:

- Emerging technologies will be used to enhance teaching and learning.
- Access to technology for learning will be available for all learners, regardless of learning styles and capabilities.
- Technology will be used to design learning environments that enhance and challenge each student's approach to learning.
- Technology will be used to promote engaged learning.

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- Technology will be used to further essential learning behaviors by helping the student:
 1. Become an information seeker, navigator, and evaluator
 2. Become a critical thinker, analyzer, and selector of information and technology
 3. Create knowledge
 4. Be an effective communicator
 5. Become technologically literate
 6. Become a responsible citizen in this information age.
- Centralization of data, both administrative and instructional, will facilitate communication and collaboration at all levels.

This technology plan is intended to provide a guide to the achievement of our mission, and to ensure the technology prescribed by this Plan is used effectively, equitably, and in direct relation to the goals of the Massachusetts Department of Elementary and Secondary Education Technology Plan Guidelines.

Use of E-Rate Funding (Appendix A)

Upper Cape Tech uses E-Rate funding for telecommunications and Internet service. This plan establishes implementation strategies, including a professional development strategy to ensure that staff know how to use these technologies to improve learning; an assessment of the telecommunications services, hardware, software and other services that will be needed to improve learning; and an evaluation process that allows the district to monitor its progress toward the specified goals and make mid-course corrections as new opportunities arise. Upper Cape Tech has secured access to all resources, including computers, training, software, maintenance, and electrical connections necessary to make effective use of the services purchased through E-Rate funding. The portion of expenditure not covered by the E-Rate discount will be paid with local funds.



1. Background Information

1.1 Overview of the Technology Planning Process

Barbara Hilferty, the Director of Information Services, wrote the first draft of the UCT Technology Plan. The draft was written with information gathered through technology planning meetings and through interviews with key school personnel representing administration, teachers, staff, and community members. This draft was then given to the following Technology committee members for comment and discussion:

Kevin C. Farr, Superintendent
Robert A. Dutch, Principal
Roger Forget, Director of Curriculum
Walt Smirnov, Information Technology teacher
Chuck Lawrence – Teacher
David J. Sampson – Community member/ IT business leader
Barbara Meehan – Parent
Mary Crook - Teacher

Technical advisors

Merrimack Education Center: Internet Service Provider
Lee Savery, Computer Management, Contract Computer services
MassONE (DESE)
MA Dept of Elementary and Secondary Education

After considerable re-writing and editing, the plan was completed and presented to the School Committee.



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1.2 School/District Demographics

Upper Cape Cod Regional Technical School is located at 220 Sandwich Road in Bourne, Massachusetts. The seventy-four acre campus overlooks the Bourne Bridge and the Cape Cod Canal. Upper Cape Tech is a technical high school serving the communities of Bourne, Falmouth, Marion, Sandwich, and Wareham. These towns agreed to construct Upper Cape Tech in 1964, and the school was completed in 1969. From the beginning, the primary and paramount goal of the school has been to offer the youth of the area training and education for profitable employment. As the needs of the communities change, so do the course offerings.

Upper Cape Tech is fully accredited by the New England Association of Schools and Colleges and is a member of the Mayflower League and Massachusetts Interscholastic Athletic Association. The school offers a wide variety of courses in career and college/tech prep to meet the individual needs of all students. The program accommodates individual learning styles, which allows students to advance rapidly as their capabilities allow and select courses that are consistent with future goals. Upper Cape Tech is designed to educate students at the high school and post-secondary levels. Licensing programs and various job-training and recreational programs are also offered to the public beyond the normal school day and on weekends. The goal of the school committee and school administration is to make Upper Cape Tech totally accessible to the public. The school is used as the emergency evacuation facility for hurricanes, storms, or cases of national emergency. Upper Cape Tech is also a satellite facility for various institutions of higher education, and offers two satellite campus programs for licensed practical nursing instruction in Harwich and Martha's Vineyard. Our campus is the new home of the Cape Cod Baseball League's Bourne Braves.

The high school curriculum provides both academic and technical courses. Academic courses range from basic offerings to advanced math, science, and English necessary for college admission. Technical programs are designed to teach students state-of-the-art skills necessary for employment. Presently, there are thirteen technical areas from which to choose, and all programs are open to both males and females. Students are encouraged to select occupational programs without regard to sex or role stereotypes. A fine support service program helps students with academic and physical handicaps to ensure equal opportunity for success.

Teachers at Upper Cape Tech continually upgrade course offerings to reflect new technologies. Course work is made relevant by relating academic work to career exploration and preparation. Guidance counselors help students explore and plan for the future and arrange for further study. The ultimate goal is to educate the total person, and maximize the potential of each student occupationally, intellectually, socially, and physically so that s/he may realize a productive, prosperous, and satisfying life. Graduates of Upper Cape Tech are prepared for career entry positions in their chosen occupations. Many graduates enter college programs to continue their educational and career goals. Programs for adults and out-of-school populations, as well as programs

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specifically customized to meet the needs of business and industry are available through the Continuing Education Office.

1.3 Accreditation Statement

Upper Cape Cod Regional Technical School is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association of Schools and Colleges indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Upper Cape Tech was reaccredited in 2007, following a decentennial site visit in April.

