

The Los Gatos Union School District
Educational Technology Plan

2006 - 2009



Adopted April 2001
Revised 12/2002
Revised 04/2006

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Introduction

Preparation for the Los Gatos Union School District Technology Plan began in spring, 2000 with a series of meetings of the Los Gatos Union School District Technology Committee. This committee of parents, community members, administrators, teachers and classified staff met monthly to create a vision for the integration of technology into the instructional program of the district. It also explored the direction of technology as a necessary element in the operation of the district. From these meetings a sub-committee was formed to write a technology plan that would guide technology integration and also meet Federal E-rate guidelines. This plan was adopted by the Los Gatos Union School District Board of Trustees and submitted to and approved by the Santa Clara County Office of Education in 2001.

In 2002 - 2003, the Los Gatos Union School District Technology Plan was revised to meet the Enhancing Education Through Technology (EETT) Grant Program criteria. It was approved by the state for a period of three years. The plan was reviewed and revised in 2006 according to EETT and E-Rate guidelines.

The Los Gatos Union School District Educational Technology Plan articulates a common vision for District technology and identifies strategies that support the use of technology to promote student achievement. The development of the LGUSD Technology Plan was guided by four principles;

- ✓ The primary purpose of technology in the Los Gatos Union School District is to promote student achievement in the context of the district's curriculum, standards and assessments.
- ✓ While the LGUSD Technology Plan will address the issues of hardware, software and maintenance, the focus of the plan will be the integration of technology into the classroom and throughout the curriculum using research supported best instructional practices.
- ✓ The role of technology in the district will not be seen as a separate discipline, but as an integrated tool that increases efficiency, productivity and learning thus benefiting students, staff, parents and the community.
- ✓ District technology will only be used when it is more efficient, produces a better product, or promotes quality learning in a way not possible by traditional means.

The Los Gatos Union School District Educational Technology Plan addresses the adoption of educational technology within the district at two levels. The first is the issue of **technology skill acquisition**; the mastery of basic computer operations, proficiency with a number of software applications, and proficiency in the use of e-mail and the internet as outlined in the District Core Technology Skills Continuum. The goal of the technology plan is to identify a strategy for all students and teachers to become technologically literate and proficient.

The Los Gatos Union School District Educational Technology Plan also addresses **technology integration**; when technological applications and skills are used to facilitate instruction and learning. This occurs when technology fosters problem solving and critical thinking skills, creates authentic learning environments and addresses multiple learning styles in a standards-driven classroom. It will only occur when teachers have been trained through ongoing, technology embedded, professional development that includes research-based methods and strategies.

The Los Gatos Union School District Educational Technology Plan also outlines the processes and funding sources for maintaining a network and infrastructure which supports the technology needs of the District.

The Los Gatos Union School District Educational Technology Plan was written and revised under the direction of the Educational Technology Coordinator with the help and guidance of the LGUSD Technology Committee, the Technology Planning Committee, the Curriculum Council, the District Library Committee and other staff, parents, students and community members who were responsible for initial input, on-going revisions, and evaluations. Information was also gathered through technology staff surveys and technology grade-level forums attended by district teachers.

2000 – 2001 District Technology Planning Committee

Bambi Bovee	Educational Technology Coordinator
Raf Strudley	Principal – Lexington Elementary
Jeff Newman	Technology Teacher – R.J. Fisher Middle School
Barry Siebenthall	History Teacher – R.J. Fisher Middle School
Dwight Martin	2 nd Grade Teacher – Blossom Hill Elementary
Vincy Chao	5 th Grade Teacher – Van Meter Elementary
Alden Clark	4 th Grade Teacher – Van Meter Elementary
Jason Deppong	3 rd Grade Teacher – Lexington Elementary
Stephanie Savitz	Special Ed Teacher – Daves Ave Elementary
Judy Hanf	Computer Lab Asst. – Daves Ave Elementary
Eric Hicks	Computer Lab Asst. – Van Meter Elementary
Amy Goldsmith	Parent
Gail Pomerantz	Parent

2002 – 2003 District Technology Committee

Bambi Bovee	Educational Technology Coordinator
Char Basinger	Principal – Blossom Hill Elementary
Stephanie Young	5 th Grade Teacher – Van Meter Elementary
Brian Houg	4 th Grade Teacher – Blossom Hill Elementary
Jeff Newman	Technology Teacher – R.J. Fisher Middle School
Barry Siebenthall	History Teacher – R.J. Fisher Middle School
Misty Hartung	Special Ed Teacher – R.J. Fisher Middle School
Sunny Letierre	Special Ed Teacher – R.J. Fisher Middle School
Judy Hanf	Computer Lab Asst. – Daves Ave Elementary
Harry Dill	Parent

2005 – 2006 District Technology Committee

Bambi Bovee	Educational Technology Coordinator
Bitsey Stark	Director of Instructional Services
D.J. LaForge	District Technology Administrator
Jason Deppong	3 rd Grade Teacher – Lexington Elementary
Dwight Martin	1 st Grade Teacher Blossom Hill Elementary
Gail Manganello	3 rd Grade Teacher – Louise Van Meter Elementary
Eileen Perkins	Kindergarten Teacher – Daves Avenue Elementary
Jeff Kaefer	Technology Teacher – R.J. Fisher Middle School
Kat Vigil	Computer Lab Specialist – Louise Van Meter Elementary
Barbara Lougee	Computer Lab Specialist – Lexington Elementary
Barbara Sotiritadis	Computer Lab Specialist – Daves Avenue Elementary
Christie White	Librarian – R.J. Fisher Middle School
Michael Gordon	Parent
George Morris	Parent
Dave Akers	Parent

LGUSD Technology Mission Statement

It is the technology mission of the Los Gatos Union School District to provide all students with greater access to information and authentic learning environments, rich educational programs, and tools to enhance their problem solving and critical thinking skills. Technology will improve students' capacity to be productive and contributing members of society. Technology in the Los Gatos Union School District will foster communication between staff and the community, allow parents and teachers to interact more effectively and give parents a more active and knowledgeable role in their child's education. Technology will be used to increase the efficiency and productivity of the Los Gatos Union School District.

LGUSD Technology Vision

The Los Gatos Union School District envisions a school community where technology is an integral part of the learning process:

- Students are engaged in thoughtful, hands-on learning. They are comfortable and proficient in using technology to complete tasks, communicate with others and extend their capabilities.
- Students use technology to take responsibility for their own educational success as independent learners.
- Teachers use technology to support learning in an innovative, creative and efficient manner. They function as coaches, mentors, advocates and managers of information and the learning process.
- All teachers have the knowledge and skill to integrate technology into a challenging and interdisciplinary curriculum addressing students' needs and learning styles.
- The district's schools are environments where students and teachers have ready access to technology tools and applications, knowledgeable support staff and external resources to further their educational and instructional goals.
- All students graduate from the Los Gatos Union School District with a mastery of basic technology skills as outlined in the District Core Technology Skills Continuum.

Policy Issues Addressed in Technology Planning

The Los Gatos Union School District has identified the following policy issues as essential when building technology into our educational structure.

Equity: The District will ensure that all students have access to and are active users of grade appropriate technology in ways that support engaged learning. No student shall be denied access because of gender, age, grade, socio-economic level, language difference or handicap condition. Educators will determine what technologically-assisted instruction is appropriate for students within the context of their total learning program.

Curriculum/Standards: Technology will be appropriately integrated into all areas of the curriculum. Members of the District Technology Committee will work with the District Curriculum Committee and the District Library Committee to ensure that educational technology reinforces, extends and enhances all curricular areas. Together they will work to ensure there are high standards for all children and that students have opportunities to complete challenging tasks using technology.

Funding/Sustainability: In order to integrate technology into the daily instructional process, reliable equipment and a secure infrastructure along with timely technical support are crucial. Funding strategies will be in place to implement, maintain and sustain district technology over the next decade.

Coordination: The District will coordinate all school sites and stakeholders to maximize available resources and ensure consistency district-wide.

Commitment: Technology will be viewed as part of a long-term change process that requires both participation and commitment from all stakeholders

Parents and Community: The District will ensure that parents understand the educational shift toward technology use and its significance in their children's academic and workplace success. Parents, the community and the District will be active partners in the implementation of the District Technology Plan

Partnerships: The District will solicit and expand partnerships with business, industry and institutions of higher learning to enhance the infusion of educational technology into the curriculum.

Curriculum

The primary academic focus for the Los Gatos Union School District is in the areas of math, writing, analyzing and using assessment data, comprehension strategies across all content areas, and differentiating instruction. The District Technology Plan supports teachers and students in achieving the goal of mastering the District Writing Standards and the District adopted writing genres by grade level. Beginning in kindergarten, the District Core Technology Skills Continuum provides teachers with guidance for the introduction and instruction of basic computer skills that support the writing process from first organizational steps through final presentation. The District student database system allows teachers to both collect and access student assessment information and supports the use of this information in driving instruction.

Current Student and Teacher Access to Technology Tools

All schools have a standardized set of technology tools that promote student achievement, foster best practices in teaching and facilitate cost-effective professional development and technical support. All students and teachers have equitable and ready access to these technology tools. The district maintains a curriculum rich web site offering internet resources supporting academic standards and classroom learning online.

All teachers and students have appropriate levels of access to technology tools that support their needs both during and after school hours. Each classroom provides a teacher workstation with an iMac computer, networked printer, and by request, a mounted television that is connected to the teacher computer for class presentations and demonstrations. Classrooms also contain two to six networked student computers. Students may also access their work folders from any computer on campus through the Student Workgroup Management System. This includes access from computer workstations in the classroom, the school computer lab and the school library media center. All school sites have a traditional computer lab. Middle school students have access to laptop computers during their academic core classes through the use of three mobile, wireless computer labs. As new computers are purchased they replace older computers in the school computer labs and these become teacher computers and then classroom student computers. Each site will develop a plan for the systematic replacement of obsolete technology equipment.

Students also attend after school GATE classes and regular technology classes provided by our partner, the Los Gatos-Saratoga Recreation Department. The students at Fisher Middle School have access to computers in the school library between the hours of 8:00 a.m. and 3:30 p.m.. The Homework Club is held in the Fisher computer lab four afternoons a week from 3:15 p.m. to 4:30 p.m.

All classrooms are networked to the automated Alexandria library system that allows students to access information on book availability and reserve or renew library books from any computer on campus.

To insure that students with special needs have access to technological aids that support their learning programs, Special Education teachers meet regularly with the Technology Coordinator to oversee the purchase and use of technology in their education program.

Current Use of Hardware and Software to Support Teaching and Learning

All elementary classes (K-5) visit the school computer lab at least once a week where they receive instruction in the use of software applications and basic technology skills (*see Student Core Technology Skills by Grade Level – Appendix B*). Students learn to use Pages, Keynote, AppleWorks, KidPix, and Inspiration. Type-to-Learn and Type-to-Learn Jr. are used in the elementary grades to teach basic keyboarding skills. For students working on individual projects, the labs are open during recesses.

All 6th – 8th grade classes have access to the school computer labs, the library media center and three mobile wireless labs. All 6th grade students attend a 9-week Technology Exploratory Class that includes keyboarding, internet research, technology information literacy, graphics, and project-based multimedia. They learn to use Pages for wordprocessing, Keynote for presentations and Appleworks for drawing and spreadsheets. Inspiration is used for organizing and outlining their projects. They may also choose to work with Dreamweaver, Fireworks and Flash for more complex projects. 7th and 8th grade students may also choose to take elective classes in Digital Photography, Online Newspaper and Yearbook. A video production class is planned for the fall, 2006.

The use of technology in the classroom has become an integral part of the curriculum. Students in the primary grades use wordprocessing to write stories and books. With our recent instructional materials adoption in math, supporting computer resources were purchased and are now used in the classroom and the computer labs. Research reports and presentations using technology are a regular feature in all social studies and science classes. It is the goal of the Los Gatos Union School District to develop integrated technology lessons in social studies and science for each grade level. These will combine the appropriate grade-level technology skills with the District Academic Content Standards to produce a culminating project. An important piece of these lessons will be an embedded content and performance assessment.

District Curricular Goals and Academic Content Standards

The Los Gatos Union School District has adopted the California State Academic Content Standards in language arts, math, social studies and science. The District has also adopted the following goals.

The Los Gatos Union School District strives to:

- Produce students who meet or exceed the adopted District standards in reading, writing, spelling, mathematics and the sciences.
- Offer enriched programs and experiences that develop well-rounded, responsible, contributing individuals.
- Maintain a work environment that values teamwork, promotes effective professional development and recognizes each employee as an integral part of the educational program.
- Assist parents to enhance their day to day involvement in the educational process.
- Provide safe and educationally appropriate facilities for student learning.
- Maintain a fiscally sound budget that supports student learning.

Within these goals the Los Gatos Union School District has defined focus areas in Literacy, Science, Math, the Visual and Performing Arts, Character Education and Differentiated Instruction. The Technology Planning Committee worked with the District Curriculum Council and the District's adopted goals and focus areas when writing the Los Gatos Union School District Technology Plan.

Curriculum Goal #1 – Support for District Curricular Goals and Content Standards

The Los Gatos Union School District will promote and support the use of technology to ensure student achievement of both District academic content standards and District technology standards.

Objective #1:

Students will be supported in meeting grade-level content area goals through the use of technology and the mastery of District technology standards.

Strategies:

3. Each summer the Technology Coordinator and the Technology Systems Administrator will upgrade all District and site software licenses to insure that the appropriate tools are available on all student and staff computers.
4. By October, 2006, the District Technology Committee will update the K-8 grade level District Technology Skills. All teachers will become familiar with the District Technology Skills at their grade level through hard copy and electronic distribution, posting on the District web site, newsletter articles, and training during staff development days, late-start days and during staff meetings.
5. Through observation and during evaluation meetings, site administrators will ensure that students receive instruction in class and at least once a week in the school computer lab on the use of district-adopted software programs and technology skills appropriate to their grade level.
6. By the spring of each school year, students' keyboarding skills will be assessed and analyzed by the Technology Coordinator and the Computer Lab Specialists in the 1st and 2nd grades using Type-to-Learn Jr. and Type-to-Learn in the 3rd through 8th grades.
7. By spring 2007, technology-embedded, standards-based, curriculum lessons will be available for all kindergarten through 5th grade classrooms to promote the mastery of technology skills and District English-Language Arts, math, social studies and science content standards. These lessons will be written by teachers and Computer Lab Specialists under the direction of the Technology Coordinator.
8. By fall 2007, all teachers will be trained by the Technology Coordinator to use their grade-level technology curriculum lessons to support classroom instruction and academic achievement.

