Section Header 1: Enhance Personalized, Equitable Student Learning Experiences With Technology	
Goal: Promote and support student personalized, deeper learning experiences to demonstrate workplace readiness by creatively solving complex problems, thinking critically, collaborating, communicating and demonstrating responsible citizenship	
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, and local school divisions	
Timeframe: 2023	

Results (What do we want to accomplish?)	**Indicators** (What evidence will exist of completion?)	**Action** (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
● Students will develop deeper learning skills by leveraging technology as a resource or tool. ● Current and emerging technologies will be leveraged to increase opportunities for students to follow personalized learning pathways. ● Students will apply technology effectively to support the construction and application of content knowledge and skills ● Students will demonstrate mastery in a variety of ways, including the use of technology through the creation of digital artifacts. ● All students will be exposed to careers and college opportunities including those in the technical fields to promote workplace and college readiness through advanced	● Technology Integration survey to analyze technology based resources used by students and innovative learning experiences such as, but not limited to blended learning, project-based learning, and personalized learning. ● Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.	● Research, vet, and develop digital resources for divisions to assist in providing innovative, personalized and deeper learning experiences for all students. ● Develop and revise existing policy and guidance document to support innovative learning experiences. ● Work collaboratively with teacher and technology stakeholders to create instructional resources that can be used by all educators across the state to support innovative learning experiences. ● Provide virtual learning resources that deliver multiple pathways for learning through blended and fully online models in ways that actually increase quality of education and equity for students. ● Promote in-school and out-of-school technology-based learning opportunities (such as pursuit of industry certifications, professional licenses, and dual enrollment courses) along with career exploration, exposure, and planning opportunities. ● Provide technology and computer science cross-curricular connections starting in the elementary grades and across all

coursework, mentorships and internships.	
	disciplines to promote meaningful, real world applications of knowledge and skills and promote deeper learning opportunities aligned to the Virginia Standards of Learning.
	● Prepare our students for a participatory culture by providing resources related to Internet safety, digital citizenship skills, and student awareness of and skills for personal and data privacy (as specified by the Code of Virginia § 22.1-70.20).

Section Header 2: Support Innovative Professional Learning With Technology
Goal: Promote and support current and emerging technology-based resources that support educators in developing and employing innovative strategies and practices to support student-centric learning models to increase quality of education and equity for students.
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants.
Timeframe: 2023

Results (what do we want to accomplish?)	**Indicators** (What Evidence will exist of completion?)	**Action** (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
● Educators support personalized, deeper learning experiences that are enhanced through appropriate and meaningful technology integration ● Through the use of technology supports (e.g., learning and/or content management systems, student information systems, adaptive technologies) educators will monitor students' progress to personalize learning and inform instructional practices.	● Types and numbers of professional learning opportunities are documented and recorded. ● Number of professional online courses and resources offered to educators and number of participant completers.	● Develop and revise existing policy and guidance document to support innovative learning experiences. ● Work collaboratively with teacher and technology stakeholders to create instructional resources that can be sued by educators to support innovative learning experiences. ● Revise the Technology Standards for Instructional Personnel to support the recruitment, development, and retention of knowledgeable and skilled teachers and school leaders. ● Promote the use of micro-credentialing to provide avenues teachers

● Educators utilize the instructional technology resource teacher model to support student engagement through technology in the classroom. ● Educators understand how to enhance performance-based and alternative assessments through the intentional integration of technology. ● Educators will make connections to content and careers in technical fields by providing students with meaningful, real-world learning experiences to promote workplace, citizenship and college readiness skill development. .	● Current and emerging technology-based resources used by educators as indicated by the Technology Usage Survey responses. ● Collect information on the number of students enrolled in advanced coursework (e.g., dual enrollment, AP, IB) internships, and mentorships or receiving industry certifications.	can use to pursue individual professional goals in the integration of technology in teaching and learning. ● Provide communication on the continued Board of Education work in support of the *Profile of a Virginia Graduate*, the **Accreditation Matrix**, and the **College, Career, and Civic Readiness Index.** ● Integrate the proficient use of technology into professional learning activities sponsored by the Virginia Department of Education (VDOE). ● Guide and support teacher education programs for the inclusion of technology skills that promote adaptation and integration of current and emerging technologies into professional practices, the use of assistive technology, as well as working knowledge of digital citizenship skills and issues. ● Provide information about assistive technology availability and uses through the Training and Technical Assistance Centers (TTAC). ● Support instruction in the development of rubrics for use with performance-based assessment that integrate technology. ● Coordinate and collaborate partnership with professional organizations and local school divisions to align agency professional learning goals to ensure targeted and strategic professional learning experiences in the area of instructional technology for teachers statewide.