1.4 Vision for the Future

Many exciting uses of technology exist at Upper Cape Tech. It is our desire to have consistent, strong, and effective use of technology embedded across the curriculum. In this age of rapidly changing technology a coordinated effort to stay current and to incorporate appropriate technology is crucial for the success of this technology plan. A school-wide commitment to ensure that technology is an integral and routine part of the learning experience wherever appropriate must be maintained. It is commonplace for students to see the adults around them accessing data, word-processing, telecomputing, and using software to solve problems and store and organize data within the classroom surroundings. Students have the freedom to have hands-on experiences with technology and to learn at their own rate. Students are immersed in a world where adults and students are comfortable using state-of-the-art technology.

Vision

We envision an educational climate in which students and teachers have equity of access to appropriate new technologies at all levels of instruction throughout the curriculum frameworks. Students will be active and creative users, using technology to solve problems and learn cooperatively. Teachers and students will also use technology for connecting to and communicating with each other and with the world at large.

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1.5 Our Mission

The Technology Planning Committee identified the following mission statement for educational technology:

“It is our mission to use educational technology to provide students at Upper Cape Tech with the knowledge base and technical skills necessary to successfully participate, compete, and adapt in an information-based technological world. Students and teachers will have the latest technology and technology links available, access to instruction, and time to experiment with technology and learn how to use it in accordance with the individual’s learning rate and level of interest.”

This statement complements the school’s mission statement:

“The mission of Upper Cape Cod Regional Technical School is to educate a diverse student population in order to actualize their personal, social, academic, and technical potential within a collegial learning community.”



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2. Current Status

2.1 Use of Technology

The use of technology at Upper Cape Tech continues to be a primary focus. The following are key issues in the current use of technology:

- Teachers are increasing their computer knowledge and making more use of technology in the classroom.
- Teachers want to use emerging technologies.
- Existing software is compliant with licensing agreements of software vendors.
- Teachers, support staff, and administrators all feel they can benefit from technology-related professional development opportunities.
- At least 82% of our students demonstrate proficiency in the performance indicators outlined in the Massachusetts Technology Literacy Standards and Expectations (April 2008)
- Our renewable energy curriculum is viewed by the Massachusetts Department of Elementary and Secondary Education as a model for other schools in the commonwealth.

2.2 Assessment of Current Technology Staff

Adequate staffing is absolutely critical to the ultimate success of integrating technology and education. Three qualified personnel maintain the school's network. Additionally, four full-time and several part-time "technology champions" assist teachers in integrating technology into the curriculum. Student leaders in the Information Technology Department manage and maintain classroom computers and run a help desk for students and teachers using wireless laptops.

The Director of Technology and Information Services

- Consults and trains staff for the integration of technology in the classroom
- Reviews and disseminates software
- Stays current with emerging technologies
- Works with teachers to facilitate instructional uses of technology in the classroom
- Trains teachers and students in the use of technology
- Troubleshoots and provides on-site software and hardware support
- Consults with teachers to identify appropriate software to support the curriculum
- Researches and tests the use of appropriate software
- Is responsible for the library and information technologies program
- Selects electronic resources to meet changing needs
- Selects, introduces, and evaluates new information technologies
- Provides vision of future educational technologies and their impact on teaching and learning
- Provides access to networks that connect to information sources beyond the school

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- Works with teachers in incorporating information technologies in instructional activities
- Advises on the selection of electronic resources for new curricula
- Oversees inventory of computer software
- Helps establish all computing policies, regulations, and procedures
- Helps supervise daily operation of centralized services.

Network Coordinators/Support Staff

- Manage hardware, including administrative computing and network operations
- Coordinate long-range planning to ensure continued viability of the computing infrastructure
- Coordinate and provide major hardware and software upgrades
- Provide support for email, the network, file servers, hardware, school management software, and other software as needed.
- Supervise maintenance functions required for all network hardware and related equipment
- Function as network administrators
- Coordinate training and support for the Director of Technology and Information Services
- Provide hardware and software installation support
- Provide troubleshooting services as required
- Provide data reporting support as required.

2.3 Assessment of Services and Products

See Appendix B

The Upper Cape Tech Technology Team meets to discuss future technology trends and to plan for technology improvements in the school. The team also assesses the effectiveness of technology resources toward the attainment of our educational goals. The Technology Team meets on a regular basis. Prior to purchasing, the district Director of Technology and Information Services evaluates the products and services that have been discussed and makes recommendations. Technology Team members and faculty with specific expertise assist the Director of Technology and Information Services in making the best purchase decisions. Mid-course corrections are considered in response to new developments and opportunities as they arise.

3. Program Goals and Technology Initiatives

3.1 Administrative and Management Goals and Initiatives

Goal 1

To increase effectiveness of management and administrative processes through use of the school-wide computer network that allows all staff to keep and share records.

Goal 2

Continue improving management and administrative processes.

Goal 3

To monitor and evaluate the effectiveness of technology resources toward attainment of education goals on a regular basis.

Objectives:

- All teachers will use networked record keeping (attendance, grades).
- All teachers will use the school-wide email for daily communication.
- Main server and mail server will provide an adequate platform to support the network.
- Provide on-going management and support for the implementation of technology in the school.
- Maintain annual inventories of hardware and upgrade accordingly.
- Provide for continual updating and evaluation of the school's technology plan.
- Provide training for all staff to assure that everyone understands the network's configuration and how to use it effectively.
- The technology team will meet regularly to evaluate and make course corrections as needed.
- All technology purchases will be reviewed for quality, effectiveness, and price by the Director of Technology and Information Services and/or the technology team.