Curriculum Goal #2 – Technology and Information Literacy Skills

Students in the Los Gatos Union School District will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

Objective #1:

By the end of 8th grade, Los Gatos Union School District students will have mastered the District Technology Standards and Skills as measured by the completion of a technology embedded project.

Strategies:

1. During the 2006-2007 school year, the Technology Coordinator will work closely with the middle school administration to evaluate 7th and 8th grade exploratory technology classes that support student mastery of district technology skills and standards.
2. Under the direction of the middle school principal, exploratory technology classes will be required of all 6th, and available to 7th and 8th grade students at Fisher Middle School.
3. Weekly grade-level staff development classes will be offered to all teachers on the use of technology-embedded, standards-based, curriculum lessons.
4. By spring 2007, student assessments for grade-level technology skills will be analyzed by the Technology Coordinator and the results will be reported to the Technology Committee.

Curriculum Goal #3 – Appropriate Access to All Students

All students in the Los Gatos Union School District will have appropriate access to the benefits of technology.

Objective #1:

The Technology Coordinator will work closely with District special education teachers to evaluate, purchase and use technology to assist special needs students throughout the year..

Strategies:

1. The Technology Coordinator will meet on a regular basis with the Director of Student Services, and representatives from the Special Education Department to access the needs of the District's special education students and evaluate the purchase and use of technology to support these students.
2. The GATE Coordinator and the Technology Coordinator will meet annually with the Los Gatos-Saratoga Recreation Department to develop technology GATE classes that are aligned with the District Core Technology Skills and ISTE Standards.
3. Site administrators will work closely with both special education teachers and the GATE Coordinator when purchasing hardware and software for use by special needs students.

Curriculum Goal #4 – Student Record Keeping and Assessment

Teachers will improve instructional decision making and expand learning opportunities through the use of information management technology. District technology will allow for the gathering, accessing, sharing and analyzing of student performance data to determine the needs of students and the instructional decisions of teachers.

Objective #1:

All schools and teachers in the Los Gatos Union School District will continue to use the PowerSchool student database to access student information and assessment data.

Strategies:

1. The Technology Coordinator will support the use of the PowerSchool student database at all school sites to increase teacher productivity, efficiency and data-driven decision making in the classroom.
2. Online report cards and assessment reports will be created by the Technology Coordinator and made available to all teachers through PowerGrade and PowerSchool Teacher.
3. In August of each year and then on an as-needed basis, training will be given to all staff by the Technology Coordinator on the use of PowerSchool for the collection of student data, record keeping, assessment and data analysis for instructional design.

Objective #2:

The PowerSchool student database system will continue to be customized to support teacher record keeping and the efficient assessment of the academic needs of all students.

Strategies:

1. The Technology Coordinator will continue to customize PowerSchool to make state and local assessment data available to all teachers through PowerSchool Teacher.
2. The Technology Coordinator will train teachers to collect and submit local assessment data into PowerSchool, thus giving them immediate access to district assessment data for designing instruction.
3. The Technology Coordinator will continue to customize PowerSchool to meet the evolving needs of teachers to access and evaluate student data.

Curriculum Goal #5– Accessibility of Teachers and Administrators

The Los Gatos Union School District feels that communication between staff and parents is an important part of a strong and successful academic program and critical to the success of its students. For this reason, a goal of the District is to make two-way communication between staff and parents as efficient and easy as possible.

Objective #1:

Teachers will be accessible to parents and community members through a district supported email and telephone system including email links in PowerSchool, and classroom and school web sites.

Strategies:

1. A consistent and robust email system will be in place for all certificated and classified staff throughout the district. It will be updated each summer to meet the needs of staff.
2. The District web site will support direct email access to all administrators and teaching staff.
3. Parents at R.J. Fisher Middle School will have access to their students' grades, assignments and attendance records through a web-based parent portal of PowerSchool.
4. The Technology Committee will explore other options for parent access to school information including online publication of the daily bulletins and PowerSchool access at other grade levels.
5. A District phone service allowing for direct access to teachers and staff by parents will be available throughout the district.

Curriculum Goal #6 – Informational Literate Students

The Los Gatos Union School District will graduate digitally and informationally literate students who can formulate questions, access appropriate resources, evaluate resources for accuracy and then use this information to solve problems or complete a project and communicate their findings.

Objective #1:

All students will be instructed in a research-based, sequential program of digital information literacy skills beginning in kindergarten.

Strategies:

1. By fall, 2006, the Technology Committee, the Curriculum Council and the Library Committee will research and adopt an information literacy program to be used throughout the district in grades K-8.
2. By spring 2007, teachers will be trained how to integrate digital information learning into core curricular areas such as social studies and science.
3. Following the adoption of an information literacy program, research and information skills will be taught in the classroom and reinforced by the librarian, library specialists and the computer lab specialists when students are working in the library media center or computer lab.

Professional Development

The primary goal of the Los Gatos Union School District Technology Plan is the seamless integration of technology throughout the curriculum. To that end, professional development is the central, most important part of the technology implementation process. A good professional development program will help staff become more skilled as well as more enthusiastic about the use of technology as a learning tool. It will consider the District vision for the use of technology, where as a district we wish to go; as well as where we are. It will create autonomy and capacity at the school level, building on teachers' expertise. Finally, it will motivate us to integrate technology into the learning experiences of our students.

The more technology is integrated into the curriculum, the more powerful a tool it becomes in student learning and instructional delivery.

- 🍏 Technology links the classroom with educational resources worldwide.
- 🍏 Technology allows learners to access and process electronic information in their research projects.
- 🍏 Technology helps learners become effective communicators.
- 🍏 Technology aids in collaborative student work.
- 🍏 Technology allows students to work more efficiently and effectively on learning outcomes.
- 🍏 Technology allows more partnerships within the school, and among schools and other organizations.
- 🍏 Through technology, teachers have access to collegial support and “best practice” information from a wide variety of sources.
- 🍏 Technology expands the variety of teaching tools and strategies available to support diverse learning styles.
- 🍏 Technology supports productive and efficient management of student assessment and data.
- 🍏 Technology supports emerging instructional strategies.
- 🍏 Technology provides efficient methods for students, parents, and teachers to communicate.

Professional development is an ongoing process. It must offer meaningful activities that apply to our own teaching and learning situations. It should not happen in isolation, but rather, through a team approach; teachers who share a common subject and/or grade levels working and learning together. Professional development must allow educators choices and varied entry points. Participants' knowledge and skills must be taken into consideration and assessment must be a continuous process to identify strengths, needs, and learning approaches. Through professional development we can gain both the technical knowledge and pedagogical skills required to integrate technology as a learning tool.

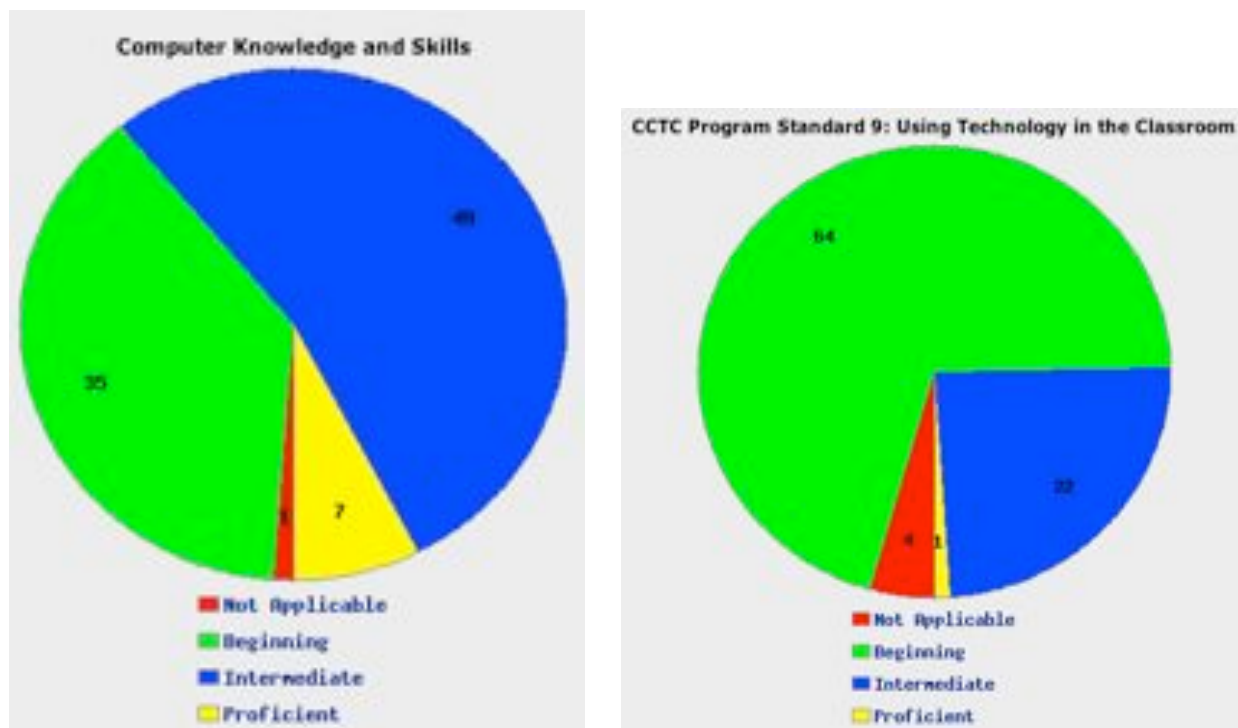
The most powerful form of staff development comes from sharing what we know with others. Learning comes from giving more than just receiving. By reflecting on what we do, by giving it coherence, and by sharing and articulating our knowledge with others, we make meaning.

It is the goal of the Los Gatos Union School District to support all teachers in reaching a level of Proficiency on the CTAP EdTech Profile Survey. To further this goal, the Los Gatos Union School District will maintain an on-going Technology Staff Development Program which offers a variety of topics presented to meet the needs and learning preferences of teachers and staff. Basic technology skills will be offered along with instruction in the more complex pedagogy of technology integration. A variety of short-term and systemic programs will be scheduled to meet teacher needs. One-on-one “just in time” training will be combined with year-long collaborative projects. The Technology Staff Development Program will be aligned with the District Staff Development Program to offer teachers support in using technology to implement all new instructional practices.

Although a number of teachers have participated in programs and taken technology classes through the Santa Clara County Office of Education, Foothill College’s LINC Program and attended District technology classes, the level of staff computer knowledge and skills proficiency as measured by the EdTech Profile remains in the Intermediate level. Even more important, the assessment of technology use in the classroom and the integration of technology into instructional practice is at the Beginning level.

Each year, all teachers will participate in the CTAP EdTech Profile Survey to further assess their needs and help steer the direction of the District’s technology professional development program.

Results from the 2006 CTAP EdTech Profile Survey:



A second component of the LGUSD Technology Staff Development Plan is a yearlong program of weekly technology classes offered at site computer labs every Thursday from 3:15 p.m. to 4:15 p.m. Topics are determined by the CTAP EdTech Profile Survey and follow-up informal surveying at staff meetings and during staff development classes.

The Los Gatos Union School District encourages teachers and staff to enroll in technology classes through the Santa Clara County Office of Education and at local colleges and universities, by paying for all registration and material costs. Teachers and staff are also encouraged to attend technology conferences to further their knowledge and skills. On-line classes are available to all staff through Foothill College’s LINC Program. Tutorials are available through the Atomic Learning Library and the District web site. Every August, district staff members receive training in the use of PowerSchool, a web-based student management system, learning to use it as a database and how it can facilitate standards-based instruction.

Professional Development Goal #1 – Technology Staff Development Opportunities

The Los Gatos Union School District will provide all staff with the professional development to effectively use the technology tools necessary to the success of their jobs.

All staff will be provided with a comprehensive staff development program on how to use technology to improve instruction and student learning. Training will be accompanied by access to the necessary hardware and software and sufficient time to learn and practice new skills.

Objective #1:

A comprehensive technology professional development program that supports district teachers and staff in reaching the CTAP EdTech Profile level of Proficient, will be implemented in August by the Technology Coordinator and continued throughout the year.

Strategies:

1. The District will support and maintain a full time Technology Coordinator to provide technology staff development and coordinate it with the District staff development program.
2. Weekly, after school technology classes for all staff based on results of staff technology surveys, requests by teachers and district academic and instructional focus areas will be offered. The following are some of the professional development classes which have been offered in the past two years.

Technology Workshops Topics, 2004-2006:

Introduction to Word	Troubleshooting Your Computer
Web 101 (Pt. 1 & 2)	Differentiating Instruction with Technology
Using the Internet	Introduction to HTML
Building Your Class Web Site	Introduction to Appleworks
Searching the Internet	Introduction to PowerPoint
Tips & Tricks for Your MAC	Introduction to Dreamweaver
Welcome to WebQuests	Making an iMovie
Projects with iMovie	Introduction to iMovie
Information Literacy for All	Evaluating Web Sites
Project-based Learning	Introduction to Inspiration
Project-based MultiMedia	Digital Portfolios in the Classroom (K-2 & 3-5)
How to use Powerschool Teacher	Using PowerGrade
Integrating Technology	Introduction to Photoshop Elements
Introduction to MAC OS X	What's on the Web?
Working with Excel	Working with Word
Introduction to Pages	Introduction to Keynote

3. The District will support technology staff development with comprehensive online web resources posted on the LGUSD web site and through the quarterly Tech Topics Newsletter written by the Technology Coordinator and the Technology Systems Administrator.
4. All staff, parents and students will have access to subscriptions for online technology tutorials through the Atomic Learning Library.
5. The District will promote and support teacher participation in technology conferences and summer institutes.

