

*The Los Gatos Union School District
TLDA Initiative Plan
July 1, 2009 - June 30, 2014*

Planning



*Hardware &
Software*



*Training &
Professional
Development*



*Monitoring &
Evaluation*

*Managing
Change*

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TLDA Executive Summary



Teaching and Learning in the Digital Age is a bold initiative designed to transform teaching and learning in Los Gatos Union School District by improving student and teacher access to technology and research-based best practices. The TLDA Implementation Plan addresses the deployment of hardware and software for integration of technology in the classroom, where applications and technology are used to facilitate instruction and learning across the curriculum. **The TLDA initiative will provide a significant competitive advantage for LGUSD students and prepare them to meet the challenges of the 21st century.**

Aligned to national and state standards, the TLDA Initiative proposes teaching and learning with laptops in third through eighth grade classrooms. The initiative identifies a strategy for all students and teachers to become technologically literate and proficient through a systematic dissemination of hardware and professional development. **By the end of the five-year TLDA Initiative Plan, every 3rd through 8th grade student will be provided access to a laptop and 85% of all teachers and students in LGUSD will test proficient or above on the California Department of Education Technology Survey.**

The District Technology Action Team began preparation for the TLDA Initiative in 2006. This committee of parents, community members, administrators, teachers and classified staff met monthly to create a vision and to write a Technology Use Plan that would guide the integration of technology into the district's instructional program and increase the access to technology tools throughout the five schools. The District's Strategic Plan also highlights this vision for district technology integration and has complementary goals. **A 21st Century Skills Committee will identify student outcomes and will ensure regular visibility into student progress via online electronic portfolios and student showcases with expected outcomes for each student and classroom.**

TLDA Initiative Plan

The TLDA Initiative Plan includes the following five key elements:

- Initiation and implementation of the project and the role of stakeholders
- Teacher professional development plan
- Impact of the laptops on teaching and learning
- Identification of the resources, skills, and conditions necessary to assist learning
- Identification of the resources, skills, and conditions necessary to sustain the project

In 2008 and 2009, data was gathered on the current use of instructional technology across the district using online surveys. The possible impact of the TLDA Initiative was shared through a series of informational parent meetings. Representatives from stakeholder groups such as the Home & School Clubs and the Los Gatos Education Foundation met several times during the year to explore funding scenarios that might provide the initial funding needed for the rollout of the TLDA Initiative in the fifth grade classrooms. In the fall of 2009, the funds were identified and the lease of 400 laptops was approved by the Los Gatos Union School District Board of Trustees in the summer of 2009.

Los Gatos Union School District is comprised of four elementary schools and one middle school with a total enrollment of 2,932 students. The district is known for its strong academic program, culture of innovation and continuous improvement and strong parent and community support. All schools in the district have achieved API scores above 900. The district recognizes that the social, cultural and economic diversity, as well as unique learning styles of the students, requires teachers to differentiate instruction in order for all students to meet the high academic standards of this community. The Los Gatos Union School District believes that the use of technology will support differentiated instruction and increase student achievement when aligned with the district's curricular goals, well planned, and consistently implemented.

Project Rollout

The TLDA Initiative launched in fifth grade classrooms in August 2009. In February 2010, if fundraising efforts succeed, the implementation will expand to the sixth grade at Fisher Middle School; the seventh and eighth grade implementations can follow in August of 2011 and 2012, respectively. With sufficient funding this rollout timeline will incorporate fourth grade classrooms as early as Fall 2010.

In August 2013 the TLDA Initiative will be fully realized with one-to-one access available third through eighth grade. The sixth grade class of 2011/12 will be the first class to migrate to a one-to-one, 24/7 take-home program if the plan is fully implemented.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
8th	Computer Lab Access	Shared Mobile Learning Labs	1:1 Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)
7th		Shared Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)
6th	1:1 Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)
5th	1:1	1:1	1:1	1:1	1:1	1:1
4th	4th Grade Shared Mobile Learning Lab	1:1	1:1	1:1	1:1	1:1
3rd	Computer Lab Access	4th Grade Shared Mobile Learning Lab	1:1	1:1	1:1	1:1
K-2	Computer Lab Access	Computer Lab Access	Computer Lab Access	Computer Lab Access	Personal Laptop Available	Personal Laptop Available

The TLDA Initiative will become sustainable by the development and implementation of a purchase program that will make affordable computers available to each family, provide access to all students, and appropriately protect the technology resources through maintenance and insurance programs.

Professional Development

Each phase of the rollout includes an initial learning period wherein teachers have an opportunity to receive the intensive training required to develop the skills and instructional expertise needed to teach in a digital classroom.

All TLDA teachers will receive twelve days of release time for Apple Professional Development (APD) training and will have access to in-class support for up to four days. In addition to the training, the District helps deliver digital citizenship lessons every week during the first eight weeks of implementation. Subsequent lessons are bi-weekly. All TLDA teachers develop ongoing integration activities during collaboration meetings throughout the year and will have the opportunity to attend intensive summer institutes in the Implementation Plan.

