

# **NEW YORK STATE BOARD OF REGENTS STATEWIDE LEARNING TECHNOLOGY PLAN**

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## **MISSION**

The education technology mission of the Board of Regents is to develop policies, recommend practices, advocate for resources, and create incentives for action that turn our vision into a commonplace reality. Our mission, through the University of the State of New York (USNY)\*, is to provide a user-friendly and seamless technology-enhanced learning environment that serves the increasing needs of our citizens.

## **VISION OF TECHNOLOGY FOR TEACHING AND LEARNING**

The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.

USNY will provide learning technologies that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.

All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and use technology to work with others from diverse backgrounds and locations. Our students will develop innovative approaches to communicate and collaborate.

Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.

Technology is a path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology, and these standards will be visible to the public to drive the standards even higher.

*\*The University of the State of New York (USNY) is the most complete, interconnected system of educational services in the United States. USNY includes 7,000 public and private elementary and secondary schools; 248 colleges and universities; 251 for-profit schools; nearly 7,000 libraries; 750 museums; the State Archives, Library and Museum; vocational rehabilitation services for adults with disabilities; State schools for the blind and for the deaf; 25 public broadcasting facilities; and more than half a million licensed professionals.*

## THE GOALS

1. **DIGITAL CONTENT** – Standards-based, accessible digital content supports all curricula for all learners.
2. **DIGITAL USE** – Learners, teachers, and administrators are proficient in the use of technology for learning.
3. **DIGITAL CAPACITY AND ACCESS** – New York’s technology infrastructure supports learning and teaching in all environments.
4. **LEADERSHIP** – USNY institutions are united in realizing the vision.
5. **ACCOUNTABILITY** – It is easy to obtain, understand, and compare information about the results achieved by New Yorkers in their efforts to build knowledge, master skills, and grasp opportunities for a better life.
6. **FUNDING** – Funding is coordinated, adequate, and sustainable, and is equitably distributed.

## FOUNDATIONAL CHANGE PHASE (2010 – 2012)

THE ACTIONS	ADVANCES GOAL(S)					
	1	2	3	4	5	6
1. Engage all of USNY to implement the plan, ensure achievement of its goals, monitor successes, and make recommendations for improvement.	●	●	●	●	●	●
2. Analyze regulations, policies, and systems to eliminate barriers, provide effective guidance, and foster collaborative opportunities.	●	●	●	●	●	●
3. Establish standards for desired knowledge, skills, and performance in the use of technology, which are interconnected and aligned to other standards developed by and implemented throughout USNY.	●	●	●	●	●	
4. Provide appropriate standards and guidance for digital content development and accessibility.	●	●	●			
5. Analyze all existing funding streams for learning technology. Recommend specific improvements and alignment with statewide learning technology priorities.						●
6. Develop a performance measurement, determine current capacities, and explore ways to ensure the reliability of a digital technology infrastructure. Implement a process to track technical support for technology integration.			●		●	

THE ACTIONS	ADVANCES GOAL(S)					
	1	2	3	4	5	6
7. Develop and/or revise Commissioner's Regulations and Department policies to promote the delivery of instruction through digital means.	●	●	●			
8. Determine the benchmarks for USNY institutions to demonstrate how they are achieving the actions of each goal, and the degree to which they meet the respective standards in technical support for technology integration.	●	●	●	●	●	●
9. Identify and/or develop incentives for the expansion of digital learning across USNY.	●	●	●			●
10. Promote and enable effective technical supports to implement the plan, and advocate as necessary to ensure that all learners have access to equitable and sustainable resources.		●	●		●	●
11. Develop NYSED.net as an information access tool to include shared resources and promising practices for quality digital content, sustained digital use, accountability, and effective funding.	●	●	●	●	●	●
12. Determine future actions for the <i>connective</i> and <i>systemic</i> levels of change.	●	●	●	●	●	●

## RESPECTIVE ROLES AND RESPONSIBILITIES

Commissioner: Accountable to the Board of Regents for the quality of the plan; effectiveness and efficiency of implementation; ongoing communication on progress to the Board; and advocating for support from high-level stakeholders.

Senior Deputy Commissioner for P-12 Education: Accountable to the Commissioner and to the Board for the quality of the plan; effectiveness and efficiency of implementation; strategically engaging external stakeholders; ensuring adequate staffing and resource allocation to this endeavor; and working with other NYSED executives to oversee a coordinated Department-wide involvement.

All Deputy Commissioners: Accountable to the Commissioner and to the Board for the effectiveness and efficiency of implementation; strategically engaging their USNY stakeholders around the plan; ensuring adequate staffing and resource allocation to this endeavor; and working with other NYSED executives to oversee a coordinated Department-wide involvement.

Associate Commissioner and Coordinator of Technology Policy, Office of Instructional Support and Development, P-12 Education: Accountable to the Senior Deputy Commissioner and to the Commissioner for developing the plan; implementing the plan; reporting progress on specific actions; strategically engaging external stakeholders; and coordinating Department-wide involvement through an NYSED Learning Technology Workgroup.

USNY stakeholders: Partners in developing the plan; committing resources to implement the plan; and leading the engagement of their respective constituents to achieve specific actions of the plan.

Other NYSED Program Areas: Partners in developing the plan; committing resources to implementing the plan; and leading the engagement of their respective constituents to achieve specific actions of the plan.

## **HOW PROGRESS AND PERFORMANCE WILL BE ASSESSED**

- ✓ Was the action completed on time?
- ✓ Does the action taken have a strong evidence base (i.e. relevant research studied, promising practices examined)?
- ✓ Does the action taken reflect significant and diverse stakeholder engagement and input?
- ✓ Is the outcome aligned with the New York State Learning Standards and/or other appropriate standards (e.g., ISTE National Educational Technology Standards [NETS])?
- ✓ Does the action taken include an analysis of New York State Law, Commissioners' Regulations, and Department policies to identify needed changes?
- ✓ Was the action taken/outcome produced consistent with Board of Regents policy? If no policy existed, did staff raise the relevant policy issue with the Board in a timely manner?
- ✓ Can the outcome be sustained (financially, politically, and with adequate staffing and resources)?