Professional Development Goal #2 – Teacher/Staff Technology Proficiency

All District staff will become proficient in the use of technology including the basic operation of various equipment, personal computer productivity tools, technology literacy applications and the effective use of the Internet and its resources.

Objective #1:

By spring 2007, a majority of teachers in the district will achieve a level of Intermediate on the CTAP EdTech Profile Survey in “Basic Computer Knowledge and Skills” and “Computer Use in the Classroom”. The following year by spring 2008, a majority of teachers in the district will achieve a level of Proficient on the CTAP EdTechProfile Survey in “Basic Computer Knowledge and Skills” and “Computer Use in the Classroom”.

Strategies:

1. Teachers, administrators and support staff will become familiar with CTAP EdTech Profile levels of staff technology proficiency through the LGUSD web site, the District Technology Newsletter, at staff meetings and during workshops on staff development days.
2. The Technology Coordinator will offer weekly district staff development in basic computer and technology skills.
3. Incentives including materials, equipment and technology support will be provided to staff who attend computer technology classes.
4. By March, 2007, all staff members will reassess their level of technology skills by participating in the CTAP EdTechProfile Survey. This process will be monitored by site administrators and the District Technology Coordinator to evaluate progress toward their goals.

Professional Development Goal #3 - Technology Integration

The Los Gatos Union School District believes that through an ongoing, technology embedded professional development program, teachers and their students will be able to use powerful technology applications that support curriculum standards and promote the use of critical thinking and problem solving skills. Administrators and support staff will understand how technology can be used in a standards-driven classroom and how to support classroom teachers in technology integration.

Objective #1:

By the year 2008, all elementary and core middle school teachers will have received training in project-based learning and the integration of technology into a standards-based classroom.

Strategies:

Teachers, administrators and support staff will become familiar with the ISTE Student Technology Standards through the LGUSD web site, the district's monthly technology newsletter (Tech Topics), at staff meetings and during workshops on staff development days.

Weekly district staff development in the curricular use of technology and technology integration will be provided.

1. All staff will have the opportunity to attend technology integration learning opportunities through district staff development, Foothill College, UCSC, San Jose State, RAFT and the Santa Clara COE.
2. Staff participation in local and statewide technology conferences such as the Mini-CUE and the CUE Conference will be promoted and supported.
3. The Technology Coordinator will work closely with the District Curriculum Council, the district librarian, site Library Specialists, the Computer Lab Specialists and the Director of Curriculum and Instruction to integrate technology-based projects into training in core curriculum areas.

Network Infrastructure

(Hardware, Technical Support and Software)

In April 2001, the Los Gatos Union School District passed a \$91,000,000 Bond for the construction and modernization of buildings at all school sites. The Technology Coordinator and the Technology Systems Administrator have worked closely with the Director of Facilities, Planning and Construction to see that all of the new construction is adequately wired for implementing the goals of the Technology Plan. Improvements have included a new VOIP phone system, upgrades to the Cisco infrastructure hardware, and gigabit capable Ethernet wiring from the MDFs to the workstations.

LGUSD's Wide Area Network consists of 6 sites, each with a multi-mode fiber-optic backbone and cat-5e wiring to each data port. Remote sites are connected to the data center at the District Warehouse via T1 lines, and a dedicated T1 provides Internet access through AT&T. Our WAN and LANs are capable of supporting both instructional and management practices, and allow for continually improving communications within the district and with other partner agencies.

Uninterrupted network access is crucial to the use of information systems and the integration of technology into the classroom curriculum. At each school site, the District will maintain a smoothly operating network that provides services to all classrooms with as few interruptions as possible.

Network Infrastructure (District Level)

Strategies:

1. Investigate and pursue opportunities to increase Internet bandwidth to the District data center. Implement an appropriate solution when it becomes cost-effective.
2. Investigate and pursue possibilities such as high-speed fiber for increased bandwidth between the school sites. Implement an appropriate solution when it becomes cost-effective.
3. Maximize available T1 bandwidth by monitoring and managing voice and data traffic through Cisco routers.
4. Improve email services with more effective spam and virus blocking.

Network Infrastructure (Site Level)

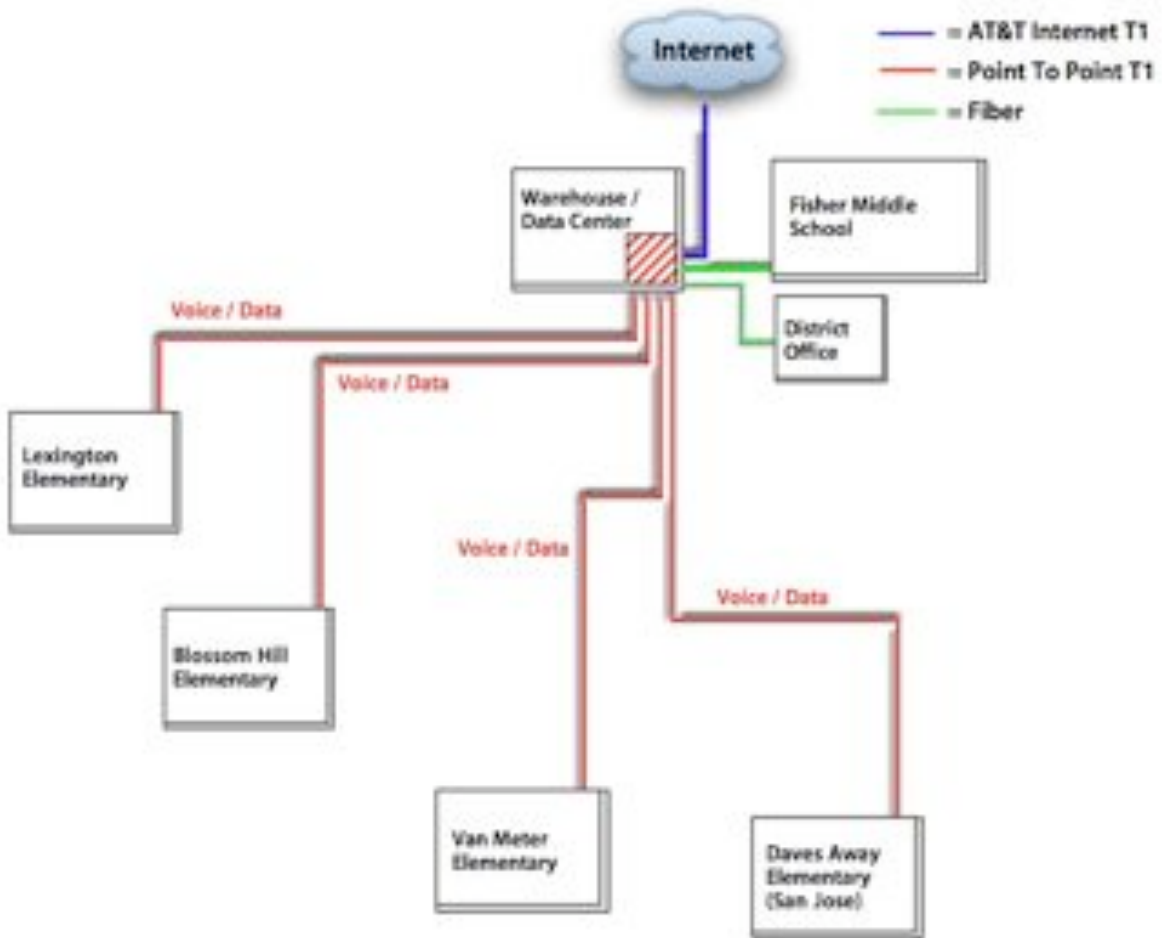
Strategies:

1. Maintain consistent connectivity to District data center through T1 lines.
2. Analyze information from Web Help Desk files to evaluate and support uninterrupted services to all classrooms.
3. Integrate bell, clock and paging systems into network to facilitate a better user interface.
4. Research and install video distribution systems for cable TV and in-house broadcasts at all school sites.

Network Infrastructure (New Construction)

Strategies:

1. Complete network upgrades and new infrastructure installations in conjunction with modernization at Daves Avenue and Blossom Hill Schools.
2. New construction includes internal wiring to support 10 student computers in all classrooms.
3. Complete the setup of the video production studio at Fisher Middle School.

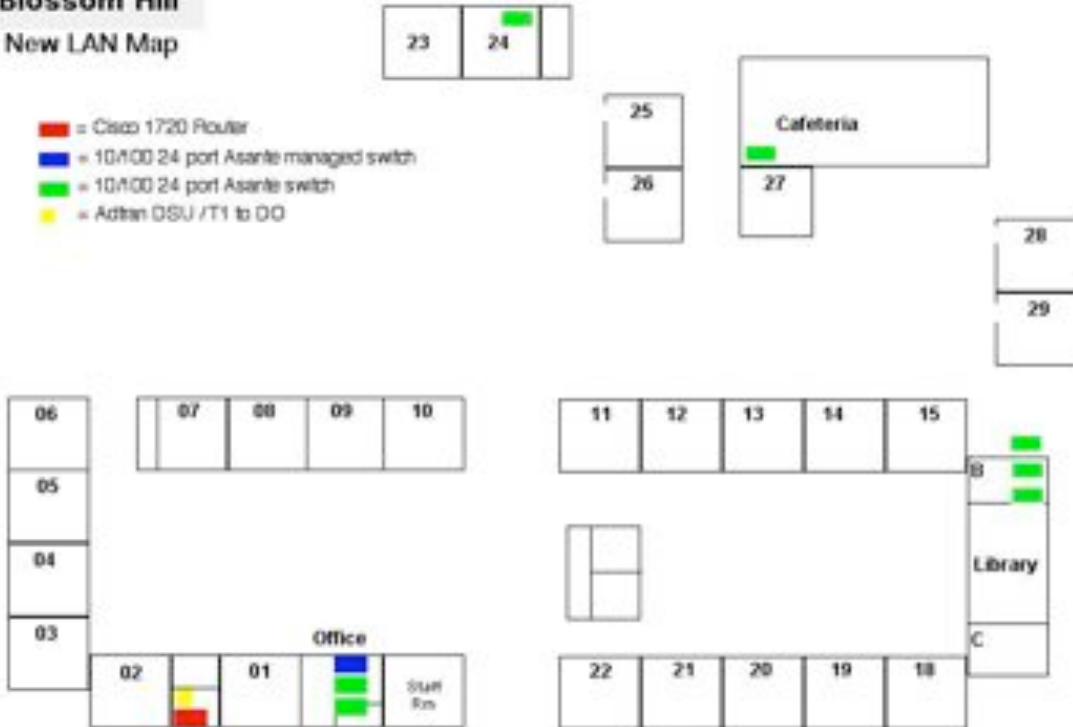


The Los Gatos Union School District
Wide-Area Network

Blossom Hill

New LAN Map

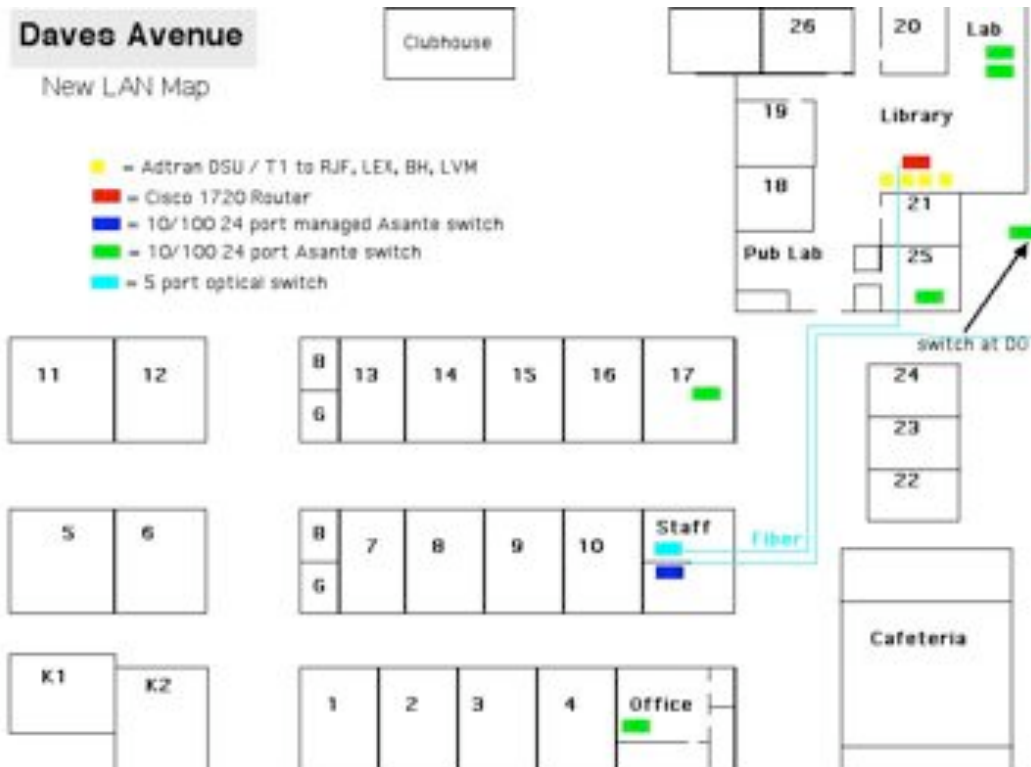
- = Cisco 1720 Router
- = 10/100 24 port Asante managed switch
- = 10/100 24 port Asante switch
- = Adtran DSU / T1 to DO