	2009/10	2010/11	2011/12	2012/13
5 th - APD	APD – 6 days release	APD – 2 days release	APD – 2 class days	APD – 2 class days
6 th - APD	APD – 2 days release	APD – 6 days release	APD – 2 class days	APD – 2 class days
4 th & 7 th - APD		APD – 4 days release	APD – 4 days release	APD – 2 days release APD – 2 class days
3 rd & 8 th - APD			APD – 6 days release	APD – 2 days release APD – 2 class days
Summer Institute	Summer 2010 – 4 th - 7 th Grade	Summer 2011 – 4 th - 8 th Grade	Summer 2012 – 3 rd - 8 th Grade	Summer 2013 – K – 8 th Grade

Implementation Costs

The full implementation for the TLDA Initiative requires a financial commitment of \$3 million dollars over the next four years to provide the hardware, software, personnel and professional development described herein. The District has current funds allocated to support the 5th grade implementation in 2009/10 and 2010/11 from the generosity of the Los Gatos Education Foundation, the Home & School Clubs, and its own funds.

	2009/10	2010/11	2011/12	2012/13
Hardware	5 th -6 th Grade – \$900K	4 th -7 th Grade – \$900K	3 rd /8 th Grade – \$450K	<i>Alternative Funding</i>
Infrastructure	\$10K	\$15K	\$15K	
Software	\$20K	\$20K	\$20K	
APD & Summer Inst	\$45K	\$110K	\$110K	\$85K
Personnel		\$100K	\$100K	\$100K

Introduction – Background

The Los Gatos Union School District is comprised of four elementary schools and one middle school with a total enrollment of 2,932 students. The district is known for its strong academic program, high expectations, strong community and parent support and innovative programs. All schools in the district have achieved API scores above 900. Three of the five schools qualify for Title I funding. The percentage of students qualifying for free and reduced lunches is 2.9%.

The district's population is primarily White-not Hispanic (78%). Asian (14%) and Hispanic (5%) are the next largest ethnic groups. The population of second language learners has grown over the past years, but continues to vary between 2% to 3% of the total population and represents 13 different languages. Though not ethnically or linguistically diverse, the district recognizes that the social, cultural and economic diversity, as well as unique learning styles of the students, requires teachers to differentiate instruction in order for all students to meet or exceed the high academic standards of this community. Differentiating instruction is an inherent theme in the professional development activities provided by the district. The Los Gatos Union School District believes that the use of technology will support differentiated instruction and increase student achievement when aligned with the district's curricular goals, well planned, and consistently implemented. The TLDA Initiative seeks to improve student access to technology and provide opportunities to transform teaching and learning.

Preparation for the TLDA Initiative began in 2006 with a series of meetings of the Los Gatos Union School District Technology Action Team. 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. From these meetings a sub-committee was formed to write a technology plan that would guide technology integration and increased access to technology tools throughout the district. The plan was written in alignment with all State EETT and Federal E-rate guidelines and approved by the Los Gatos Union School Board of Trustees and the Santa Clara County Office of Education in December 2008. The plan was certified by the California Department of Education in January 2009 for the period from July 1, 2009 to June 20, 2012.

The District's TLDA Initiative Plan aligns with the approved Technology Use Plan (TUP) as well as the District's Strategic Plan and articulates a common vision for district technology integration that is guided by four principles:

- The primary purpose of integrating technology in the Los Gatos Union School District is to promote student achievement as outlined in the district's strategic plan.
- The role of technology in the district will not be seen as a separate discipline, but as an integrated tool that increases efficiency, productivity, creativity and learning, thus benefiting students, staff, parents and the community.
- 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 impact of implementation of the TLDA Initiative on district funding, infrastructure and personnel will be evaluated frequently so as not to place a burden on the district.

Strategies proposed in this plan will foster problem solving and critical thinking skills, create authentic learning environments and address multiple learning styles in a standards-driven classroom. It will support teachers with ongoing, technology-embedded, professional development that includes research-based methods and strategies in technology integration. The plan also outlines the processes and funding sources for sustaining a network and infrastructure, which supports this 21st Century Learning Initiative.

LGUSD Mission Statement

LGUSD educates all children to their potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

LGUSD Technology Vision

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

- Students are proficient in using technology to complete tasks, communicate with others and extend their capabilities.
- Teachers use technology to support learning in an innovative, creative and efficient manner.
- All teachers have the knowledge and skill to integrate technology into a challenging and interdisciplinary curriculum.
- All members are committed to remaining current with the adoption of new and emerging technologies.
- There is continued improvement with methods of communication within the school community.
- Parents are able to take an enhanced role in their child's education.
- Technology is used to address different student learning styles and needs.
- Students and teachers have access to technology tools and applications, knowledgeable support staff, professional development opportunities, and external resources to further their educational and instructional goals.
- All students will graduate with a mastery of basic technology skills as outlined in the District K-8 Core Technology Skills Continuum.

1. Plan Duration

The benchmarks and timelines in this technology plan will guide the implementation of the District TLDA Initiative from *July 1, 2009* to *June 30, 2014*.

2. Stakeholders

The Los Gatos Union School District TLDA Initiative Plan was written under the direction of the Director of Technology with the help and guidance of the TLDA Action Team (TAT). The TAT meets monthly and during the implementation of the TLDA Initiative team will provide oversight and make recommendations to the Superintendent and the Board of Trustees as needed. Annual reports will be made to the district Home and School Clubs and the Los Gatos Union School District as well as any other partnering organizations.