3.2 Communication and Information Access Goals and Initiatives.

Goal 4

All students and staff will have access to networked computers for communication and accessing information.

Goal 5

Support information access in classrooms through use of the Internet and electronic databases.

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Objectives:

- Provide easy access to computers and workspace for all teachers and students.
- Provide and maintain Internet access for all staff and students to support classroom-to-world communication.
- Provide access to electronic resources and catalogs.
- Provide MassONE accounts.
- Improve home-to-school communication with an effective and informative homepage to provide on-line access to school information.
- Improve home-to-school communication through email and voice-mail connections.
- Improve information access by becoming part of district-wide and state-wide library networks as they become available.
- Provide training to assure all staff can take advantage of the technology available.
- Continue to add and upgrade and replace networked computers as needed to support more simultaneous users.
- Maintain technical support to assure continuous and trouble-free provision of information services.
- Continue to provide classrooms with peripheral equipment as needed.

3.3 *Instructional and Curricular Goals and Initiatives*

Goal 6

All students in heterogeneous classrooms will be able to utilize technology to participate in interdisciplinary and developmentally appropriate curricula.

Goal 7

All students will be able to use technology to aid in critical thinking and problem solving.

Goal 8

State curriculum frameworks will be supported through the use of technology.

Objectives:

- Students will keep portfolios that represent their work at various stages of development.
- Technology (scanners, digital cameras, etc.) will be used to facilitate the accumulation and storage of student work.
- Students will learn from meaningful tasks (multidisciplinary and increasingly complex) that tie knowledge to real-life applications.
- Cross-curriculum programs will be developed using technology as an informational and instructional tool.
- Teachers will use and teach with the latest and most current information available on the Internet and train students to analyze information for its authenticity and value.

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- Students will be presented opportunities to work together to express, challenge, and develop ideas in collaborative work groups.
- Students will use computers to learn by trying, analyzing, re-strategizing, and trying again.
- Students will build skills and practice self-corrective activities while utilizing self-paced, interactive, content appropriate software programs.
- Students utilizing the Internet will become lifelong learners and meet high standards by acquiring a love of exploration as a lifelong learning skill.
- Students will understand that technology access is their key to lifelong learning in school, public libraries, community service areas, the home, etc.
- Students will learn to evaluate information to assess bias and analyze information, make comparative judgments and differentiate between fact and opinions using the Internet and other electronic databases.
- Students, under the direction of their teachers, will learn through collaboration in small groups, in whole classes, and in school-wide organizations.
- Teachers will facilitate learning by motivating students to become responsible for their own learning – a lifelong learning skill.
- All students and teachers will have easy and equitable access to computers and software programs.
- Students must understand and respect the rights of others when using technology.
- All students and teachers will have easy and equitable access to network storage space.

3.4 *Professional Development/Staff Competency Goals **

Goal 9

Develop confidence in all staff to utilize technology effectively.

Goal 10

Develop staff proficiency in utilizing technology through professional development opportunities.

Goal 11

Technology will be used expansively to encourage and support development of curricula that align with the recommended Curriculum Frameworks.

Objectives:

- The various roles and responsibilities of technology support staff will be reviewed.
- Hardware and software troubleshooting instructions will be developed.
- Professional development training will continue to be offered.
- Staff technology proficiency guidelines will be incorporated into the annual performance review process.

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- By the end of the school year 2008-2009, at least 85% of district staff will have participated in 45 hours of high-quality technology professional development covering technology skills and integration of technology into instruction.
- Technology professional development will be sustained and ongoing and will include coaching, modeling best practices, district-based mentoring, study groups, non-credit courses and graduate courses for credit.
- Assessment of teachers' needs will be conducted annually, based on the competencies listed in the Massachusetts Technology Self-Assessment Tool, in addition to the district specific competencies that teachers need to perform their administrative duties.
- Curricula will be written or rewritten that explore and demonstrate the effective use of technology in classroom learning activities.
- Teachers will demonstrate proficiency in the use of computers, computer applications, and computer network application.

*See Appendix C

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Upper Cape Cod Regional Technical School District adheres to the *Massachusetts Technology Literacy Standards and Expectations*.

4. Local Technology Plan Guidelines

The current status and future plan will be presented in sections outlined by the *Local Technology Plan Guidelines*) as follows:

Benchmark Standard 1:

Commitment to a Clear Vision and Implementation Strategies

- A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2010-2011.
- B. The district has a technology team with representatives from a variety of stakeholder groups, including school committee members, administrators, and teachers. The technology team has the support of the district leadership team.
- C. Needs Assessment
 - 1. The district assesses the technology products and services that will be needed to improve teaching and learning.
 - 2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.
- D. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.
- E. Budget
 - 1. The district has a budget for its local technology plan with line items for technology in its operational budget.
 - 2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services).
 - 3. The district leverages the use of federal, state, and private resources.
 - 4. For districts that plan to apply for E-rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for the services procured through E-rate.

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F. Evaluation

1. The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis.
2. The district's technology plan includes an evaluation process that enables it to monitor its progress in achieving its goals and to make mid-course corrections in response to new developments and opportunities as they arise.

Benchmark Standard 2: Technology Integration and Literacy

A. Technology Integration

(The Massachusetts Department of Elementary and Secondary Education defines technology integration as the daily use of technology in classrooms, libraries, and labs to improve student learning.)