Daves Avenue

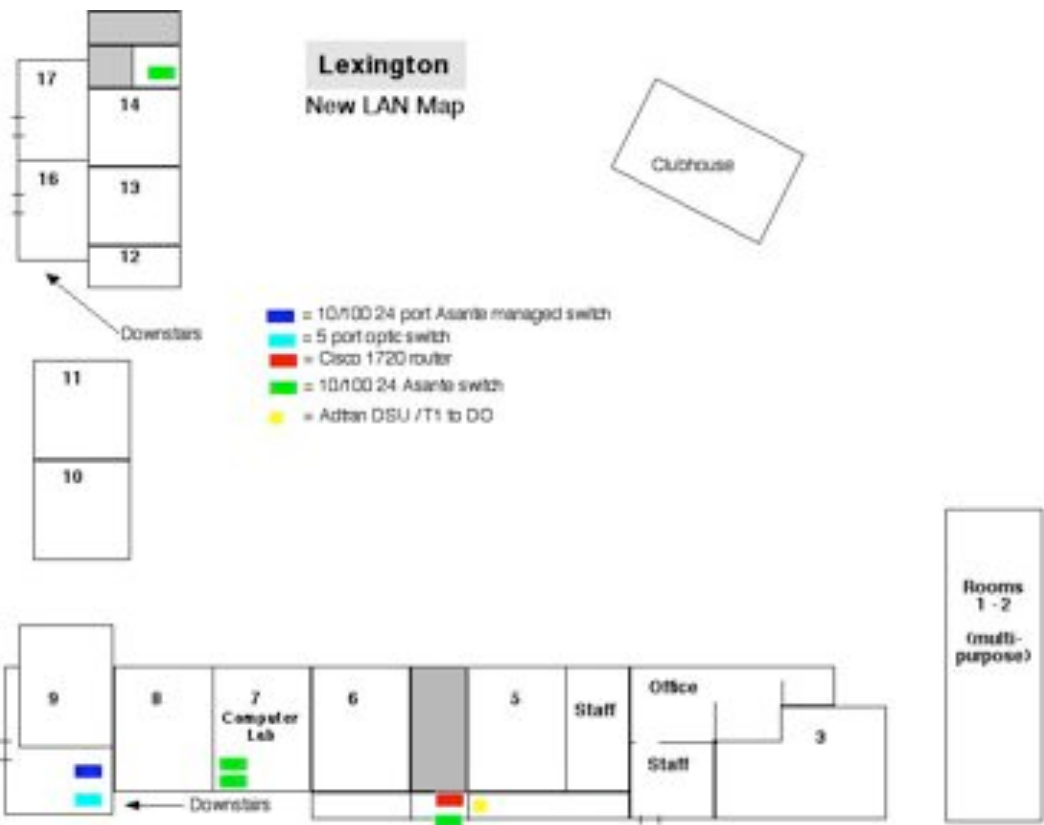
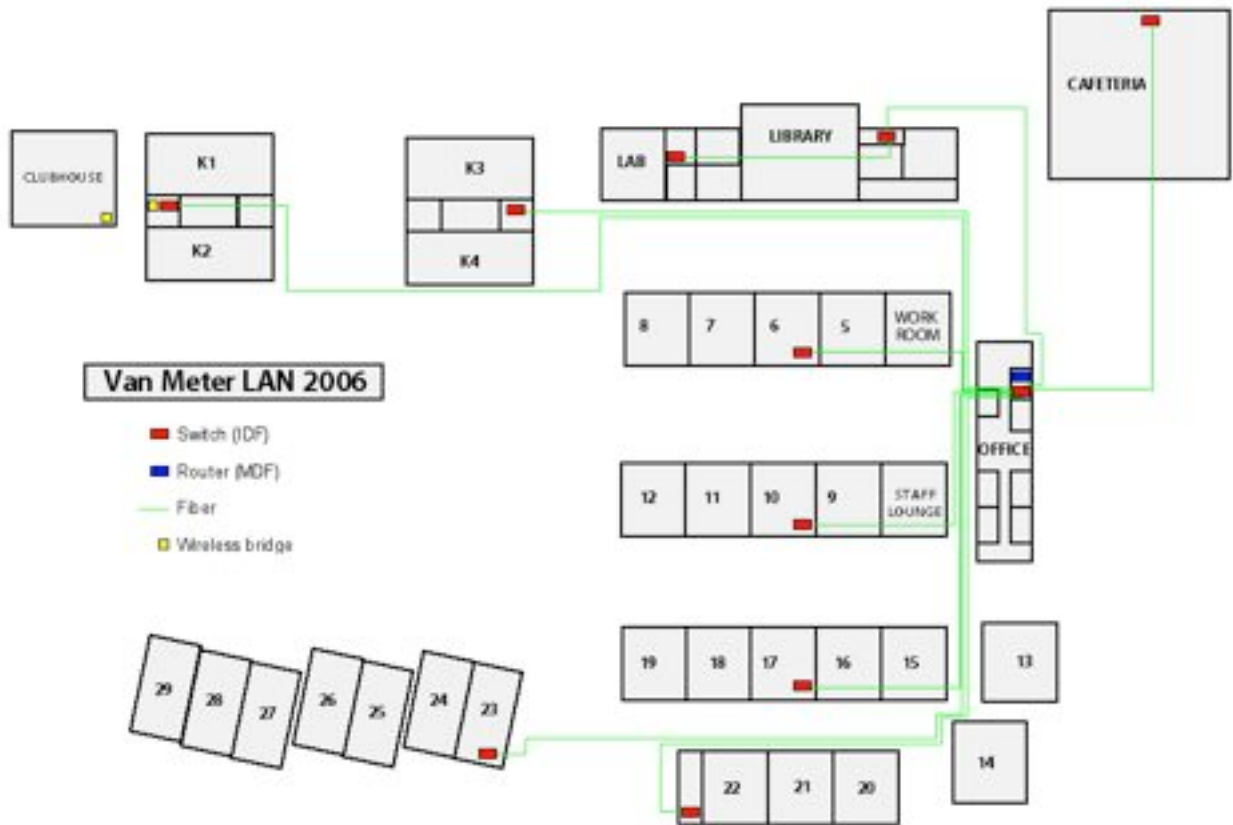
New LAN Map

- = Adtran DSU / T1 to RJF, LEI, BH, LVM
- = Cisco 1720 Router
- = 10/100 24 port managed Asante switch
- = 10/100 24 port Asante switch
- = 5 port optical switch



Blossom Hill and Daves Ave Elementary Schools' local area networks before construction





Technical Support

The district will maintain a comprehensive support system to ensure that instructional technology interruptions are kept to a minimum. The district will oversee that the network, all hardware and all software applications are maintained, repaired and upgraded in a timely and cost effective manner.

Strategies:

1. The Technology Systems Administrator will work closely with the Technology Coordinator to plan for, purchase and maintain the district network, including the local area networks at school sites.
2. The Technology Systems Administrator will work closely with the Technology Coordinator to oversee the repair and replacement of any technology hardware that is not functioning properly.
3. The district's internal Web Help Desk and Telephone Help Desk will allow staff members to report problems and have them repaired in a timely manner.
4. The Technology Assistant will monitor and update the Web Help Desk and complete all necessary computer and peripheral installations, upgrades and repairs under the supervision of the Technology Systems Administrator.

Coordination and Management of Technical Support

The district will develop and maintain technology standards, processes and procedures to ensure the effective and consistent deployment of technology and promote cost effective management practices at all levels.

Strategies:

1. The district has established a written policy outlining district standards and rules for equipment selection, purchase and installation.
2. Annually at the beginning of each school year, administrators and staff will be trained in district policies and procedures for the selection, purchase and installation of all hardware and software.
3. The district, through the Technology Systems Administrator, will continue to work with Apple Computer to purchase appropriate hardware at the most cost effective pricing.

School Hardware/Software

All schools will have a standardized set of technology tools that promote student achievement, foster best practices in teaching and facilitate cost-effective professional development and technical support. All students and teachers will have equitable and ready access to these technology tools.

Strategies:

1. All teachers will be provided with a computer workstation consisting of an Apple Macintosh computer with a G4 processor or higher, a minimum of 256 MB ram and a local printer.
2. All teacher workstations are provided with appropriate software to optimize instruction and integrate technology into their curriculum, including, Microsoft Office, AppleWorks, iWork, iLife, Apple Mail, Safari, PowerGrade, Inspiration, Dreamweaver, and Fireworks.
3. All teacher workstations are provided with access to the Web Help Desk for technical support.
4. All students are provided with access to filtered, Internet connected workstations both in their classrooms and the library/computer lab.
5. All student computers (when appropriate by grade level) are provided with KidPix Studio, Type to Learn, Type to Learn Jr., AppleWorks, Inspiration, Dreamweaver, and Fireworks.

Administrative Technology

Administrators, counselors, clerical staff and other support staff will have access to workstations, software and other productivity tools that support communications, decision-making and cost effective services and business practices. The district will develop and support cost effective centralized information, financial, management and communications applications.

Strategies:

1. All administrators and support staff are be provided with a computer workstation consisting of an Apple Macintosh computer with a G4 processor or higher, a minimum of 256 MB ram and proximity to a printer.
2. All administrators and support staff workstations with the necessary including, Microsoft Office, AppleWorks, iWork, iLife, Mail, Safari, PowerGrade, Dreamweaver, and FileMaker Pro.
3. All administrators and support staff workstations are provided, by request, with access to a Windows PC through Microsoft Remote Desktop or Virtual PC.
4. All administrators and support staff have access to staff development classes through the district, the Santa Clara County Office of Education and other local institutions to enhance their skills and use of basic computer application programs.

Student Information System

Administrators, teachers, counselors, and other support staff will have access to the student information database at the access level they require to perform their jobs and support the education of the students in Los Gatos Union School District.

Strategies:

1. The PowerSchool student database program has been installed and is maintained at all sites.
2. The PowerSchool interface has been customized to best support the needs of the LGUSD staff, parents and students.
3. The district has implemented training in PowerSchool, on an as-needed basis, conducted by the Technology Coordinator, for all staff members.
4. Each year PowerSchool training will include sessions in August for secretaries and support staff, and training for teachers before the start of school. Further training will be given as needed.

Library Information Systems

All district libraries use the Alexandria Library Automation System to improve student access to information and the circulation, inventory, statistical analysis and acquisition of library books and materials. All staff and students have access to information about their school library collections from any school computer workstation.

Strategies:

1. Access to the Alexandria Online Catalog is available in all classrooms at all school sites.
2. Ongoing training in Alexandria for both library media specialists and classroom teachers will be scheduled as needed.

Funding and Budget

The Los Gatos Union School District has a commitment to support the use of technology for the benefit of our students, staff, parents and community, In these times of limited financial resources it becomes even more important to utilize all available sources of funding. The district is committed to securing ongoing, stable funding to support the curriculum resources, staff development, technology tools, infrastructure and technical support which are necessary to implement the District Technology Plan.

The Los Gatos Union School District has followed a plan by which obsolete equipment was replaced on a regular basis with priority going to the school computer labs that are accessed by all students. Replaced computers were then moved to teacher workstations and teacher computers became student classroom computers. Annually the Technology Systems Administrator, the Technology Coordinator and the Technology Committee evaluate the district's technology needs and determined hardware and software upgrades along with the minimum standards for hardware at each level of use.

Strategies:

1. Apply for EETT technology grant funding each year to support technology training of all staff.
2. Commit a portion of state lottery funds to the support of site and district technology.
3. Form partnerships with the LGEF and local businesses to support technology goals.

2005-2006 Technology Budget

Line Item Category	Description
1000-1999 Certificated Personnel Salaries \$131,000	Funding for the Technology Coordinator position
2000-2999 Classified Personnel Salaries \$132,000	Funding for the Technology Systems Administrator, the District Technology Assistant and the Summer Technology Work Crew.
4000-4999 Books and Supplies \$7,000	Funding for support and staff development materials
5000-5999 Services and Other Operating Expenditures \$88,000	Repairs, licenses, upgrades and other services.
6000-6999 Capital Outlay \$315,000	Funds for capital outlay at all sites.

Monitoring and Evaluation

The Los Gatos Union School District will conduct ongoing evaluation and assessment of progress towards the goals of the District Technology Plan to inform decision making, assist with professional development decisions and make mid-course corrections in technology implementation.

The district will develop strategies to assess the impact of a standards-based technology embedded curriculum, taught by well-trained teachers, on student achievement. Technology will be used to create powerful evaluation tools that capture the full range of student learning.

The district will develop strategies to assess the performance of all district technology components including telecommunication service, the network, hardware and software.

Strategies:

1. Assess the number of teachers participating in technology staff development workshops and attending technology conferences.
2. Survey teachers annually on level of computer and technology use in their classrooms.
3. Promote attendance at grade-level Technology Forums in spring to discuss and assess technology use and needs of teachers and schools.
4. By spring of 2007, develop and implement Technology Skills Assessment for students that aligns with the District Core Technology Skills Continuum.
5. The District Technology Committee will meet in May to evaluate the level of implementation for each component of the District Educational Technology Plan.
6. By the 2006-07 school year, the Technology Coordinator and the classroom teachers will develop curriculum projects for each grade level that are aligned with the District Core Technology Skills Continuum.
7. By the spring of 2007, the Technology Coordinator will develop teacher support materials for each technology curriculum project.
8. Each technology curriculum unit will include an assessment that will allow the district to track successful progress in the integration of technology throughout the curriculum.
9. Teachers will use assessment information from the Math Assessment Consortium (MAC), STAR assessments and PowerSchool to inform teachers of student progress towards instructional goals.
10. By March of each year, all certificated staff members will assess their level of technology skills by participating in the CTAP EdTech Profile Survey.
11. The Technology Systems Administrator and the Technology Coordinator will analyze information from the online Web HelpDesk on a monthly basis to evaluate LAN/WAN performance, along with computer hardware and other peripherals' performance.
12. The Technology Systems Administrator and the Technology Coordinator will work closely with Verizon, and SBC to insure efficient service over voice and data lines.
13. District and school level committees will meet to evaluate software and hardware under the guidance of the Technology Systems Administrator and the Technology Coordinator.