2009 – 2010 Los Gatos Union School District TLDA Action Team

Rosanne	Adona	Principal	Van Meter Elementary
Peggy	Anderson	TLDA5 – Teacher Rep	Blossom Hill Elementary
Karen	Briones	H&SC President	Blossom Hill Elementary
Kelly	Dale	H&SC President	Daves Avenue Elementary
Kay	Enriquez	Computer Specialist	Los Gatos Union School District
Lisa	Fraser	Principal	Fisher Middle School
Jim	Fredette	6 th Grade Teacher	Fisher Middle School
David	Freed	Principal	Lexington Elementary
Anne	Garner	Computer Specialist	Los Gatos Union School District
Elizabeth	Greer	H&SC President	Van Meter Elementary
Lauren	Honda	1 st Grade Teacher	Lexington Elementary
John	Keating	Computer Technician	Los Gatos Union School District
LezLi	Logan	H&SC President,	Fisher Middle School
Barbara	Lougee	Computer Specialist	Lexington Elementary
Billy	Martin	TLDA5 – Teacher Rep	Daves Avenue Elementary
Matt	Mullikin	Data Technician	Los Gatos Union School District
Ingrid	Nelson	TLDA5 – Teacher Rep	Van Meter Elementary
Tram	Nguyen	Computer Specialist	Los Gatos Union School District
Leslie	Paulides	Chief Business Officer	Los Gatos Union School District
Pamela	Pearson	LGEF President	Los Gatos Education Foundation
Maggi	Reser	Director of Technology	Los Gatos Union School District
Lisa	Reynolds	Principal	Blossom Hill Elementary
Bitsey	Stark	Assistant Superintendent	Los Gatos Union School District
Jennifer	Sussman	4 th Grade Teacher	Van Meter Elementary
Patricia	Vaden	TLDA5 – Teacher Rep	Lexington Elementary
Susan	von Felten	Principal	Daves Avenue Elementary
Christie	White	Librarian	Fisher Middle School
Richard	Whitmore	Superintendent	Los Gatos Union School District
Dianna	Williamson	Technology Mentor	Los Gatos Union School District

3. Goals & Strategies for Implementing TLDA

3a. Current Student and Teacher Access to Technology Tools

All LGUSD schools have a standardized set of technology tools, hardware (*Appendix F*) and software (*Appendix E*) 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 *Employee Intranet Site* that offers 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. The District provides each classroom with a teacher workstation, which includes a MacBook laptop computer, networked printer and a LCD projector that is connected to the teacher computer for class presentations and demonstrations. All 5th grade classrooms are equipped with a mobile cart of 30 computers for student use. Kindergarten through 4th and 6th through 8th grade classrooms are provided shared access through the use of two to six student computers. Each school site also has one mobile cart that is shared by all classes. All students have networked accounts and can access their work from any student computer on campus through the *Student Workgroup Management System*. Similarly, all teachers maintain a teacher folder within the Classes Sharepoint on the server while the District Technology Integration Mentor and Computer Specialists maintain a school site Resources Sharepoint that can be accessed by students and teachers for instructional purposes.

3b. Current Use of Hardware and Software to Support Teaching and Learning

The use of technology is becoming an integral part of curriculum and instruction throughout the district. Applied effectively, technology implementation can increase student learning, understanding, and achievement and also support motivation to learn, encourage collaborative learning, and support the development of ethical thinking and problem-solving skills.

In alignment with District Goals, teachers are responsible for providing curriculum integration across the core curriculum using district adopted materials and resources. Teachers may refer to the K-8 Core Technology Skills Continuum (*Appendix C*) for guidance in lesson development. Supplemental materials including technology-based programs are available to teachers. For example, some school sites are adopting interactive student response systems to provide support for formative assessment.

Students learn to use a variety of productivity and creativity software such as the Microsoft Office suite, iWork suite, iLife suite, Inspiration, KidPix, Stationery Studio, Comic Life and Google Tools. Students in grades 3-6 develop keyboarding skills with Type-to-Learn (see LGUSD Keyboarding Scope and Sequence – Appendix D). For elementary students working on individual projects, the labs are open during recess.

Beyond the classroom, teachers currently use technology to collaborate in district-wide grade level teams, to develop and share lessons, to access data, take attendance, and communicate with staff and parents. Teachers also utilize information on the web through the LGUSD website and District Employee Intranet. The district Technology Integration Mentor regularly updates the website and provides teachers, students, and parents with relevant information, skills, and activities to encourage logical and creative thinking. The TLDA Teacher Resource Site, designed, developed and maintained by the district technology team, provides downloadable model integration lesson materials searchable by standards, grade level and content area. Teachers will find a multitude of lesson materials and resources including easy access to the district professional development calendar and a collaboration forum area. All TLDA teachers are encouraged to submit lesson materials and student work

All 6-8-grade classes have access to the school computer labs and the library media center. All 6th grade students attend a 9-week technology exploratory class that includes keyboarding, Internet research, information literacy, graphics, and project-based multimedia. They learn how to use Microsoft Word or Pages for word processing, PowerPoint or Keynote for presentations and Excel or Numbers for spreadsheets and graphs. Inspiration is used for organizing and outlining their projects. Students may also choose to learn iPhoto or GarageBand for more complex projects. 7th and 8th grade students may choose to take elective classes in Digital Photography, Video Production, Broadcast or Yearbook. The chart below demonstrates how students are currently using technology around the district