1. Outside Teaching Time - At least 85% of teachers use technology every day, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues.
2. For Teaching and Learning - At least 85% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data interpretation, communications, and collaboration (See the *Massachusetts Recommended K-12 Instructional Technology Standards*).

B. Technology Literacy

1. At least 85% of eighth grade students show proficiency in all the Massachusetts Recommended PreK-12 Instructional Technology Standards for grade 8.
2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2010-2011, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT).

C. Staffing

1. The district has a district-level technology director/coordinator.

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2. The district provides one FTE instructional technology teacher per 60-120 instructional staff.
3. The district has staff dedicated to data management and assessment.

Benchmark Standard 3: Technology Professional Development

- A. At the end of three years, at least 85% of district staff will have participated in 45 hours of high-quality professional development that includes technology skills and the integration of technology into instruction.
- B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and online professional development. The professional development includes concepts of universal design and scientifically based, researched models.
- C. Professional development planning includes an assessment of district and teachers' needs. The assessment is based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.
- D. Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the Massachusetts Department of Elementary and Secondary Education or similar tools.

Benchmark Standard 4: Accessibility of Technology

A. Hardware Access

1. The district has an average ratio of fewer than five students per high-capacity, Internet-connected computer. (The Department defines a high-capacity computer as a computer that has at least 1GB RAM and either a 2.0 GHz CPU single processor OR 1.0 GHz Dual Core processor (or better). The Department also refers to these as Type A computers.) The Department will work with stakeholders to review the capacity of computers on an annual basis. (The goal is to have a one-to-one, high-capacity, Internet-connected computer ratio.)
2. The district provides students with access to portable and/or handheld electronic devices appropriate to their grade level.
3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices.

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4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability.
5. The district provides classroom access to devices such as digital projectors and electronic whiteboards.
6. The district has established a computer replacement cycle of five years or less.

B. Internet Access

1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible.
2. The district provides bandwidth of at least 10/100/1 Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each computer is at least 10/100/1 Gb.

C. Networking (LAN/WAN)

1. The district provides a minimum 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network.
2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services.

D. Access to the Internet Outside the School Day

1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.
2. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours.

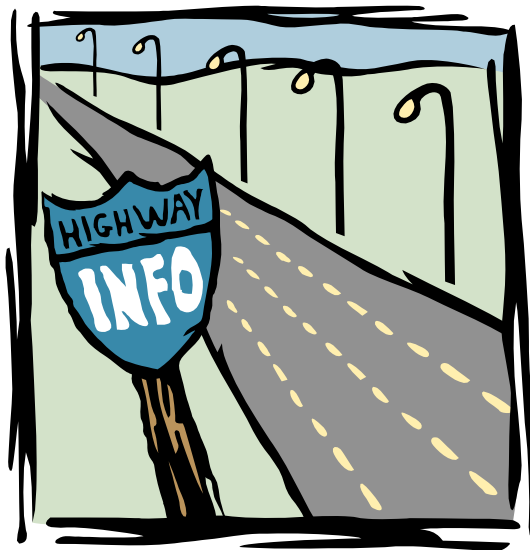
E. Staffing

1. The district provides a network administrator.
2. The district provides timely in-classroom technical support with clear information about how to access the support, so that technical problems will not cause major disruptions to curriculum delivery.
3. The district provides at least one FTE person to support 200 computers. Technical support can be provided by dedicated staff or contracted services.

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Benchmark Standard 5: E-Learning and Communications

- A. The district encourages the development and use of innovative strategies for delivering specialized courses through the use of technology.
- B. The district deploys IP-based connections for access to web-based and/or interactive video learning on the local, state, regional, national, and international level.
- C. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.
- D. The district maintains an up-to-date web site that includes information for parents and community members.
- E. The district complies with federal and state law, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.



5. *Current and Proposed Status of Benchmarks*

The following pages illustrate the current and proposed alignment with the benchmarks by Upper Cape Cod Regional Technical School.

Benchmark Standard 1:	
Commitment to a Clear Vision and Implementation Strategies	
A. The district's technology plan contains a clearly stated and reasonable set of goals and implementation strategies that align with the district-wide school improvement plan. The district is committed to achieving its vision by the end of the school year 2010-2011.	Current: Clearly stated and reasonable goals and strategies to improve education that align with the district-wide school improvement plan are outlined in this technology plan.
	Proposed: The district is committed to achieving our vision by the end of the 2010-2011 school year.
B. The district has a technology team with representatives from a variety of stakeholder groups, including school committee members, administrators, and teachers. The technology team has the support of the district leadership team.	Current: Upper Cape Cod Regional Technical School has a variety of stakeholders on the technology team and the support of the district leadership team.
	Proposed: Continue with current practice.
C. Needs Assessment	Current:
1. The district assesses the technology products and services that will be needed to improve teaching and learning.	The district's Technology Team assesses technology products and services needed to improve teaching and learning.
2. The technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire.	The district technology plan includes an assessment of the services and products that are currently being used and that the district plans to acquire. Hardware, software and other services are included in the district assessment of telecommunication services needed to improve education. Services such as professional development, wiring, and technical support are included.