Effective Collaborative Strategies

The Los Gatos Union School District has a history of support and partnerships with local community organizations including the Los Gatos Education Foundation (LGEF), the Los Gatos Art Docents, the Los Gatos-Saratoga Recreation Department and the Community Against Substance Abuse (CASA). Recently we have formed an association with our three local private schools, St. Mary's, Yavenah and Hillbrook, to share information about our technology plan, to collaborate on technology staff development and to better provide services for our students, parents and community.

Home-School Communication

The district will develop and adapt programs to improve home-school communication and involve parents in the active participation of the education of their children.

Strategies:

1. Maintain school and district web sites that promote up-to-the-minute information and communication between school, home and community.
2. Continue to support all schools in using the PowerSchool student database with teacher access to important student information. Parent access to their students' information will be available at R.J. Fisher Middle School.
3. To promote the use of email and other forms of electronic communication between parents, community and staff members, computers have been configured and web sites designed for easy access to addresses and immediate email connections.
4. At the beginning of each school year, training in the protocols and use of email is available to all staff.

School and District Partnerships

To promote student learning and parental involvement, schools will continue to strengthen partnerships with parents, community organizations, educational institutions, the business community, and city/county agencies. The purpose of these partnerships will be to coordinate technology planning and implementation, develop new applications, reduce costs and extend learning resources and services to families and the greater community.

Strategies:

1. The district will continue to work closely with the LGEF to acquire technology support.
2. The district will investigate grants and partnerships with businesses connected to the Los Gatos community.
3. The district will partner with the Santa Clara County Office of Education to offer technology workshops and training on a regular basis at the R.J. Fisher Middle School computer lab.

Community and District Partnerships

By building on our school-community partnerships, the schools will explore the feasibility of providing access to technology and training for families and members of the community. The district will expand opportunities for adult education and instructional programs.

Strategies:

1. Beginning in spring 2007, the district will host a School Technology Night for parents, students and community members.
2. The district will promote parent and community participation in school technology events through its partnership with the Los Gatos-Saratoga Recreation Department.
3. All staff development opportunities and events will be publicized through email, newsletters and direct contact to insure they are available to teachers, administrators, parents and our partnership schools.

Effective Research-based Methods and Strategies

The goal of the Los Gatos Union School District Educational Technology Plan is to improve student learning. Research shows that technology can be an important tool towards achieving this goal when it is embedded within the content of the curriculum. Los Gatos Union School District promotes the integration of technology and curriculum through problem-based and project-based learning. This strategy is also used to develop the skills and knowledge necessary for teachers to use technology effectively as an instructional tool. By planning our professional development around teacher technology projects that incorporate a continuum of technology skills, our teachers learn how to use technology to support their instructional programs.

Goal #1 - Model Best Practices

Teachers in the Los Gatos Union School District will be trained to use technology using the best educational practices and research supported strategies to promote student learning in all curricular areas.

Strategies:

1. Maintain subscriptions at all school sites for educational technology journals such as, Learning and Leading with Technology, T.H.E. Journal, and Technology & Learning, to promote the use of research based best practices in technology instruction.
2. The Technology Committee and the Technology Coordinator will continue to use the following online resources as they develop the District Technology Staff Development Program:

CARET

<http://caret.iste.org/>

The Center for Applied Research in Educational Technology bridges education technology research to practice by offering research-based answers to critical questions.

ISTE's Journal of Research on Technology in Education

<http://www.iste.org/jrte/>

Includes abstracts from some of the latest studies in educational technology.

State Educational Technology Directors Association (SETDA)

<http://www.setda.org>

An organization using scientifically-based research to 1) promote national leadership in educational technology to support achievement in lifelong learning, 2) provide professional development for state educational technology directors, and; 3) build partnerships to advance learning opportunities.

Report of the President's Committee of Advisors on Science and Technology Panel on Educational Technology (1997)

<http://www.ostp.gov/PCAST/k-12ed.html>

This paper presents a good, introductory synthesis of knowledge about technology and student learning, technology and teacher practice, research, and policy. Sections on hardware, policy, and access may be outdated, however.

Appendices

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Student Technology Standards

The LGUSD Educational Technology Plan is driven by the District Academic Content Standards and supports the educational mission and instructional goals of the Los Gatos Union School District. It stresses the importance of rigorous and sustained staff development to the integration of technology into the curriculum. It is also consistent with the professional development and student achievement goals of the National Educational Technology Standards, the e-rate application guidelines and teacher credentialing guidelines for technology proficiency.

The Technology Standards for Students in the Los Gatos Union School District are divided into six broad categories. Standards within each category are introduced, reinforced, and mastered by students. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication and life skills.

1. Basic operations and concepts

- ▶ Students demonstrate a sound understanding of the nature and operation of technology systems.
- ▶ Students are proficient in the use of technology.

2. Social, ethical, and human issues

- ▶ Students understand the ethical, cultural, and societal issues related to technology.
- ▶ Students practice responsible use of technology systems and software.
- ▶ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools

- ▶ Students use technology tools to enhance learning, increase productivity and promote creativity.
- ▶ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.

4. Technology communications tools

- ▶ Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.
- ▶ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools

- ▶ Students use technology to locate, evaluate, and collect information from a variety of sources.
- ▶ Students use technology tools to process data and report results.
- ▶ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools

- ▶ Students use technology resources for solving problems and making informed decisions.
- ▶ Students employ technology in the development of strategies for solving problems in the real world.

Core Technology Skills Continuum K - 8		Competency Level by Grade									
		K	1	2	3	4	5	6	7	8	
Goals and Competencies											
NETS #1 Basic Computer Operations and Concepts											
Goal 1.1 Students will communicate effectively about technology, utilizing relevant terms that demonstrate their awareness and understanding of technology.											
1.1.1	Understand the meaning of, and correctly use, age-appropriate technology vocabulary.										
	Computer, Keyboard, Monitor, Mouse, Printer	I	R	M	A	A	A	A	A	A	
	Application software, CD-ROM, Desktop, Removable Media, Icon, Internet, Menu, PC, Program, Search Engine, Toolbar, Website		I	R	M	A	A	A	A	A	
	Browser, Disk drive, CD, URL, Graphic, email, Fair Use {copyright, ethics}, File, Operating System										
	Domain name, Download, DVD, Hardware, Install, ISP, LAN, Memory {bit, byte, kilobyte, megabyte, gigabyte}, Netiquette, Network, Peripheral, RAM, ROM, Shortcut, Software {desktop publishing, database, spreadsheet, word processing, multimedia, presentation}, Virus, WAN, World Wide Web										
Goal 1.2 Students will touch type at a level of proficiency that eliminates keyboarding skill as a barrier to effective computer use.											
1.2.1	Demonstrate an understanding of the major keyboard components and functions.		I	R	R	R	R	M	A	A	
1.2.2	Apply touch-keyboarding skills with appropriate speed and accuracy that makes typing more productive than handwriting.			I	R	15 wpm	20 wpm	25 wpm	30 wpm	35 wpm	
1.2.3	Demonstrate consistent use of left- and right-hand keyboard positions, including home key use.			R	R	R	R	M	A	A	
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied

Core Technology Skills Continuum K - 8		Competency Level by Grade																	
		K	1	2	3	4	5	6	7	8									
Goals and Competencies																			
Goal 1.3	Students will successfully complete basic procedures to operate a computer.																		
1.3.1	Properly use start, shut down, restart, log-on and log-off procedures.		I	R	R	R	R	R	M	A	A	A	A	A	A	A	A	A	A
1.3.2	Locate and launch programs from the hard drive or a CD-ROM.		I	R	R	R	M	A	A	A	A	A	A	A	A	A	A	A	A
1.3.3	Navigate desktop and menu environments.			I	R	R	R	R	R	M	A	A	A	A	A	A	A	A	A
1.3.4	Open, close, move and resize windows.						I	R	R	M	A	A	A	A	A	A	A	A	A
1.3.5	Manage multiple open windows on the active desktop and status bar.								I	R	R	M	A	A	A	A	A	A	A
Goal 1.4	Students will demonstrate the ability to manage printer output.																		
1.4.1	Use file and page setup options to create neat, orderly pages.								I	R	R	M	A	A	A	A	A	A	A
1.4.2	Use print preview to check output prior to printing.							I	R	M	A	A	A	A	A	A	A	A	A
Goal 1.5	Students will demonstrate appropriate file management techniques.																		
1.5.1	Locate files from folders, Removable Media or CD-ROM drive.								I	R	M	A	A	A	A	A	A	A	A
1.5.2	Follow acceptable file and folder naming conventions.									I	R	M	A	A	A	A	A	A	A
1.5.3	Create new folders.										I	R	M	A	A	A	A	A	A
1.5.4	Save files to an appropriate location.							I	R	M	A	A	A	A	A	A	A	A	A
1.5.5	Copy, rename and relocate files.									I	R	M	A	A	A	A	A	A	A
1.5.6	Delete files.										I	R	M	A	A	A	A	A	A
Goal 1.6	Students will apply their understanding of computers, input and output devices to identify and solve hardware and software problems.																		
1.6.1	Identify, analyze and solve basic problems with hardware connectivity and setup.																		
1.6.2	Identify, analyze and solve basic software problems.																		
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied								

Core Technology Skills Continuum K-8		Competency Level by Grade														
		K	1	2	3	4	5	6	7	8						
Goals and Competencies																
1.6.3	Reestablish basic setting when needed, e.g. screen resolution, printers, network.												|			
Goal 1.7 Students will demonstrate an understanding of proper techniques for using a variety of technology devices related to computer operations.																
1.7.1	Successfully utilize various computer input and output devices.															
	CD Burner {burn a CD with selected file(s)}											I	R			
	CD-ROM {insert, remove}		I	R	R	M		A	A			A	A			
	Digital Camera {take pictures, preview pictures, off-load pictures}					I	R	R	R			M	A			
	Removable Media {insert, remove}		I	R	R	M		A	A			A	A			
	Mouse {point, click, double-click, right-click, drag}		I	R	R	M		A	A			A	A			
	Printer {select, send a job, cancel a job, load paper}					I	R	M	A			A	A			
	Scanner {scan, print, edit, save}					I	R	R	R			R	R			
	Video Camera {film images, preview film, off-load film, edit film}										I	R	M			
NETS #2 Social, Ethical and Human Issues																
Goal 2.1 Students will demonstrate an understanding and acceptance of the district's Acceptable Use Policy {AUP}.																
2.1.1	Identify, explain, and agree to accept the components of the district's AUP.		I	R	R	R		M	A			A	A			
2.1.2	Apply the rules and procedures in the district's AUP.		I	R	R	M		A	A			A	A			
Goal S2 Students will demonstrate an understanding of the impact of technology and its continuing development.																
2.2.1	Identify a variety of computer applications and technology-supported processes common in daily activities.					I	I	R	R			M	A			
Competency Levels		I = Introduce					R = Reinforced					M = Mastered			A = Applied	

Core Technology Skills Continuum K-8		Competency Level by Grade												
		P	K	1	2	3	4	5	6	7	8			
Goals and Competencies														
2.2.2	Discuss advantages and disadvantages of technology use in the workplace and in general society.													
2.2.3	Identify emerging technologies and their impact on society.													
Goal 2.3		Students will demonstrate positive social and ethical behaviors when using technology.												
2.3.1	Practice appropriate care and use of equipment.	I	I	R	R	M	A	A	A	A	A	A	A	A
2.3.2	Develop positive attitudes towards technology.	I	I	R	R	M	A	A	A	A	A	A	A	A
2.3.3	Demonstrate cooperative and collaborative skills when using technology individually or in a partner or group setting.	I	I	R	R	M	A	A	A	A	A	A	A	A
Goal 2.4		Students will identify and apply ethical practices regarding technology use.												
2.4.1	Demonstrate ethical use of resources.					I	R	R	M	A	A	A	A	A
2.4.2	Identify and apply fair use guidelines.					I	R	R	M	A	A	A	A	A
2.4.3	Properly cite and give credit for electronic resource use.					I	R	M	A	A	A	A	A	A
NETS #3 Technology Productivity Tools														
Goal 3.1		Students will develop competency using a variety of software programs.												
3.1.1	Utilize instructional software for skill development across content areas.	I	I	R	M	A	A	A	A	A	A	A	A	A
3.1.2	Identify characteristics of software designed for specific purposes.				I	I	R	M	A	A	A	A	A	A
3.1.3	Identify appropriate software to use for specific problem-solving activities or desired outcomes.					I	R	R	M	A	A	A	A	A
3.1.4	Complete activities that integrate two or more individual application programs.						I	R	M	A	A	A	A	A
3.1.5	Navigate in menu and toolbar environments.					I	I	R	M	A	A	A	A	A
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied			

Core Technology Skills Continuum K-8		Competency Level by Grade												
		K	1	2	3	4	5	6	7	8				
Goals and Competencies														
3.1.6	Access and utilize Help menu features.				I	R				R	M	A	A	
Goal 3.2 Students will demonstrate effective use of common application techniques.														
3.2.1	Select text or other items using drag, click, control, shift and multiple mouse clicks.	I	R	R	R	M	A	A	A	A	A	A	A	
3.2.2	Navigate within a screen or file using arrow keys, mouse clicks, scroll bars and function keys.	I	R	R	R	M	A	A	A	A	A	A	A	
3.2.3	Set margin and orientation parameters.				I	R	M	A	A	A	A	A	A	
3.2.4	Assign and edit fonts, font sizes and font styles.			I	R	R	M	A	A	A	A	A	A	
3.2.5	Utilize the spell check feature.			I	R	R	M	A	A	A	A	A	A	
3.2.6	Perform find and find/replace actions.					I	R	M	A	A	A	A	A	
3.2.7	Use Cut and Copy functions in conjunction with the Paste command.			I	R	R	M	A	A	A	A	A	A	
3.2.8	Utilize the Undo and Redo/Repeat functions.				I	R	R	M	A	A	A	A	A	
3.2.9	Select and incorporate appropriate graphics, including the use of property settings for alignment, wrapping, etc.				I	R	R	M	A	A	A	A	A	
3.2.10	Apply headers, footers and page numbers.					I	R	R	M	A	A	A	A	
3.2.11	Utilize application templates and wizards.						I	R	M	A	A	A	A	
Goal 3.3 Students will use word processing and desktop publishing applications to create well-formatted, grammatically correct and visually appealing documents in a variety of output formats.														
3.3.1	Effectively utilize left, right and first line indents.						I	R	M	A	A	A	A	
3.3.2	Set appropriate justification of text {left, right, center, full}.					I	R	M	A	A	A	A	A	
3.3.3	Incorporate multiple columns as a section of a document and as the format of an entire document.					I	R	M	A	A	A	A	A	
3.3.4	Apply necessary document formats, such as for a business letter, outline and research paper.					I	R	M	A	A	A	A	A	
3.3.5	Establish line and paragraph spacing.													
3.3.6	Establish hanging indents for one or more paragraphs.													
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied			