Student Current Use of Technology – 2008 EdTech Profile

	Daily		2-4 days a week		Between once a week & monthly		Less than monthly		Never	
Word processing	5	5%	13	14%	44	48%	13	14%	17	18%
Reinforcement and practice	5	5%	14	15%	34	37%	16	17%	23	25%
Research, using the Internet and/or CD-ROMs	4	4%	3	3%	36	39%	24	26%	25	27%
Creating reports or projects	2	2%	3	3%	34	37%	30	33%	23	25%
Demonstrations or simulations	2	2%	3	3%	22	24%	27	29%	38	41%
Correspondence with experts, authors, etc.,	1	1%	0	0%	5	5%	18	20%	68	74%
Solving problems or analyzing data	1	1%	2	2%	15	16%	24	26%	50	54%
Graphically presenting information	2	2%	2	2%	17	18%	32	35%	39	42%

3c. Summary of District Curricular Goals and Strategic Plan

Organizing curriculum and integrating technology to provide students the knowledge and skills to succeed in the 21st century is the goal of the Los Gatos Union School District. Curriculum organization, delivery, rigorous programs, and ongoing evaluation are essential to the success of teaching and learning through the integration of technology.

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 established a set of *Essential Standards* for all core content areas and has adopted the National Educational Technology Standards for Teachers and Students.

District Vision

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.

Strategic Plan

The Los Gatos Union School District’s Board of Trustees has adopted a new strategic plan to guide the district forward for the next five years. The process was led by the Superintendent and was completed in the spring of 2009. The district goals, which were identified during the strategic planning process, are focused on providing a *world-class education* for all LGUSD students.

District Goals 2009-10

- Improve Student Achievement
- Develop the whole child with a well-rounded curriculum
- Teach 21st Century skills
- Collaborate in the Professional Community

3d. Support for District Curricular Goals and Content Standards

The TLDA Initiative will utilize technology-based learning tools to support curriculum adoptions and to improve all our students' academic skills, which in turn will enhance our students' abilities to meet and exceed California standards as measured by statewide and classroom testing.

Currently, 84% of all students in LGUSD are scoring as grade level proficient or better in ELA while only 76% of all students are scoring as grade level proficient or better in math, as measured by the CST, California Standard Test. That is why, while Los Gatos Union School District is committed to the integration of technology across all subject areas, during the first two years of TLDA, we will focus our efforts primarily on Math achievement for ALL students.

The TLDA Initiative will:

- Support the pilot of the formative assessment program, *Galileo* and *Inform* with all teachers
- Utilize supplemental programs such as *National Library of Virtual Manipulatives* to support math adoption
- Provide staff development focused on math software integration and use of online resources
- Create and post on *Employee Intranet* a matrix of math curriculum software and web resources that is supported by the district

3e. Students Acquiring Technology and Information Literacy Skills

LGUSD students in grades K – 8 acquire technology skills through teacher modeling and from project-based instruction that includes the use of technology tools. Through the use of technology-based curriculum projects, students will use technology tools and activities that are both grade level and developmentally appropriate. A *Student Technology Survey* will be used to measure student's academic and technology proficiencies as a result of these activities. Grade level proficiencies are located in Appendix C.

The TLDA Initiative will:

- Conduct an annual assessment of technology and information literacy skills using the *Online LGUSD Student Technology Survey* (Grades 4 – 8)
- Train teacher leaders at each site in technology and information literacy skills
- Provide ongoing staff development in technology integration and information literacy skills
- Collect student projects for the annual *Student Technology Showcase*

3f. Appropriate and Ethical Use of Technology

All teachers, students and support staff adhere to the guidelines set forth in the LGUSD Student Internet Use Agreement or Acceptable Use Plan (AUP). The current AUP has been updated to include the appropriate and ethical use of technology and Internet safety. All students and staff must sign the AUP every year before accessing technology in the district.

The TLDA Initiative will:

- Support instructing students in the appropriate and ethical use of information found online and offline
- Will assess students' knowledge of Digital Citizenship through an annual assessment
- Develop lessons to help teachers integrate the ethical and legal use of information technology in their classroom instruction, and provide opportunities for students to demonstrate mastery of skills related to ethical and legal technology use

3g. Internet Safety

The LGUSD emphasizes the safe and responsible practices for students, teachers and staff. The District seeks community involvement in developing a parent education series on Internet Safety.

The TLDA Initiative will:

- Develop and deliver district professional development regarding online practices as they relate to Internet safety, cyberbullying, online privacy and online predators
- Work with the *Parenting Continuum* to develop a parent education series on Internet Safety including but not limited to discussions regarding cyberbullying, online privacy, social networking and online predators
- Integrate instruction in critical thinking, problem-solving and decision-making, and provide opportunities for students to demonstrate mastery of skills related to Internet safety

3h. District policy or practices that ensure equitable access for all students

All LGUSD schools have a standardized set of technology tools, hardware and software that promote student achievement, best practices on teaching. All students and teachers have equitable and ready access to these technology tools.