Section Header 3: Create Cultures of Change through Innovative Leadership Practices
Goal: Promote leadership that supports deeper learning experiences for students and innovative instructional practices by educators through the use of technology.
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants
Timeframe: 2023

Results (what do we want to accomplish?)	Indicators (What Evidence will exist of completion?)	Action (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
● Educational leaders develop a vision for teaching and learning that includes the appropriate use of technology. ● Educational leaders are able to communicate and guide the implementation of division and school goals for teaching and learning that integrate technology and promote innovation. ● Educational leaders model tolerance for risk and experimentation and create a culture of trust and innovation. ● Educational leaders support, secure and advocate for resources to sustain technology initiatives and goals including those designed to support personalized learning environments. ● Promote the use of a variety of innovative instructional strategies	● Types and numbers of professional learning opportunities are documented and recorded. ● Number of professional online courses and resources offered to educators and number of participant completers. ● Current and emerging technology-based resources used by leaders, schools, and/or divisions as indicated by the Technology Usage Survey responses.	● Provide guidelines for qualifications and hiring practices for all school leadership positions that reflect the need to have a deep understanding of the use of technology in learning and school operations. ● Provide opportunities (e.g. pilot projects, requirement waivers, resources, etc.), within or between school divisions to implement and evaluate new technologies and instructional approaches. ● Provide communication on the continued Board of Education work in support of the *Profile of a Virginia Graduate*, **Accreditation Matrix**, and the **College, Career, and Civic Readiness Index**. ● Promote and provide professional learning opportunities regarding educational technology leadership and research and reforms in education. ● Promote the effective and efficient use of Instructional Technology Resource Teachers. ● Collaborate with other organizations to provide opportunities for leaders to meet, collaborate, and share ideas, resources, and effective practices, and to promote

and practices developed with current and emerging technology-based resources to support the innovative instructional approaches in the classroom. ● Educational leaders possess the capability to efficiently and effectively use technology in the performance of job duties (data-driven decision making, educator evaluations, communications, and more). ● Technology is included in technical assistance and school improvement resources provided by to educational leaders based upon school and school division needs as determined by criteria such as **Accreditation Matrix Performance Levels**.		professional learning networks through social networking tools. ● Support the role of technology in statewide systems to collect, monitor, and report achievement to inform practices surrounding continuous improvement efforts.

Section Header 4: Secure and Robust Infrastructure
Goal: Promote and support a secure and robust technology infrastructure to support access, adequacy, and equity.
Resources/Partnerships: Institutions of higher education, educational stakeholder groups, professional organizations, business and industry groups, local school divisions, and federal and state grants
Timeframe: 2023

Results (what do we want to accomplish?)	**Indicators** (What Evidence will exist of completion?)	**Action** (What action will be taken?) Note: Actions in bold are Board of Education Comprehensive Plan Priorities.
● Students, educators, and leaders have equitable access to secure and robust networks that provide high quality,	● Increased reporting of equitable and continuous access to	● Promote equitable access to high quality, effective learning environments for all students by supporting efforts to reduce barriers to technology access.

reliable access to the Internet and other networks. ● Schools and school divisions use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data. ● Students, educators, and leaders have equitable access to computing devices and other digital resources, including assistive technologies. ● School divisions have access to technical and human resources that enable the effective evaluation of infrastructure costs and other considerations necessary for high quality and reliable access to the Internet and other networks used by students, educators, and leaders in innovative ways.	secure and reliable networks by students, educators, and leaders as indicated by the Technology Usage Survey	● Provide technical assistance such as network standards, recommendations, and other information available from various stakeholder organizations that provide guidance on interoperability, broadband, and network capabilities. ● Promote the continual expansion of broadband capability to support digital learning and innovative education using guidance provided by relevant stakeholder organizations. ● Promote local participation in federal (such as e-Rate) and state (such as the Virginia Public School Authority) programs to maximize resources available to students, educators, and school leaders. ● Provide assistance to school divisions on the evaluation of infrastructure costs related to broadband to ensure equity; encourage cooperative purchase agreements when appropriate. ● Provide assistance to school boards and leaders on the development of plans and programs that balance safety and security issues while allowing for instructional innovation. ● Provide evaluation criteria and standards that allow school divisions to make informed purchases of computing devices and other digital resources, including assistive technologies. ● Provide assistance to divisions on the development of regional contracts for planning, acquiring, managing, and maintaining technology, including assistive technology. ● Provide information about evaluation criteria and standards for hardware and software adoption to include a focus on interactivity, personalization and universal design features.

		● Ensure that assistive technology services and devices are implemented in accordance with the Individuals With Disabilities Education Act (IDEA). ● Provide guidance on the efficient use of the technical support personnel required in the Standards of Quality.