Core Technology Skills Continuum K-8		Competency Level by Grade												
		K	1	2	3	4	5	6	7	8				
Goals and Competencies														
3.3.7	Create ordered and bulleted lists.													
3.3.8	Save a document as an HTML file.													
3.3.9	Utilize the thesaurus feature.													
3.3.10	Plan, insert and fill a table.													
3.3.11	Modify a table for number of rows, columns and cell formats.													
Goal 3.4		Students will develop and apply skills in a spreadsheet program that will allow them to organize, analyze, graphically represent and interpret data.												
3.4.1	Enter, edit and delete data in a spreadsheet.													
3.4.2	Format a single cell or group of cells for alignment, font, style, borders, shading and color.													
3.4.3	Adjust column width and row height.													
3.4.4	Format cells for currency, percents, commas and decimals.													
3.4.5	Plan and create a spreadsheet with titles and heading rows to effectively organize data.													
3.4.6	Enter formulas to add, subtract, multiply, divide, average and calculate a percent.													
3.4.7	Replicate formulas across a row and down a column, with considerations for necessary relative references.													
3.4.8	Select appropriate spreadsheet cells, columns and rows, and then create a graph or chart to present the selected data.													
3.4.9	Read and interpret a chart or graph in a spreadsheet.													
3.4.10	Modify an existing chart or graph using right-click, toolbars and the Chart Wizard.													
3.4.11	Plan and apply appropriate chart or graph titles, legends and axis labels.													
Goal 3.5		Students will use drawing toolbars and a painting program to create and modify graphics for use as an end product or for incorporation into another application.												
3.5.1	Create new objects and modify existing objects,													
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied			

Core Technology Skills Continuum K-8		Competency Level by Grade										
Goals and Competencies		K	1	2	3	4	5	6	7	8		
3.5.2	Use toolbars to select objects and to draw objects.											
3.5.3	Select objects and then move, copy, crop, delete, resize, reshape and rotate them.			I	R	R	M	A	A	A		
3.5.4	Add or modify border and fill appearance for thickness, colors and patterns.				I	R	R	M	A	A		
3.5.5	Group and ungroup objects.					I	R	R	M	A		
3.5.6	Save and import graphics for cross-applications use.					I	R	R	M	A		
3.5.7	Identify types of graphic files and their common use. { .gif, .jpg, .jpeg, etc. }					I	R	R	M	A		
Students will create multimedia presentations designed to inform, debate, persuade or report to a designated audience.												
3.6												
3.6.1	Plan and create a presentation with an intended purpose and audience.					I	R	R	M	A		
3.6.2	Effectively select and utilize a variety of slide formats.					I	R	R	R	M		
3.6.3	Insert, delete and modify slides.					I	R	R	R	M		
3.6.4	Change the order of slides.					I	R	R	R	M		
3.6.5	Effectively select and apply colors, fonts and styles in text and backgrounds.					I	R	R	M	A		
3.6.6	Understand the difference between provided working views and utilize each of them appropriately.							I	R	M		
3.6.7	Incorporate transitions, effects, and advancement settings to enhance the presentation.							I	R	M		
3.6.8	Insert graphics, movie and sound files appropriate to the presentation.							I	R	R		
3.6.9	Insert text, graphs or file into a slide.					I	R	R	R	M		
3.6.10	Use Master slide formats.						I	R	M	A		
3.6.11	Incorporate navigation buttons.									I		
3.6.12	Present their work to the teacher, class and other audiences with appropriate presentation techniques.					I	R	R	R	M		
Competency Levels												
		I = Introduce			R = Reinforced			M = Mastered			A = Applied	

Core Technology Skills Continuum K-8		Competency Level by Grade								
		K	1	2	3	4	5	6	7	8
Goals and Competencies										
Students will develop and apply skills in a database program that will allow them to organize, analyze and interpret data.										
Goal 3.7										
3.7.1	Plan and create a database with an intended purpose.									I
3.7.2	Insert, delete and modify records in a table.									I R
3.7.3	Change the order of fields.									I R
3.7.4	Effectively select and apply formats, fonts and styles in fields.									I R
3.7.5	Understand the difference between provided working views, such as design and datasheet, and utilize each of them appropriately.									I R
3.7.6	Apply field properties settings, such as input masks.									I R
3.7.7	Insert and delete fields in a table.									I R
3.7.8	Insert appropriate graphics into a form or report.									I R
3.7.9	Create a form and use it to input records.									I
3.7.10	Apply filters, sort and find features to select records in a table.									I R
3.7.11	Plan and write a query to answer a question based on a table.									I
3.7.12	Create a report based upon a table and a report based upon a query.									I R
3.7.14	Export and import data related to a table or a query.									I
Students will create digital video presentations designed to inform, instruct or entertain a designated audience.										
Goal 3.8										
3.8.1	Apply digital video basics to create a simple movie.									I R
3.8.2	Brainstorm and plan a video production.									I R
3.8.3	Use production skills: camera shots, movement, composition, lighting, microphone use and placement, video recording, directing.									I R
3.8.4	Participate in the planning or direction of a multi-									I R
Competency Levels		I = Introduce	R = Reinforced	M = Mastered	A = Applied					

Core Technology Skills Continuum K-8		Competency Level by Grade											
		K	1	2	3	4	5	6	7	8			
Goals and Competencies													
	camera production.												
3.8.5	Apply digital video basics to create a simple movie.											I	R
3.8.6	Save multimedia files with attention to size, storage media and appropriate compression for intended audience.											I	R
Goal 3.9		Students will create an original graphic organizer or complete a template for organizing or analyzing given data.											
3.9.1	Open and read a graphic organizer for information by text or picture.		I	I	R	M	A	A	A	A	A	A	A
3.9.2	Open and complete a graphic organizer template.			I	R	M	A	A	A	A	A	A	A
3.9.3	Create diagrams using symbols, links, and text.					I	R	M	A	A	A	A	A
3.9.4	Create and organize outlines.						I	R	M	A	A	A	A
3.9.5	Format diagrams using text, symbol, line, link, and color options.								I	A	A	A	A
3.9.6	Format outlines using text and prefix options.									I	R	M	A
3.9.7	Enrich content of document using notes, hyperlinks, sound, and the checklist.									I	R	M	A
3.9.8	Customize Inspiration using default settings, templates, and application properties.									I	R	M	A
NETS # 4 Technology Communications Tools		Students will use electronic communications tools to communicate with others in support of direct and independent learning.											
4.1	Utilize puzzles, logical thinking programs, writing tools, digital cameras, drawing tools for problem solving, communications, illustrations and stories.		I	I	R	R	M	A	A	A	A	A	A
4.1.1	With support from teachers, family members, or student partners, students will conduct interviews or gather information for projects via a variety of forms of telecommunications.		I	I	R	R	M	A	A	A	A	A	A
4.1.2													

Competency Levels	I = Introduce	R = Reinforced	M = Mastered	A = Applied
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Core Technology Skills Continuum K-8		Competency Level by Grade										
Goals and Competencies		K	1	2	3	4	5	6	7	8		
4.1.3	Communicates information and ideas, in ways that are appropriate to the purpose and audience, through spoken, written, and graphic means of expression.	I	I	R	R	R	M	A	A	A		
4.1.4	Identify characteristics of electronic communication tools, including web browsers					I	R	R	M	A		
4.1.5	Identify Netiquette communication guidelines.					I	R	R	M	A		
4.1.6	Select appropriate communications tools for a given task.						I	R	R	M		
Goal 4.2												
Students will identify and demonstrate an understanding of the basic components of electronic communications systems.												
4.2.1	Identify and explain the organization and function of basic parts of a WAN.							I	R	M		
4.2.2	Identify and explain the function of basic parts of a network.							I	R	M		
Goal 4.3												
Students will apply their knowledge of web site components and design methods in order to create web pages and a web site.												
4.3.1	Identify the characteristics of an effective web site.							I	R	R		
4.3.2	Demonstrate knowledge of web page coding, including use of the source viewing feature to explore coding on existing pages.									I		
4.3.3	Identify and apply effective web site planning techniques.									I		
4.3.4	Construct a web page or site with a word processing or WYSIWYG program.								I	R		
4.3.5	Incorporate graphics, internal and external links, backgrounds, font styles and colors.									I		
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied	

Core Technology Skills Continuum K-8		Competency Level by Grade											
		K	1	2	3	4	5	6	7	8			
Goals and Competencies													
4.3.8	Apply fair use principles during web page and site construction.											I	R
NETS #5 Technology Research Tools													
Students will develop competency using a variety of technology resources.													
Goal 5.1													
5.1.1	Use electronic slide show/drawing software to illustrate stories.		I	I	R	R	M	M	A	A	A	A	A
5.1.2	Use electronic maps to locate the countries/cities around the world.	I	I	I	R	R	M	M	A	A	A	A	A
5.1.3	Present information gained from electronic communication in appropriate curriculum activities.		I	I	R	R	M	M	A	A	A	A	A
Goal 5.2													
Students will identify and demonstrate an understanding of common components of a web page and web site.													
5.2.1	Identify the basic parts of a web page and web site, and their functions, including the home page, URL, domain name and hyperlinks.								I	R	R	M	A
5.2.2	Identify additional components of a web page and web site, and their functions, including internal and external links, alert box, pop-up window, prompt box, search option {site and external}, site index, image map, page title, tables and frames.												I
Goal 5.3													
Students will access a variety of databases to gather, organize and utilize information.													
5.3.1	Use CD-ROMs, electronic library catalogs and the Internet as information resources.								I	R	R	M	A
5.3.2	Use a browser to navigate the Internet.								I	R	R	R	M
5.3.3	Use linear and non-linear navigation to read for information.										I	R	M
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade											
		K	1	2	3	4	5	6	7	8			
Goals and Competencies													
5.3.5	Utilize simple key word searches with common search engines.												
5.3.6	Construct effective, advanced search engine queries, including the use of quotes, case-sensitive letters, descriptors and Boolean operators.												
5.3.7	Access and utilize specialized search directories.												
5.3.8	Create, edit and access bookmarks.												
5.3.9	Organize information collected from electronic sources, such as in a graphic organizer or outline.												
5.3.10	Apply proper electronic resource citing techniques.												
Goal 5.4		Students will identify the components of a quality electronic resource, and use those characteristics to select and evaluate electronic information sources.											
5.4.1	Identify characteristics of an effective, reliable electronic resource.												
5.4.2	Evaluate the quality of electronic resources.												
5.4.3	Choose effective directories and search engines to complete a search for information on a particular topic.												
NETS #6 Technology Problem-Solving and Decision-Making Tools		Students will analyze, select and apply the appropriate technology to solve problems and make decisions.											
Goal 6.1	Students will analyze, select and apply the appropriate technology to solve problems and make decisions.												
6.1.1	Utilize teacher-selected hardware and software to solve problems and make decisions.												
6.1.2	Identify characteristics of hardware and software that support the use of those technologies in particular situations.												
6.1.3	Compare and contrast technology available for use in a given situation.												
6.1.4	Evaluate the effectiveness of hardware and software in completing a particular task.												
Competency Levels		I = Introduce			R = Reinforced			M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade										
			K	1	2	3	4	5	6	7	8	
Goals and Competencies												
6.1.5	Design a product, service or system that incorporates technology to meet an identified need.											
6.1.6	Analyze and plan improvements for an existing system, using technology.										I	R
6.1.7	Plan or organize a comprehensive event or activity, integrating multiple software applications and multiple hardware devices.										I	R

Competency Levels	I = Introduce	R = Reinforced	M = Mastered	A = Applied
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Core Software List

Kindergarten – 2nd Grade

<i>Type to Learn Jr.</i>	keyboarding
<i>KidPix</i>	desktop publishing
<i>AppleWorks 6</i>	desktop publishing, spreadsheet, graphing, database
<i>Safari</i>	web browser
Optional:	
Various Educational Programs	
Reference CD-ROMs	

3rd Grade

<i>Type to Learn</i>	keyboarding
<i>KidPix</i>	desktop publishing
<i>AppleWorks 6</i>	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	multimedia presentation
<i>Inspiration</i>	visual/graphic organizer
<i>Alexandria</i>	automated library catalog
<i>Safari</i>	web browser
Optional:	
Various Educational Programs	
Reference CD-ROMs	

4th Grade

<i>Type to Learn</i>	keyboarding
<i>KidPix</i>	desktop publishing
<i>AppleWorks 6</i>	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	multimedia presentation
<i>Inspiration</i>	visual/graphic organizer
<i>Dreamweaver MX</i>	web page developer
<i>Fireworks MX</i>	graphic/image editing
<i>Alexandria</i>	automated library catalog
<i>Safari</i>	Web browser
Optional:	
Various Educational Programs	
Reference CD-ROMs	

5th Grade

<i>Type to Learn</i>	keyboarding
<i>KidPix</i>	desktop publishing
<i>AppleWorks 6</i>	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	multimedia presentation
<i>Inspiration</i>	visual/graphic organizer
<i>Dreamweaver MX</i>	web page developer
<i>Fireworks MX</i>	graphic/image editing
<i>Alexandria</i>	automated library catalog
<i>Safari</i>	Web browser
Optional:	
Various Educational Programs	
Reference CD-ROMs	