The TLDA Initiative will:

- Provide staff development in technology integration
- Help secure funds to implement TLDA
- Increase access to technology tools and resources

3i. Use technology to improve two-way communication between home and school

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 is critical to students' success. For this reason, a goal of the District is to make two-way communication between staff and parents as efficient and easy as possible. All teachers and staff are currently accessible to parents and community members through a district supported email and telephone system. Many teachers maintain classroom web pages enhanced with student work samples. Teaching and Learning in a one-to-one learning environment, such as the TLDA Initiative proposes, calls for increased 2-way communication between home and school. Parents want to know what students are learning and TLDA students are excited to share their digital portfolio created with NoteTaker software. NoteTaker's user interface appears as a media rich spiral notebook with section tabs which students can quite easily convert to a web notebook for publication to the classroom website.

The TLDA Initiative will:

- Pilot the PowerSchool Parent Portal in 5th grade classrooms
- Provide teachers with training in website design using the Contribute software
- Provide students with the Digital Portfolio software, *NoteTaker*, so student work can be published online and shared with family

3j. Monitoring Process for Each Goal

The Director of Technology will serve as lead to the Technology Action Team, (TAT) and will be responsible for providing quarterly briefing reports of progress in implementing the TLDA Initiative Plan and annual data on the impact of technology on student learning and attainment of the district's curriculum goals to cabinet-level administrators. The District TAT will review these reports at each quarterly evaluation meeting. Each summer, the Director of Technology, Assistant Superintendent of Curriculum and Instruction and District Technology Integration Mentor will conduct an in-depth review of all narrative reports, including the Ed Tech Profile and State Technology Survey results, and student achievement data.

The District TLDA Team will use the results of this in-depth review to identify the most successful practices and areas in which challenges have been encountered and improvements are needed and will present an annual report to the LGUSD Board of Trustees regarding its findings and recommendations. The TLDA Team will also share its data and conclusions with all key stakeholders, including teachers, school site administrators, District office staff and administrators, parents, students, and community members. Information will be shared through the district Intranet email system, by posting summaries of the TAT findings on the district website, and through ongoing newsletters and other forms of district communications with parents and the community. Results of the evaluations will be shared at Principals' meetings and will be reviewed with teacher leaders and site technology liaisons so that they may make appropriate modifications to the site plans.

4. Professional Development

4a. Teachers Professional Development Needs Assessment

The EdTech Profile Survey is an online, data collection and reporting tool that allows county, district and school administrators to gather information on their staff's technology proficiency with and use of technology to support the teaching and learning process. The California Department of Education's EdTech Profile contains an online self-assessment tool that allows educators to identify their level of technology proficiency. The self-assessment is based on the California Commission on Teacher Credentialing Standards 9 and 16, which are the standards of Quality and Effectiveness for Professional Teacher Induction Programs. Based on the results of the assessment, educators can view and receive guidance on areas on which they should consider seeking additional training. The Los Gatos Union School District is focusing on two areas of competency for teachers using technology: *Computer Knowledge and Skills* and *Using Technology in the Classroom*, which includes the special skills and knowledge necessary to integrate in a one-to-one classroom environment.

The following matrix provides a summary of the EdTech Profile Survey that teachers took in the spring of 2009. The TLDA Action Team reviewed the data collected and used the results of the survey to plan the Professional Development series of workshops that will be offered during the 2009-10 school year.

EdTech Profile Survey 2008-09 Summary:

General computer knowledge and skills		
Question 1: General computer knowledge and skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	11	11%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	63	65%
Proficient user: I have the majority of the skills listed here below in column 1, 2 and 3.	23	24%
Internet skills		
Question 1: Internet skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	24	25%
Intermediate user: I have the majority of the skills listed below in column 1 and 2.	49	51%
Proficient user: I have the majority of the skills listed below in column 1, 2 and 3.	24	25%
Email skills		
Question 1: E-Mail skills: Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	1	1%
Beginning user: I have the majority of the skills listed below in column 1.	13	13%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	33	34%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	50	52%
Word processing skills		
Question 1: Word processing skills. Rate your skill levels in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	0	0%
Beginning user: I have the majority of the skills listed below in column 1.	7	7%

Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	37	38%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	53	55%
Presentation software skills		
Question 1: Presentation software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have any of the skills listed below.	10	10%
Beginning user: I have the majority of the skills listed below in column 1.	42	44%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	23	24%
Proficient user: I have the majority of the skills listed below in columns 1, 2 and 3.	21	22%
Spreadsheet software skills		
Question 1: Spreadsheet software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.	11	11%
Beginning user: I have the majority of the skills listed below in column 1.	49	51%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	26	27%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	10	10%
Database software skills		
Question 1: Database software skills. Rate your skill level in this area.	# of Respondents	%
Not Applicable: I do not have the skills in this area.	27	28%
Beginning user: I have the majority of the skills listed below in column 1.	44	46%
Intermediate user: I have the majority of the skills listed below in columns 1 and 2.	21	22%
Proficient user: I have the majority of the skills listed below in columns 1, 2, and 3.	4	4%

The EdTech Profile – Teacher Needs for Professional Development Summary

- 24% of respondents identified themselves as beginning users of the Internet
- 93% of respondents identified themselves as proficient in word processing skills
- 44% of respondents identified themselves as beginning in presentation software skills.
- 51% of respondents identified themselves as beginning in spreadsheet software skills.