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	<p>Assessment of services needed is linked to the district's technology and education goals.</p> <p>Appendix B</p>
	<p>Proposed: Continue with current practice.</p>
<p>D. The district has a CIPA-compliant Acceptable Use Policy (AUP) regarding Internet and network use. The policy is updated as needed to help ensure safe and ethical use of resources by teachers and students.</p>	<p>Current: The district has a CIPA-compliant AUP regarding Internet and network use. The policy is updated as needed.</p>
	<p>Proposed: Continue with current practice.</p>
<p>E. Budget</p> <ol style="list-style-type: none"> 1. The district has a budget for its local technology plan with line items for technology in its operational budget. 2. The budget includes staffing, infrastructure, hardware, software, professional development, support, and contracted services (including telephone services). 3. The district leverages the use of federal, state, and private resources. 4. For districts that plan to apply for E-Rate reimbursement, the technology plan specifies how the district will pay for the non-discounted portion of their costs for the services procured through E-rate. 	<p>Current:</p> <p>Upper Cape Tech has line items in the budget which coincide with the reporting required by the Commonwealth and includes accessibility options.</p> <p>The district leverages the use of federal, state, and private resources as a source of funding for technology innovations. Upper Cape Tech takes every opportunity to apply for grants, state and private, to facilitate the introduction of emerging technologies.</p> <p>The District takes advantage of eRate funding and specifies how the district will pay for the non-discounted portion in the technology plan.</p>
	<p>Proposed: Continue with current practice.</p>
<p>F. Evaluation</p> <ol style="list-style-type: none"> 1. The district evaluates the effectiveness of technology resources toward attainment of educational goals on a regular basis. 2. The district's technology plan includes an evaluation process that enables it to monitor its progress in achieving its goals and to make 	<p>Current:</p> <p>The district's Technology Team evaluates the effectiveness of technology resources on a regular basis.</p> <p>The district assesses products and services that are needed to improve teaching and learning prior to purchase.</p>

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<p>mid-course corrections in response to new developments and opportunities as they arise.</p>	<p>The Technology Team meets regularly to monitor progress in achieving the district's technology goals and to make mid-course corrections as needed.</p> <p>The district utilizes the Massachusetts Department of Education's Recommended Criteria for Evaluating Instructional Technology Materials.</p>
	<p>Proposed: Continue with current practice.</p>

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Benchmark Standard 2: Technology Integration and Literacy	
<p>A. Technology Integration</p> <ol style="list-style-type: none"> 1. Outside Teaching Time – At least 85% of teachers use technology every day, including some of the following areas: lesson planning, administrative tasks, communications, and collaboration. Teachers share information about technology uses with their colleagues. 2. For Teaching and Learning – At least 85% of teachers use technology appropriately with students every day to improve student learning of the curriculum. Activities include some of the following: research, multimedia, simulations, data interpretation, communications, and collaboration. 	<p>Current:</p> <p>At least 100% of teachers use technology everyday for lesson planning, communications, and administrative tasks.</p> <p>Teachers share information (best practices) with their colleagues at monthly faculty meetings.</p> <p>At least 90% of teachers use technology appropriately with students every day to improve student learning. Activities include research, multimedia simulations, data interpretation, communication and collaboration.</p>
	<p>Proposed:</p> <p>100% of teachers will continue to use technology for lesson planning, communications, and administrative tasks. At least 95% of teachers will use technology at least once a week for research, simulations, data interpretation, communications, etc.</p>
<p>B. Technology Literacy</p> <ol style="list-style-type: none"> 1. At least 85% of eighth grade students show proficiency in all of the Massachusetts Recommended PreK-12 Instructional Technology Standards for grade 8 2. 100% of teachers are working to meet the proficiency level in technology, and by the school year 2010-2011, 60% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT). 	<p>Current:</p> <p>At least 85% of students show proficiency in the Massachusetts Recommended K-12 Instructional Technology Standards for their grade level.</p> <p>All teachers are working to meet the proficiency level in technology by the 2010-2011 school year.</p>

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	<p>Proposed: At least 90% of students will show proficiency in the performance indicators outlined in the DOE K-12 Instructional Technology Recommended Standards.</p> <p>All teachers will continue to work to meet the proficiency level in technology as defined by the TSAT. 85% of teachers will have reached the proficiency level as defined by the Massachusetts Technology Self-Assessment Tool (TSAT)</p>
<p>C. Staffing</p> <ol style="list-style-type: none"> 1. The district has a district-level technology director/coordinator. 2. The district provides one FTE instructional technology teacher per 60-120 instructional staff. 3. The district has staff dedicated to data management and assessment. 	<p>Current: The district has a full-time director of technology and information services, plus two part-time network administrators. The district has two full-time instructional technology teachers for 100 staff members. The district has three personnel dedicated to data management and assessment.</p>
	<p>Proposed: Maintain current practice.</p>

<p><i>Benchmark Standard 3: Technology Professional Development</i></p>	
<ol style="list-style-type: none"> A. At the end of three years, at least 85% of district staff will have participated in 45 hours of high-quality technology professional development that covers technology skills and the integration of technology into instruction. B. Technology professional development is sustained and ongoing and includes coaching, modeling best practices, district-based mentoring, study groups, and on-line professional development. The professional development includes concepts of universal design and scientifically based, researched models. C. Professional development planning includes an assessment of district and teachers' needs. The assessment is 	<p>Current: All staff participate in technology professional development offered by the district. Staff members are encouraged to participate in professional development activities sponsored by the district and outside the district. Professional development courses are offered on campus for graduate credit and evening school offers a wide variety of technology courses at a discount for teachers. In addition, Upper Cape Tech offers staff free on- line instruction through Whalley Computer Associates. An annual assessment of teachers' needs based on the Massachusetts Technology Self-Assessment Tool is conducted by the</p>