6th Grade

<i>Type to Learn</i>	.....	keyboarding
<i>KidPix</i>	.....	desktop publishing
<i>AppleWorks 6</i>	.....	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	.....	multimedia presentation
<i>Inspiration</i>	.....	visual/graphic organizer
<i>Dreamweaver MX</i>	.....	web page developer
<i>Fireworks MX</i>	.....	graphic/image editing
<i>Alexandria</i>	.....	automated library catalog
<i>Safari</i>	.....	Web browser

Optional:

- Various Educational Programs
- Reference CD-ROMs

7th – 8th Grade

<i>Type to Learn</i>	.....	keyboarding
<i>KidPix</i>	.....	desktop publishing
<i>AppleWorks 6</i>	.....	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	.....	multimedia presentation
<i>Inspiration</i>	.....	visual/graphic organizer
<i>Dreamweaver MX</i>	.....	web page developer
<i>Fireworks MX</i>	.....	graphic/image editing
<i>Alexandria</i>	.....	automated library catalog
<i>Safari</i>	.....	Web browser

Optional:

- Various Educational Programs
- Reference CD-ROMs

Staff Productivity Tools

<i>AppleWorks 6</i>	.....	desktop publishing, spreadsheet, graphing, database
<i>Microsoft Office</i>	.....	desktop publishing, spreadsheet, graphing, database
<i>Keynote</i>	.....	multimedia presentation
<i>Inspiration</i>	.....	visual/graphic organizer
<i>Photoshop Elements 2</i>	.....	Graphic/image editing
<i>Dreamweaver MX</i>	.....	web page developer
<i>Fireworks MX</i>	.....	graphic/image editing
<i>Alexandria</i>	.....	automated library catalog
<i>Safari</i>	.....	Web browser
<i>Apple Mail</i>	.....	e-mail
<i>PowerGrade</i>	.....	grading
<i>PowerSchool</i>	.....	student records and attendance

***This core software list represents a need to standardize a set of software tools to simplify training and support while accomplishing computer literacy and curriculum integration goals.**



Los Gatos Union School District

Student Internet Use Contract

(This page to be kept at home for reference)



Before a Los Gatos Union School District student is allowed to access the Internet from school, he/she must first receive age-appropriate Internet instruction at school, agree to the following rules and responsibilities, sign the Student Internet Use Contract, have their parent or guardian also sign the contract and return the signature page to their teacher.

I, _____, agree to the following when using a computer or working on the Internet:

- 🍏 I will only log on to a computer with **my** name and password. I will not share my password with any other student and will never use another person's name or password.
- 🍏 I will not go into another person's folder, work or files.
- 🍏 I will not do anything that will damage school computers or the computer network.
- 🍏 I will always use appropriate language. I will not swear or use bad words.
- 🍏 I will not access, display, send or download offensive (bad) messages, pictures or materials.
- 🍏 I will not use the computer to harass or insult others people. (I will not make people feel bad.)
- 🍏 I will obey all copyright laws. (I will not copy other people's words or pictures without asking.)
- 🍏 I will not take part in an interactive web project unless I am directly supervised by an adult.
- 🍏 I will not enter or participate in a chat room.
- 🍏 I will not give out any personal information such as my name, address, telephone number, or the name and location of my school. I will not fill out any Internet forms and surveys.
- 🍏 I will tell my teacher right away if I come across any information that makes me feel uncomfortable.
- 🍏 I will not respond to any messages that are mean or in any way make me feel uncomfortable.
It is not my fault if I get a message like that. If I do, I will tell my teacher and my parents.
- 🍏 I understand that the use of the district's computer system is a privilege and the violation of any of these rules could result in loss of computer use, Internet use and/or other disciplinary action.



Los Gatos Union School District Student Internet Use Contract



And Parent Permission Form
(This page to be signed and returned to school)

Name of Student _____ School _____

Teacher _____ Grade _____ Home Phone _____

Street Address _____

Student Agreement:

As a user of the Los Gatos Union School District computer network, I understand and will follow this agreement. I will only use the District computer system as directed by a teacher or other District representative and in a reasonable and responsible manner. I understand that if I violate this agreement, I may be disciplined and I may lose my right to use the District computer system. I also agree to obey all of the above stated rules and regulations.

Student Signature _____ Date _____

Parent Agreement:

As the parent or legal guardian of the minor student signing above, I have read and understand this agreement. I understand and have discussed with my child that he/she will only use the District's computer system for District related educational purposes. I understand that even though all student computers are filtered, it is impossible for the District to restrict access to all controversial materials and I will not hold the District or staff responsible for materials accessed on the network. I give permission for my child to access the District's networked computer services such as the Internet.

Parent's Signature _____ Date _____



Permission for Publishing Student Work/Photo on the Internet

I DO GIVE permission to Los Gatos Union School District to publish my son or daughter's work or image on the class, school or district web site. I understand that in the case of student work, **only first names** will be used to identify the author. I understand that **no names** will be used with photographs of students and only photographs with groups of students will be published.

I DO NOT GIVE permission to Los Gatos Union School District to publish my son or daughter's work or image on the class, school or district web site.

Student's Name _____ Parent's Signature _____

Staff Professional Technology Proficiency Levels

Communication and Collaboration		
Teacher	Profile	Performance Indicators
Communicates through a variety of electronic media	Identifies, selects and uses digital communication tools appropriately. Uses digital tools to communicate with students, parents and community members to enhance management and learning	Evidence of the use of a variety of communication tools based on resources available, (i.e. telephone, email, fax, listserv or web page) Evidence of the management of information using technology to increase communication, (i.e. email, web pages, voice mail, homework hotlines, etc.)
Interacts and collaborates with others using computer-based collaborative tools	Supports student learning through collaboration with parents, subject matter experts, educators and others using digital tools Participates in professional growth activities that utilize digital communication tools	Evidence of sustained communication with parents, students, and/or colleagues (i.e. email, mailing lists, video conferencing, online staff development, shared network folders etc.) Student projects that utilize digital tools to interact with subject matter experts Lesson/activity plans designed collaboratively using appropriate communication tools as a medium (i.e. email, listserv, shared network folders, mailing lists, videoconferences, etc.)
Collaborates with other teachers, mentors, librarians, library specialists, resource specialists and other experts to support technology-enhanced curriculum	Uses digital communication tools to work with educators and subject matter experts to design classroom activities to support student learning Seeks out and draws upon the expertise of others to support the learning process and technology enhanced curriculum	Student work that exemplifies evidence of active collaboration with outside experts Interdisciplinary lessons and cross grade level projects
Contributes to site-based planning or local decision making regarding the use of technology and acquisition of technological resources	Provides leadership by participating in school-wide decision making and learning activities that support learning through the use of technology Actively contributes to the development or updating of site or district based technology plans Explores new technologies and recommends innovative educational applications appropriate to the curricular needs of the students and site	Participation in grade level or department activities to develop a school site technology plan Pursues continuing education (i.e. educational technology, conference attendance, curriculum integration, online courses workshops) Evidence of active participation in the site or district decision making process regarding the use and acquisition of technology (i.e. grade level, technology committee, technology planning etc.)

Preparation for Planning, Designing & Implementing Learning Experiences

Teacher	Profile	Performance Indicators
Demonstrates competence evaluating the authenticity, reliability and bias of data gathered; determines outcomes and evaluates the success or effectiveness of the process used.	Evaluates authenticity, accuracy, reliability and bias of resources to be used in the planning and designing of instructional activities Identifies the process used to evaluate data and determines the success or effectiveness of that process Applies information literacy competencies in professional practice	Research for curricular resources incorporate multiple references from a variety of credible electronic and traditional sources Evidence of self reflection and evaluation on the outcome and success of the process used (i.e. anecdotal records, self reflections, journals, lesson plan revisions)
Optimizes lessons based upon technological resources available in a variety of learning locations	Applies best practices and research findings on the use of technology in managing resources for specific student populations Analyzes the needs of students and organizes appropriate and available technological resources for curricular applications Establishes technology procedures and routines that engage all students in a variety of learning environments	Classroom activities reflect the availability of technology tools and resources Lesson activities use appropriate technology resources based upon specific student needs (i.e. drill & practice, simulation, video based instruction Lesson activities reflect access to a variety of learning locations .
Designs, adapts and uses lessons which develop student information literacy and problem solving skills as tools for lifelong learning	Implements lessons that engage students in evaluating information, problem solving, and critical thinking to make subject matter meaningful Facilitates activities that engage students to become self-directed learners through effective use of technology aligned with curriculum standards Incorporates lessons using appropriate technological and traditional tools for student research, data gathering, analysis and presentation	Student research projects incorporate multiple references from a variety of credible electronic and traditional sources Student methods of utilizing valid information are analyzed for success (e.g. rubrics, student reflection) Evidence that improvements to future student activities are planned Lesson plans indicate activities to maximize student learning by matching the most appropriate technology resources to instructional and learner needs.
Creates or make use of learning environments inside the classroom, as well as in library media center or computer labs, that promote the effective use of technology aligned with curriculum (P7)	Selects appropriate technology that supports state academic content standards Implements effective classroom management techniques using technology in a variety of educational settings Employs a variety of technology-based instructional strategies to enhance learning, (i.e. direct, cooperative, individual, etc.) Supports varying learning styles and modalities by integrating a variety of technological resources in lesson design for all students	Sample technology integrated lessons are clearly aligned with state academic standards Evidence of lessons that provide for equal access of technological resources for all students in a variety of locations Sample technology integrated lessons use technology appropriately.

Preparation for Planning, Designing & Implementing Learning Experiences

Teacher	Profile	Performance Indicators
<p>Uses technology in lessons to increase each student’s ability to plan, locate, evaluate, select and use information to solve problems and draw conclusions</p>	<p>Engages students in the process of planning, locating and evaluating information obtained using technology Designs technology infused lessons to increase student critical thinking skills Facilitates technology infused experiences that promote autonomy, interaction and choice Incorporates instructional strategies to develop student skills for assessing validity and reliability of information</p>	<p>Evidence of lessons that provide engaging activities for students to evaluate information, solve problems and draw conclusions Student projects demonstrate an increased ability to plan in order to select and use information Models the use of technology to plan activities for solving problems and drawing conclusions</p>
<p>Demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology</p>	<p>Translates the school’s Acceptable Use Policy (AUP) into understandable rules and procedures for students Demonstrates and advocates for legal and ethical behaviors among students and colleagues regarding the use of technology and information</p>	<p>Models, teaches, and reinforces intellectual property rights and acceptable use policies Provides evidence that students are following the Acceptable Use Policy Evidence of lessons that includes copyright and policy citations Student reports include appropriate bibliographic information</p>

Evaluation and Assessment

Teacher:	Profile	Performance Indicators
Uses computer applications to manipulate and analyze data	Collects, organizes and analyzes data using technology for the purpose of managing resources, learning environments and project design Uses technology to collect and analyze data for school instructional planning	Evidence of the use of a gradebook spreadsheet or database program to record and report student standing Modify instruction based on the analysis of student mastery using district adopted student information system Evidence of the use of assessment tools and strategies to evaluate student activities Customized documents for school planning using technology tools
Uses technology to assess student learning and for providing feedback to students and parents	Devises project assessments that allow students and parents to monitor progress and adapt educational activities appropriately Produces individualized learning reports of students Shares learning reports with students and parents to provide feedback to improve purposeful student engagement in learning Collects, interprets, and reports student performance data using technology	Evidence of the use of electronic means to collect student data (e.g. gradebooks, web based testing, computer aided instruction, etc.) Presentations produced for a variety of audiences to illustrate student performance Evidence of the use of technology to create individual learning reports for parents and students
Frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly	Analyzes the effects of technology integration on student learning and modifies lessons to better meet curricular goals Uses technology tools to collect and analyze student data to effectively manage instruction and classroom management	Analyzes best practices and research findings on the use of technology and designs lessons accordingly Plans that identify, manage and organize resources available for appropriate student use Portfolio of a progression of lesson plans indicating more effective use of technology in alignment of best practices and research findings Evidence of reflection on the process of monitoring, analyzing and modifying the effective use of technology in lessons

LGUSD Administrators' Technology Survey

The purpose of this survey is to help us identify the status of technology in your school or department and how we can best address the districts' needs over the next three years. This survey should take about ten minutes to complete.

If you have any questions or have suggestions that were not covered by this survey, contact me at bovee@lguusd.k12.ca.us. Please return the completed survey to the District Office by _____. Thank you in advance for your help.

1. Name: _____ Site _____

2. Please list the technology-based projects already in your school or that are under your jurisdiction (computer labs, take-home computers, library automation, etc)?

3. Please indicate your school's technology planning priorities.
(Circle 1 if it is your lowest priority, 5 if the highest)

	low	hi		low	hi						
Teacher Computers	1	2	3	4	5	Distance Learning	1	2	3	4	5
Administrative Computers	1	2	3	4	5	Wide Area Network	1	2	3	4	5
Classroom Computers	1	2	3	4	5	Network Support	1	2	3	4	5
Computer Lab(s)	1	2	3	4	5	Site Technical Support	1	2	3	4	5
Computers in the home	1	2	3	4	5	Classroom Wiring	1	2	3	4	5
Internet access	1	2	3	4	5	Staff Development	1	2	3	4	5
Instructional software	1	2	3	4	5	Other:	1	2	3	4	5
Multimedia Technologies	1	2	3	4	5		1	2	3	4	5

4. What kind of computer(s) do you use:

at work: _____ number _____ model(s)

at home: _____ number _____ model(s)

5. Which level(s) best describe your technology proficiency? (Check all that apply)

- Computer
- novice
 - can use word processing, simple graphics and spreadsheets
 - use 6 -10 software packages
 - can do some maintenance, repair & basic networking tasks
 - can teach and help others
 - have little or no interest in computers

- Internet
- novice
 - can send and retrieve e-mail
 - can send attachments
 - can conduct Internet searches
 - can create web pages
 - can teach and help others
 - have little or no interest

Multimedia Presentations (Keynote, Powerpoint, Appleworks, Projection System, etc.)