Results from the 2008-09 CDE’s EdTech Profile Survey (Representing 100% of teachers)

The results of the 2008 California Department of Education’s EdTech Profile Survey show that although almost 70% of LGUSD teachers score at the Intermediate or Proficient level in *Computer Knowledge and Skills*, only 43% of teachers scored at the Intermediate or Proficient level in *Using Technology in the Classroom*. Given these results, the goal of The Gatos Union School District is to have 100% of teachers score Intermediate or Proficient in both *Computer Knowledge and Skills* and *Using Technology in the Classroom* by March, 2012. Teachers report proficiency in using technology, but seek support with integrating technology into the curriculum. Therefore, the focus of TLDA professional development is integrating technology into the curriculum.

Based on the data gathered, current professional development and workshop development will focus on:

- Internet Research & Safety
- Presentation Design & Delivery
- Spreadsheet Use in Educational Settings
- Appropriate and Ethical Use of Information Technology
- Managing a One-to-One Environment

TLDA5 teachers attended a voluntary informational meeting prior to the 2009-2010 school year. At this meeting the team agreed to the following:

- Participate in the delivery of the Digital Citizenship Certification Curriculum
- Attend monthly collaboration meetings with the Technology Integration Mentor and computer specialists
- Attend Apple Professional Development training sessions throughout the school year
- Collaborate and share best practices with TLDA5 peers
- Contribute one or more lesson ideas to the TLDA Teacher Resource Site
- Prepare student projects for the Digital Citizenship Certification Celebration (Fall '09)
- Prepare student projects for the LGUSD Student Technology Showcase (Spring '10)

The Los Gatos Union School District recognizes that the California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks. In addition, the district has adopted the

National Educational Technology Standards for Teachers (NETS*T). The District has implemented a Technology Integration Matrix to guide teachers to higher levels of integration proficiency.

This Technology Integration Professional Development Plan represents levels of technology integration proficiency as identified by the LGUSD Technology Integration Matrix. Entry level teachers or teachers new to the Los Gatos Union School District are encouraged to attain Level II proficiency before their third year in the district. Teachers involved in the TLDA one-to-one initiative are expected to complete Level III proficiency by the end of the second year of implementation. Teachers with technology specific content responsibilities and advanced TLDA teachers are expected to attain Level IV proficiency. The district encourages all TLDA teachers to participate in the CTAP Leadership Foundation Institute and attain Level V proficiency. Those teachers who have completed Level V proficiency may apply to be TLDA Integration Liaisons and may receive a stipend for supporting site curriculum integration activities. (Refer to Appendix J) School site administration has been very supportive of the TLDA Initiative. Principals may use the teacher observation forms and evaluations to ensure that the classroom teacher is responsible for integrating technology into the core curriculum by using district adopted materials and resources to differentiate instruction.

4.b Implementation Plan for Professional Development

The primary goal of the TLDA Initiative is to improve student achievement through the use of technology in support of curricular goals. To that end, professional development is the central, most important part of the TLDA implementation process. A good professional development program will support staff in attaining the highest level of personal proficiency and curriculum integration. Teacher and staff development opportunities will be targeted to support the continuous study of teaching and learning aligned with district initiatives in curriculum and technology, and embedded in an inquiry-based learning community model.

All TLDA teachers will participate in world class Apple Professional Development training sessions and ongoing collaboration meetings with the Technology Integration Mentor. Teachers also have the opportunity to participate in TLDA workshops, a summer institute and additional district professional development in small groups. Each grade level team of TLDA teachers will have access to the following Professional Development opportunities throughout the TLDA Implementation period.

<i>Professional Development</i>	<i>When?</i>	<i>How Often?</i>	<i>How Long?</i>	<i>Where?</i>
TLDA Team Collaboration	Early Release/Late Start	Once/month	One hour	School Site
Apple Professional Development	During Contract Time	3 times/ year	2-day Training	District Office
District TLDA Workshops	After Contract Time	9 times/year	2 hour Training	Tech Central
District TLDA Summer Workshops	During Summer Break	Each Summer	10 day Institute	Tech Central

All TLDA teachers will receive twelve days of release time for Apple Professional Development (APD) training and will have access to the trainer for in-class support for up to four days. In addition to the APD training sessions, the LGUSD Technology Integration Mentor designs and delivers digital citizenship lessons every week during the first eight weeks of implementation. Subsequent lessons are bi-weekly. All TLDA teachers develop ongoing integration activities during the monthly collaboration meetings throughout the year and will have the opportunity to attend two intensive one-week summer institutes to facilitate the development of digital curriculum for implementation the following years.

	2009/10	2010/11	2011/12	2012/13
5 th - APD	APD – 6 days release	APD – 2 days release	APD – 2 class days	APD – 2 class days
6 th - APD	APD – 2 days release	APD – 6 days release	APD – 2 class days	APD – 2 class days
7 th - APD		APD – 4 days release	APD – 4 days release	APD – 2 days release APD – 2 class days
8 th - APD			APD – 6 days release	APD – 2 days release APD – 2 class days
Summer Institute	Summer 2010 – 5 th & 6 th Grade	Summer 2011 – 6 th & 7 th Grade	Summer 2012 – 4 th – 8 th Grade	Summer 2013 – 4 th – 8 th Grade

It is the goal of the TLDA Initiative to provide our students with the 21st Century skills as identified in the District’s Strategic Plan. The Strategic Planning Team identified the following goals with respect to student acquisition of 21st Century Skills:

- Students will develop 21st century skills that include:
 - Critical thinking and problem solving
 - Adaptability and agility
 - Initiative
 - Effective oral/written communication
 - Accessing and analyzing information
 - Curiosity and imagination
 - Creativity and innovation
 - Student collaboration and leadership
- Students will have an opportunity to learn through inquiry-based instruction.
- Students will employ and integrate current technology resources in mastering the district curriculum.
- Students will develop a curiosity about, knowledge of, and a sense of responsibility toward other people, cultures and ideas.
- Students will learn to apply acquired skills and knowledge to real world problems.