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<p>based on the competencies listed in the Massachusetts Technology Self-Assessment Tool.</p> <p>D. Administrators and teachers consider their own needs for technology professional development, using the technology self-assessment tools provided by the Massachusetts Department of Education or similar tools.</p>	<p>Director of Technology and Information Services and the Director of Student Services.</p> <p>An annual assessment of staff interest in technology instruction is conducted by the Professional Development Committee.</p>
	<p>Proposed:</p> <p>By the end of the school year 2010-2011, at least 85% of district staff will have participated in 45 hours of high-quality technology professional development.</p> <p>A system of accounting technology professional development hours will be established.</p> <p>Teachers will be required to assess their strengths and weaknesses using the Massachusetts Technology Self-Assessment Tool.</p>

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Benchmark Standard 4: Accessibility of Technology	
<p>A. Hardware Access</p> <ol style="list-style-type: none"> 1. The district has an average ratio of fewer than five students per high-capacity, Internet connected computer. The Department will work with stakeholders to review the capacity of the computer on an annual basis. (The goal is to have a one-to-one, high capacity, Internet-connected computer ratio.) 2. The district provides students with access to portable and/or handheld electronic devices appropriate to their grade level. 3. The district maximizes access to the general education curriculum for all students, including students with disabilities, using technology in classrooms with universal design principles and assistive technology devices. 4. The district has procurement policies for information and instructional technologies that ensure usability, equivalent access, and interoperability. 5. The district provides classroom access to devices such as digital projectors and electronic whiteboards. 6. The district has established a computer replacement cycle of five years of less. 	<p>Current:</p> <ol style="list-style-type: none"> A1. Our current student to high-capacity computer ratio is less than 1.6 to 1. A2. The district has 250+ portable computers for student use. A3. The district strives to maximize access for all students, including students with disabilities, by using technology in the classrooms with universal design principles and assistive technology devices. A4. The district's procurement policy for information and instructional technologies ensures usability, access, and interoperability. A5. Most classrooms in the district have digital projectors and electronic whiteboards. A6. The district has established a computer replacement cycle of four years for the computer labs, and not more than five years for classroom computers. Older computers are upgraded with newer operating systems and memory upgrades to make them more useful and donated to students.
<p>B. Internet Access</p> <ol style="list-style-type: none"> 1. The district provides connectivity to the Internet in all classrooms in all schools including wireless connectivity, if possible. 2. The district provides bandwidth of at least 10/100/1Gb to each classroom. At peak, the bandwidth at each computer is at least 100 kbps. The network card for each 	<ol style="list-style-type: none"> B1. All classrooms and offices in the district are connected to the Internet. Many classrooms have wireless connectivity. B2. . The district provides a 10/100 MB Cat 5 switched network with a fiber-optic backbone, and 802.1g wireless networks in various locations throughout the building. At peak the bandwidth is at least 2500 kbps. Network cards for each computer are at least 10/100/1GB.

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<p>computer is at least 10/100/1Gb.</p> <p>C. Networking (LAN/WAN)</p> <ol style="list-style-type: none"> 1. The district provides a minimum of 100 Mb Cat 5 switched network and/or 802.11b/g/n wireless network. 2. The district provides access to servers for secure file sharing, backups, scheduling, email, and web publishing, either internally or through contracted services. <p>D. Access to the Internet Outside the School Day</p> <ol style="list-style-type: none"> 1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day. 2. The district web site includes an up-to-date list of places where students and staff can access the Internet after school hours. <p>E. Staffing</p> <ol style="list-style-type: none"> 1. The district provides a network administrator. 2. The district provides timely in-classroom technical support with clear information about how to access the support, so that technical problems will not cause major disruptions to curriculum delivery. 3. The district provides at least one FTE person to support 200 computers. Technical support can be provided by dedicated staff or contracted services. 	<p>C1. The district provides a minimum of 100Mb Cat 5 switched network and/or 802.11b/g/n wireless network.</p> <p>C2. The district provides access to servers for secure file sharing, backups, scheduling, email and web publishing, either internally or through contracted services.</p> <p>D1. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.</p> <p>D2. The district web site includes an up-to-date list of public places where students and staff can access the Internet after school hours.</p> <p>E1. The district has a network administrator.</p> <p>E2. The district is committed to timely in-classroom technical support. Most problems are resolved within a few hours. Larger problems are resolved within a few days. Staff accesses support through the district's email or by contacting the Director of Technology and Information Services.</p> <p>E3. The district has at least one FTE technical support person per 200 computers.</p>
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	<p>Proposed:</p> <p>A1. We will strive to improve our student to computer ratio.</p> <p>A2. We will strive to increase the number of portable computers.</p> <p>A3. We will continue with the current replacement cycle schedule.</p> <p>B1. The district provides connectivity to the Internet to all classrooms. Wireless connectivity will be expanded to include the entire building and annex.</p> <p>B2. The district will continue to look into practices that will increase bandwidth to classrooms and offices.</p> <p>C1. The district will continue to upgrade switches as needed to maintain bandwidth speeds to support network usage.</p> <p>C2. The district will continue to provide services for secure file sharing, backups, scheduling, email, and web publishing.</p> <p>D1. Continue current practice.</p> <p>D2. Continue current practice.</p> <p>E1. Continue current practice.</p> <p>E2. Continue current practice. Establish a Help Desk in the Information Technology Department to assist in routine tech support.</p> <p>E3. Continue current practice. Consider adding one full time tech support para-professional.</p>
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Benchmark Standard 5: E-Learning and Communications	
<p>A. The district encourages the development and use of innovative strategies for delivering specialized courses through the use of technology.</p> <p>B. The district deploys IP-based connections for access to web-based and / or interactive video learning on the local, state, regional, national, and international level.</p> <p>C. Classroom applications of e-learning include courses, cultural projects, virtual field trips, etc.</p> <p>D. The district maintains an up-to-date web site that includes information for parents and community members.</p> <p>E. The district complies with federal and state law, and local policies for archiving electronic communications produced by its staff and students. The district informs staff and students that any information distributed over the district or school network may be a public record.</p>	<p>Current:</p> <p>A. The district encourages the use of e-learning and videoconferencing for delivering specialized courses through the use of technology.</p> <p>B. The district deploys IP-based connections for access to web-based databases and educational programs.</p> <p>C. Classroom applications of e-learning include online courses, cultural projects, and virtual field trips.</p> <p>D. The district maintains an up-to-date website that includes information for parents and community members. The website is updated daily.</p> <p>E. The district complies with federal and state law and local policies for archiving electronic communications produced by staff and students. The district informs staff and students that information distributed over the district network may be a public record.</p>
	<p>Proposed:</p> <p>A. Continue to encourage the use of innovative strategies for delivering specialized courses through the use of technology.</p> <p>B. Continue to support and encourage use of current practices.</p> <p>C. Continue to support and encourage classroom applications of e-learning.</p> <p>D. Continue current practice.</p> <p>E. Continue current practice.</p>