- novice
- can produce a simple presentation
- can produce a presentation with graphics and transitions
- can import music or video into a presentation
- can teach multimedia presentation
- have little or no interest

Video Production

- novice
- can operate a camcorder
- can operate editing equipment
- have used camcorders or video production with my class
- can teach both production and editing
- have little or no interest

6. Do you use the computer for: (Check all that apply)

Personal Productivity	
Admin/Student Records	
Desk Top Publishing	
Presentations	

Communications	
Assessment	
Other:	

7. If you do not use a computer or rarely use one, is it because you:
(Check all that apply)

- do not have ready access to a computer
- need training and/or additional support
- don't have the time to learn a new tool
- aren't convinced of its value to your work

Other: _____

8. What kind of technology related training would you find most useful for you and your staff?
 (Mark with a 1 if it is your lowest priority, up to a 5 if the highest)

Training Needs:	For staff	For self
Basic computer skills		
Specific software training in:		
Word processing (Word, Pages, AppleWorks)		
Spreadsheet (Excel)		
Database (FileMaker Pro)		
Presentation software (Keynote, PowerPoint)		
Student database systems (PowerSchool)		
Other:		
E-mail		
Internet use		
Web publishing		
Basic maintenance & trouble shooting		
Video production		
Integrating technology into the curriculum		
Instructional media evaluation		
Use of distance learning in the curriculum		
Technology supported assessments		
Other:		

9. What kind of technical support would be most helpful to you and your staff?
 (Mark with a 1 if it is your lowest priority, up to a 5 if the highest)

Technical Support:	For staff	For self
Research & write proposals for purchases		
Information on technology resources		
Information on technology "experts"		
Help with grant writing		
On-site maintenance and repair		
On-site troubleshooting		
In classroom support		
Online HelpDesk		
Online troubleshooting resources		
Other:		

10. How do you see technology changing the learning process?

11. What issues relating to instruction should the technology plan address?

12. How do you see technology changing the operation of your school and the district?

13. What issues relating to the operation of your school should the technology plan address?

14. Could you or members of your staff be trainers and/or share expertise with other teachers?

Name: _____ Topic: _____ Site _____

Name: _____ Topic: _____ Site _____

THANK YOU FOR YOUR TIME,
Please return to Bambi Bovee at the District Office

LGUSD Staff Technology Survey

The purpose of this survey is to help us identify the status of technology in your school or department and how we can best address the districts' needs over the next three years. This survey should take about ten minutes to complete.

If you have any questions or have suggestions that were not covered by this survey, contact me at bovee@lguusd.k12.ca.us. Please return the completed survey to the District Office by _____. Thank you in advance for your help.

1. Are you a:
- | | |
|---------------------------|--|
| Classroom Teacher _____ | Technology/Computer Lab Specialist _____ |
| Special Ed. Teacher _____ | Office Support _____ |
| Librarian _____ | Other _____ |

2. How many years have you been in education? _ Grade Level(s)_ _____

3. Which content areas do you teach or support:
- All _____ Math _____ Science _____ Language Arts _____ Social Studies _____
- Art _____ Music _____ P.E. _____ Technology _____ Other: _____

4. Number of students in your classroom (or average per period) _____

5. Which technology do you know how to use for your own purposes and with your students?:
(Check all that apply)

<u>You</u> know how to use?	
Computer(s)	
CD ROM drive	
Internet	
Presentation projector	
VCR/TV	
Tape recorder	
Camcorder	
Video editing equipment	
Digital still camera	
Scanner	
Other:	

Use with your students?	
Computer	
CD ROM drive	
Internet	
Presentation projector	
VCR/TV	
Tape recorder	
Camcorder	
Video editing equipment	
Digital still camera	
Scanner	
Other:	

6. What kind of computer(s) do you use:

at work _____ number _____ model(s)

at home: _____ number _____ model(s)

7. If you do not use a computer or rarely use one, is it because you: (Check all that apply)

- do not have ready access to a computer _____
- need training and/or additional support _____
- need more technical support. _____
- need training to integrate into my curriculum _____
- don't have the time to learn a new tool _____
- aren't convinced of its value to your work _____

Other: _____

8. What software do you know how to use? What software do you use with your students?

You know how to use?	
None	
Word processing	
Spreadsheet	
Database	
Graphics program	
Simulations	
Drill and practice program	
Desktop publishing	
Multimedia program	
E-mail	
Internet browser	
Web authoring program	
Games	
Electronic gradebook	
Utilities (anti-virus, etc)	
Other:	

Use with your students?	
None	
Word processing	
Spreadsheet	
Database	
Graphics program	
Simulations	
Drill and practice program	
Desktop publishing	
Multimedia program	
E-mail	
Internet browser	
Web authoring program	
Games	
Utilities (anti-virus, etc)	
Other:	

9. What computer programs do you find the most useful? How often do you use them?

10. Which level(s) best describe your technology proficiency? (Check all that apply)

Computer _____ novice
 _____ can use word processing, simple graphics and spreadsheets
 _____ use 6 -10 software packages
 _____ can do some maintenance, repair & basic networking tasks
 _____ can teach and help others
 _____ have little or no interest in computers

Internet _____ novice
 _____ can send and retrieve e-mail
 _____ can send attachments
 _____ can conduct Internet searches
 _____ can create web pages
 _____ can teach and help others
 _____ have little or no interest

Multimedia Presentations (Keynote, Powerpoint, Appleworks, Projection System, etc.)
 _____ novice
 _____ can produce a simple presentation
 _____ can produce a presentation with graphics and transitions
 _____ can import music or video into a presentation
 _____ can teach multimedia presentation
 _____ have little or no interest

Video Production
 _____ novice
 _____ can operate a camcorder
 _____ can operate editing equipment
 _____ have used camcorders or video production with my class
 _____ can teach both production and editing
 _____ have little or no interest

11. On average how many hours per week do your students use computers?

Hrs./Week	Classroom	Lab	Hrs./Week	Classroom	Lab
None			1 to 2 hrs		
less than 30 minutes			3 to 5 hrs		
30 to 60 minutes			6 hrs or more		

12. Approximately what percent of your students use a computer at home? _____%

13. Which levels best describes the majority of your students' technology proficiency?

(Check all that apply.)

Computer

- novices
- have basic computer skills (turn on/off, insert disks, save files.).
- learned where letter keys are and practices keyboarding.
- can play games and use drill and practice software.
- can use word processing to prepare and edit a document.
- can enter data in a spreadsheet, and use simple formulae
- can insert graphics in a document from clip art or a graphics program.
- can create and sort a database and print reports.
- can do some basic maintenance, repair and basic networking tasks.
- can teach and help others.
- have little or no interest in computers.

Internet

- novices
- can send and retrieve e-mail
- can send attachments
- can conduct on-line searches
- can download files
- can create web pages
- can teach and help others
- have little or no interest

Multimedia Presentations (Keynote, Appleworks, etc.)

- novice
- can produce a simple presentation
- can produce a presentation with graphics & transitions
- can import music or video into a presentation
- can teach multimedia presentations to others
- have little or no interest

Video production

- novices
- can operate a camcorder
- can do simple edits.
- have used camcorders or video production for class projects.
- could teach both production and editing
- have little or no interest

14. Please indicate your technology planning priorities.

(Circle 1 if it is your lowest priority, 5 if the highest)

	low					hi					
Student Computers	1	2	3	4	5	Staff Development	1	2	3	4	5
Teacher Computers	1	2	3	4	5	Distance Learning	1	2	3	4	5
Administrative Computers	1	2	3	4	5	Wide Area Network	1	2	3	4	5
Classroom Computers	1	2	3	4	5	Network Support	1	2	3	4	5
Computer Lab(s)	1	2	3	4	5	Site Technical Support	1	2	3	4	5
Computers in the home	1	2	3	4	5	Classroom Wiring	1	2	3	4	5
Internet access	1	2	3	4	5	Other:	1	2	3	4	5
Instructional software	1	2	3	4	5		1	2	3	4	5
Multimedia Technologies	1	2	3	4	5		1	2	3	4	5

**15. What kind of technology related training would you find most useful?
(Check all that apply)**

Training Needed	For self
Basic computer skills	
Specific software training in:	
Word processing (Word, Pages, AppleWorks)	
Spreadsheet (Excel, Appleworks)	
Database (FileMaker Pro)	
Presentation software (Keynote, PowerPoint)	
Student data systems (PowerSchool/Grade)	
Other:	
E-mail	
Internet use	
Web publishing	
Basic maintenance & trouble shooting	
Video production	
Integrating technology into the curriculum	
Instructional media evaluation	
Use of distance learning in the curriculum	
Technology supported assessments	
Other:	

16. What kind of technical support do you need the most? (Check all that apply)

Technical Support	For self
Research & write proposals for purchases	
Information on technology resources	
Information on technology "experts"	
Help with grant writing	
On-site maintenance and repair	
On-site troubleshooting	
In classroom support	
Online HelpDesk	
Online troubleshooting resources	
Other:	

17. How do you see technology changing the learning process?

18. What issues relating to instruction should the technology plan address?

19. How do you see technology changing the operation of your school?

20. What issues relating to the operation of your school should the technology plan address?

21. Could you or members of your staff be trainers and/or share expertise with other teachers?

Name: _____ Topic: _____ Site _____

Name: _____ Topic: _____ Site _____

THANK YOU FOR YOUR TIME,
Please return to Bambi Bovee at the District Office

Appendix C:

Enhancing Education Through Technology Formula Grant Program Criteria for EETT-Funded Education Technology Plans

In order to be approved, an EETT-funded plan needs to have “Adequately Addressed” each of the following. For corresponding EETT Requirements, see Appendix F

PLAN DURATION		Adequately Addressed	Not Adequately Addressed
The plan should guide the district’s use of education technology for the next 3-5 years.		The benchmarks and timelines in the plan outline activities and strategies for the next 3-5 years.	The benchmarks are not associated with any particular timeline or the timeline is less than 3 years or more than 5 years in length.

STAKEHOLDERS	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Corresponding EETT Requirement(s): 7, 11, Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	4	The planning team consisted of representatives who will implement the plan, including district curriculum and information technology staff, site administrators, teachers, students, parents, community non-profits and businesses. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

CURRICULUM COMPONENT Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students, including special education, GATE, English Language Learners, etc., both during and after school hours.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain if computers are in the classrooms, library/media centers, or labs, who has access, and when various students and teachers can use the technology.
Description of the district's current use of hardware and software to support teaching and learning.	8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum) generally by type of school and/or academic subject.	The plan recites district policy regarding use of technology, but provides no information about its actual use.
Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.	8	The plan references other district documents that guide the curriculum and/or establish goals and standards.	The plan does not reference district curriculum goals.
List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.	9	The plan clearly identifies grade levels, subjects, or student populations that will be the focus for the term of the plan. The plan delineates clear, specific and realistic goals for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.	9 29-37	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT District Education Technology Plans**

3. CURRICULUM COMPONENT, Continued	Page in District Plan	Adequately Addressed	Not Adequately Addressed
List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.	10	For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students, including special education, GATE, English Language Learners, etc. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.	10	The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.	11	The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
List of benchmarks and a timeline for implementing planned strategies and activities.	7-11	The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time.
Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.	7-11	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

PROFESSIONAL DEVELOPMENT COMPONENT Corresponding EETT Requirement(s): 5 & 12.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Summary of the teachers' and administrators' current technology skills and needs for professional development.	12-13 15	The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills in order to facilitate providing professional development that meets the identified needs and plan goals.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e. only the fourth grade teachers when grades 4-8 are the focus grade levels.
List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.	14-15	The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan will clearly supports accomplishing the goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
List of benchmarks and a timeline for implementing planned strategies and activities.	12-15	The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.	The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.
Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline.	12-15	The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

	Page in District Plan	Adequately Addressed	Not Adequately Addressed
<p>INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT Corresponding EETT Requirement(s): 6, & 12. Describe the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.</p>	16	<p>The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix.</p>	<p>The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.</p>	16-22	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.</p>	<p>The inventory of equipment is not by site or is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.</p>	16-22	<p>The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.</p>	16-22	<p>The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.</p>	<p>The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.</p>

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

FUNDING AND BUDGET COMPONENT Corresponding EETT Requirement(s): 7, & 13.	Page in District Plan	Adequately Addressed	Not Adequately Addressed
List of established and potential funding sources and cost savings, present and future.	23	The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.	Resources to implement the plan are not identified or are so general as to be useless.
Estimate implementation costs for the term of the plan (3-5 years).	23	Cost estimates are reasonable and address the total cost of ownership.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
Description of the level of ongoing technical support the district will provide.	23	The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure, such as number of computers.	The description of the ongoing level of technical support is either vague or not included; is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support.
Description of the district's replacement policy for obsolete equipment.	23	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
Description of the feedback loop used to monitor progress and update funding and budget decisions.	23	The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.	The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.

* In this document, the term “resources” means funding, in-kind services, donations, or other items of value.

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

MONITORING AND EVALUATION COMPONENT Corresponding EETT Requirement(s): 11	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.	24	The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
Schedule for evaluating the effect of plan implementation.	24	Evaluation timeline is realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
Description of how the information obtained through the monitoring and evaluation will be used.	24	The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as the plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

**Enhancing Education Through Technology Formula Grant Program
Criteria for EETT Funded Education Technology Plans**

	Page in District Plan	Adequately Addressed	Not Adequately Addressed
<p>EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY Corresponding EETT Requirement(s): 11 If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.</p>	25	<p>The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology.</p>	<p>There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.</p>

Enhancing Education Through Technology Formula Grant Program Criteria for EETT Funded Education Technology Plans

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES: Corresponding EETT Requirement(s): 4 & 9	Page in District Plan	Adequately Addressed	Not Adequately Addressed
Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.	26	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear, unreliable, or missing.
Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.	26	The plan describes references to research literature that supports why or how the model improves student achievement.	No research is cited.
Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	26	The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning.	There is no plan to utilize technology to extend or supplement the district's curriculum offerings