The TLDA Initiative focuses on the development of 21st Century Skills through the integration of technology across the curriculum. The LGUSD Technology Department saw a need for a slow and deliberate introduction to the technology tools and resources aligned to curricular needs. Beginning the second week of school, all TLDA teachers and students participated in a standards-driven Digital Citizenship Certification (DCC) Curriculum. This curriculum addressed the federally mandated topics of appropriate and ethical use of technology and Internet safety in addition to some technical support topics:

- Digital Identity
- Digital Literacy – Internet
- Digital Literacy – Productivity
- Digital Literacy – Creativity
- Communication & Collaboration
- Etiquette
- Rights & Responsibilities
- Health & Wellness

5. Infrastructure, Hardware, Software & Technical Support

Uninterrupted network access is crucial to achieving the goals of the TLDA Initiative and full integration of technology into the curriculum. At each school site the District will maintain a state-of-the-art, smoothly operating network that provides services to all classrooms. Students and teachers will have the hardware and software necessary to fully incorporate technology into their learning and instructional activities. The District will provide technical support to insure interruptions are kept to a minimum.

5a. Existing Resources Supporting TLDA Implementation

Network Connectivity

The Los Gatos Union School District's Wide Area Network (WAN) consists of six 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 the Santa Clara County Office Of Education (SCCOE).

Site network infrastructure consists of Gigabit capable backbone to IDF locations, all sites share identical network infrastructure allowing for warehousing of standard replacement parts hence quick replacement of any failing part. All sites have over one hour of UPS power backup for data and phones. Wireless access is installed at all campuses to support the TLDA Initiative and promote anytime, anywhere learning. In addition to the current Apple Wireless network installed at Fisher Middle school the installation of an Enterprise level system is being investigated.

In order to meet the increase in demand for Internet connectivity, the District installed a DSL line through Verizon in 2008 to help migrate some services away from the load on the T1 connections between the schools and the district office. In 2009, the LGUSD Network plan includes upgrades that will migrate additional Internet services from each remote site to Comcast in order to meet the anticipated growth in demand on bandwidth as a result of the TLDA Implementation. The district has also proposed an infrastructure upgrade as part of the 2010 District Bond Proposal and is currently investigating WAN solutions involving leasing of private fiber optics or other configurations that would provide improved interoperability across the district's WAN.

The network supports the following district-wide processes:

- The LGUSD Employee Intranet site has been developed as a secure site to support all district employees. The site has been designed to provide easy and immediate access to troubleshooting tutorials, a document library, and a showcase for technology integration projects for teachers.
- In the spring of each school year, the Los Gatos Union School District's policies outlining standards and rules for equipment selection, purchase, installation, and obsolescence will be reviewed by the District TAT. Under the guidance of the Director of Technology, the team will insure the policies provide equity, consistency and efficacy throughout the District.
- At the beginning of each school year, all administrators and staff members will be instructed in the use of the district Employee Intranet site and all policies and procedures reviewed by the Director of Technology and the Technology Mentor.

Electrical Services

All Los Gatos Union School District schools are either finished or planned for modernization. All sites have upgraded electrical power capable of supplying ample power to multiple computer workstations, projectors and sound systems.

Other Services Provided

All school sites and the district office are provided with the following managed services.

- VoIP telephones
- Email for all staff
- Webserver for teacher use
- Webserver for district & school site use
- Spam filtering (outside vendor)
- Content filtering (outside vendor)
- Listserv (internal)
- Access to shared file servers—for teachers and students
- Internal DNS servers
- Global email virus scanning (outside vendor)
- VPN access to network (only for administration purposes)
- Networked LaserJet printers
- Access to ‘super large format printer’ at the middle school
- Access to email via web-browser

Hardware

All schools will have a standardized set of technology tools (*Appendix F*) 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.

- All teachers have a computer laptop consisting of an Apple MacBook Pro with an Intel Core Duo 2.26 processor or higher, a minimum of 2GB memory, a network printer, and a LCD projector that is connected to their laptop for presentation and demonstration purposes.
- All teacher workstations have access to the Web Help Desk for 24-hour technical support.
- All 5th grade students have one-to-one access to filtered, internet-connected laptops housed in mobile carts in the classroom.
- All K-4th and 6th-8th grade students have shared access to filtered, internet-connected computers both in their classrooms, the library media center and school computer lab.

Electronic Learning Resources & Support

Student Machines

- All student computers are loaded with the *iLife Suite* (iPhoto, GarageBand, iMovie, iWeb, iDVD), KidPix Studio, Type to Learn, *iWorks Suite* (Pages, Keynote, Numbers), Inspiration, and Safari along with Camino for Internet browsing.
- In addition to the applications mentioned above, the middle school student machines also have the *MS Office Suite* (Word, PowerPoint, Excel) installed.
- The District Technology Action Team (TAT) will meet monthly to determine the educational software needs of each grade level to meet the curriculum goals of the District Technology Plan.
- The District will purchase the basic curriculum software as outlined by the TAT.