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Benchmark Standard 6: <i>Access to the Internet outside the school day</i>	
<p>A. The district maintains an up-to-date website that includes information for parents.</p> <p>B. The district works with community groups to ensure that students and staff have access to the Internet outside of the school day.</p> <p>C. The district website includes an up-to-date list of places where students and staff can access the Internet after school hours.</p>	<p>Current:</p> <p>A. The district maintains an up-to-date website that includes information for parents. The website is updated daily.</p> <p>B. The district works with local public libraries and educational institutions to ensure that students and staff have access to the Internet outside of the school day.</p> <p>C. A list of other area organizations that have free public access to computers is listed on the school website and is updated twice yearly. Students at Upper Cape Cod Regional Technical School have after-school access to computers Monday – Friday until 3:30 in the library, and on Tuesdays and Thursdays in various classrooms and labs.</p>
<p>D.</p>	<p>Proposed:</p> <p>A. Continue current practice.</p> <p>B. Continue current practice.</p> <p>C. Continue current practice.</p>

6. *Yearly Overview of Status*

1.1 Year	Enrollment	Computers Class A	Computers Class B	Computers Class C	Ratio of Student per A/B computer	1.2 Cost
2002-03	610	241	49	40	1:2.31	51,150
2003-04	616	285	28	45	1:2.01	46,513
2004-05	643	235	144	10	1:1.70	89,551
2005-06	658	304	115	0	1:1.58	147,160
2006-07		458	44	0	1:1.34	
2007-08	653	495	65	0	1:1.16	

7. *Timeline*

2006 – 2007

- ✓Purchase computers as outlined in benchmark overviews
 - Engineering (6)
 - CAD Lab (20)
 - Administration/staff (10)
 - Laptops (4)
- ✓Provide budgetary support for ongoing required professional development in area of technology
- ✓Upgrade switches
- ✓Investigate upgrading bandwidth
- ✓Upgrade Aloha software and hardware in Culinary Arts
- ✓Upgrade CAD lab computers
- ✓Conduct technology skills assessment of teachers/students
- ✓Replace older digital cameras
- ✓Purchase laser printers (2)
- ✓Purchase inkjet printers (10)
- ✓Purchase Smart Boards (7) and LCD projectors (10) with ceiling mounts for academic classrooms
- ✓Purchase 30 unit mobile laptop lab for Math Dept.
- ✓Provide teachers with DVD players in classrooms
- ✓Have teachers create multimedia learning modules
- ✓Purchase Smart Board with Unifi projector for Pre-Engineering Dept.
- ✓Register all teachers for MassONE accounts
- ✓Investigate MassONE accounts for all students
- ✓Have teachers use EZ Post (MEC) for posting homework assignments
- Password protect teacher webpages

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- Investigate placing wireless access points throughout building
- ✓Hire Educational Technology specialist to staff 412 lab
- ✓Provide ongoing professional development in the area of technology
- ✓Replace batteries for 30 unit mobile laptop lab
- ✓Upgrade Microsoft Office licenses
- ✓Change to web-based student services program
- ✓Investigate and purchase new student information/school management software package
- ✓Purchase SmartBoard for Practical Nursing program (Harwich campus)
- ✓Purchase 10 laptops for Practical Nursing program (Harwich campus)
- ✓Purchase laptops for IT students (8)

2007-2008

- ✓Replace computers in IT lab
- ✓Replace teacher/staff computers as needed
- ✓Upgrade Mitchell, Cafeteria Management, AutoDesk, SolidWorks and CareerScope software packages
- ✓Provide ongoing professional development in the area of technology
- Conduct technology skills assessment of teachers/students
- Investigate paperless storage of school records
- ✓Purchase 30 unit wireless mobile laptop lab for English Dept.
- ✓Upgrade switches
- Provide wireless access points throughout school
- ✓Upgrade teacher/staff /classroom computers as needed
- ✓Purchase laptop and LCD projector for recruiting
- ✓Purchase 3 laptops for Student Services staff
- ✓Purchase color laser printer for Student Services
- ✓Purchase color laser printer for 412 lab
- ✓Bring external email in-house
- ✓Purchase Design Premium K-12 for IT, Evening School
- ✓Upgrade memory in CAD and Engineering computers to 2.5 GB for AutoDesk products.
- ✓Replace Science Lab monitors with flat screen monitors.
- ✓Purchase laptops(2) for Special Needs students
- ✓Purchase SmartBoard for Practical Nursing program (UCT campus)
- ✓Purchase laptops for additional IT students (2-8)
- ✓Investigate off-site backup
- ✓Investigate fireproof data storage.
- Purchase 50 user lab pack for Inspiration software
- ✓Purchase 4 SmartBoards and 6 LCD projectors
- ✓Purchase laptop carts (3) for Special Ed

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2008-2009

- **Replace computers in 412 lab**
- **Replace teacher/staff computers as needed**
- **Upgrade software packages as needed**
- **Provide ongoing professional development in area of technology**
- **Conduct technology skills assessment of teachers/students**
- **Purchase Back-up server**
- **Upgrade servers/network switches as needed**
- **Purchase Science Lab mobile cart and 30 laptops.**
- **Investigate VOIP phone system**
- **Investigate school wide wireless network system.**
- **Purchase 4-6 SmartBoards and LCD projectors**
- **Purchase electronic message boards for Cafeteria**
- **Purchase roadside electronic message board**
- **Purchase 5 laptops for tech services**

2009-2010

- **Replace computers in 116 lab**
- **Replace teacher/staff computers as needed**
- **Upgrade software packages as needed**
- **Provide ongoing professional development in area of technology**
- **Conduct technology skills assessment of teacher/students**
- **Upgrade servers/network switches as needed**
- **Replace SPED laptops (36)**

2010-2011

- **Replace computers in CAD Lab, Library, Engineering**
- **Replace teacher/staff computers as needed**
- **Upgrade software packages as needed**
- **Provide ongoing professional development in area of technology**
- **Conduct technology skills assessment of teacher/students**
- **Upgrade servers/network switches as needed**

2011-2012

- **Replace computers in IT shop**
- **Replace/upgrade teacher/staff computers as needed**
- **Upgrade software packages as needed**
- **Provide ongoing professional development in area of technology**
- **Conduct technology skills assessment of teachers/students**
- **Upgrade servers/network switches as needed**

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**8. *Educational Technology Standards for Students
Pre K-12***

Upper Cape Cod Regional Technical School will utilize technology throughout all grade levels and subject areas to allow students to attain the performance standards as outlined below. This will be a planned process, and become a natural part of the lesson and unit designs of the classroom teacher, as well as in technology classes. Instruction will carefully consider the DESE Massachusetts Technology Literacy Standards and Expectations (April 2008).

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APPENDIX A

Upper Cape Tech will seek E-rate funding for the following services:

Telecommunications Services

Verizon, Local/Long Distance Voice
Verizon Wireless, Local/Long Distance Voice
AT&T, Local/Long Distance Voice

Internet Access

Mecnet, Two T1 lines
Mecnet, ETrust antivirus
SonicWall, Firewall/Filtering

Maintenance of Internal Connections

Computer management, switch, wiring, and network maintenance

Upper Cape Tech will seek proposals for:

VOIP Phone System

Schoolwide controlled wireless network

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APPENDIX B

Assessment of Products and Services

Service Providers	
Internet	Mecnet
Email	Mecnet, In-house MS Outlook Exchange
Verizon	2 T1 lines
Filtering	Sonic Wall

Software Providers	
Financial Management	Tenex
School Management	Rediker
Library Management	Koha
Health Management	SNAP HealthCenter
Student Services Management	ESPED
Restaurant Management	Aloha
Computer Management	LanSchool Monitor
Assistive Technologz	Kurzweil
Productivity	MS Office 2007
	GradeQuick
	Outlook Exchange
	Career Scope
	All the Right Type
	Mitchell
	Mitchell One
	AutoDesk Design Academz
	Magicard ID
	SolidWorks
	GreenGlobs
	Acrobat Professional 8
	Acrobat Standard 8
	Flash
	Dreamweaver
	Adobe CS3 Design Premium Site License

Etc.	
Server Software	Microsoft Server 2003
O/S	Microsoft XP Professional, Vista

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APPENDIX C

District Professional Development Goals:

1. Develop and refine curriculum to align with national industry standards and state frameworks.
2. Undertake certification or licensure process for technical programs.
3. Incorporate technology as an instructional tool.
4. Integrate academic and vocational skills and learning.
5. Enhance industry or content area knowledge.
6. Practice instructional methods (pedagogy) and assessment strategies that will help teach students of varying learning styles.
7. Build relationships with business and community that enhance student learning.
8. Develop and enforce appropriate health and safety practices in classrooms and shops.
9. Utilize available data to help make instructional decisions that lead to enhanced student achievement in academic and vocational areas.
10. Begin to provide professional development for Upper Cape Cod Regional Technical School staff around Second Language Learning and Teaching and Sheltered Content Instruction.