Teacher Machines

- All teachers’ workstations are loaded with MS Office Suite, iWork Suite, iLife Suite, Inspiration, Mail, Firefox, Safari, Camino, Contribute, and FileMaker Pro.

Library Information Systems and Subscriptions:

Beginning on the first week of each school year, all school library media centers will be open for teacher and student use. The Alexandria Library Automation System will be operating to improve student access to information and for the circulation, inventory, statistical analysis and acquisition of library books and materials. All staff and students will have access to information about their school library collections from any school computer workstation including classroom computers. World Book Online is available to all students and families from school and home.

Technical Support:

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

The TAT developed the Technology policies, standards, procedures and protocols currently in use throughout the district. In addition, the Director of Technology worked with the Director of Fiscal Services and the Inventory Control Group (ICG) to develop the Asset Management Policies and Procedures with respect to all technology assets. All school sites are provided with a clearly written set of District technology policies, standards, procedures and protocols which delineates the type of equipment, hardware and software purchased, how it is funded, ordered, received, inventoried, installed, and properly used, when it will become obsolete and the process by which it will be removed from District use.

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

The technology necessary to address the goals and objectives of the TLDA Initiative will perform with minimal interruptions. When interruptions do occur, they will be addressed within the shortest time possible, always within 24 hours.

- All district technology assets will continue to be recorded in the Web Help Desk by the Director of Technology. A record will be kept of all repairs and the replacement of any technology hardware that is not functioning properly. An annual report of all repairs and replacements will be given to the TAT to assist in planning and future purchases.
- Throughout the school year, the Director of Technology will oversee the Data Technician and the Computer Technician as they monitor and make minor repairs to district equipment.
- On a monthly basis, the Director of Technology will analyze information from the Web Help Desk to evaluate and support uninterrupted services to all classrooms. Results of this monitoring will be reported to the District TAT on a quarterly basis.
- All troubleshooting requests to the Web Help Desk will be prioritized within 24 hours. Tech requests will be monitored by the Director of Technology and a summary of technical support issues will be reported quarterly to the District TAT.
- The TLDA Initiative proposes the introduction of one-to-one computer access for one grade level per year for the next four years.

5b. Resources Needed to Support TLDA Implementation

Hardware Needs:

In 2008, the district conducted an assessment of technology availability and age. As outlined in the District's Technology Use Plan, the assessment revealed that student access to technology tools was inadequate to meet the increasing demand for digital tools and resources. The district supports equitable and ready access to technology tools. The TLDA Initiative addresses the current inequity by providing one to one access in grades 3 through 8 by the year 2013.

<i>School</i>	<i># of Students</i>	<i>Ratio students to computer*</i>	<i>Projected ratio 2010</i>	<i>Projected ratio 2011</i>	<i>Projected ratio 2012</i>	<i>Projected ratio 2013</i>
R.J. Fisher Middle – 6 th – 8 th grade	1000	4:1	3:1	2:1	1:1	1:1
Blossom Hill Elementary – 3 rd -5 th grade	300	3:1	2:1	2:1	2:1	1:1
Daves Avenue Elementary – 3 rd -5 th grade	300	3:1	2:1	2:1	2:1	1:1
Lexington Elementary – 3 rd -5 th grade	95	3:1	2:1	2:1	2:1	1:1
Van Meter Elementary – 3 rd -5 th grade	270	3:1	2:1	2:1	2:1	1:1

Software Needs:

In addition to the software that comes preloaded on the Apple MacBooks, the following software resources have been identified for the implementation of the TLDA Initiative:

<i>School</i>	<i># of Students</i>	<i>Filewave Maintenance software</i>	<i>NoteShare Teacher Management software</i>	<i>NoteTaker Student Portfolio software</i>	<i>MS Office Suite of software</i>	<i>iWorks Suite of software</i>
R.J. Fisher Middle – 6 th – 8 th grade	1000	√	√	√	√	√
Blossom Hill Elementary – 3 rd -5 th grade	300	√	√	√		√
Daves Avenue Elementary – 3 rd -5 th grade	300	√	√	√		√
Lexington Elementary – 3 rd -5 th grade	95	√	√	√		√
Van Meter Elementary – 3 rd -5 th grade	270	√	√	√		√

5c. TLDA Initiative Hardware Rollout:

The TLDA Initiative was implemented in 5th grade classrooms in August 2009. In January 2010 the implementation will be expanded to the sixth grade at Fisher Middle School with *Mobile Learning Labs* housed in every 6th grade classroom. This increased access will enable 6th grade teachers to prepare for the incoming class that has already experienced a full year of one-to-one access in their classrooms. While the *Learning Labs* are available primarily to 6th grade classes in spring of 2010, the 7th grade teachers will have the option to make use of these labs when available. In the fall of 2010 the *Mobile Learning Labs* will move to the 7th grade and in the fall of 2011 the labs will again move to the 8th grade. In the same way, the laptops purchased for the 6th grade students in spring of 2010 will follow those students until they graduate in 2012.

The 6th grade class of 2011 will be the first class to transition to a one-to-one, take-home program. In August 2013 the TLDA Initiative will be fully realized with one-to-one access available Kindergarten through 8th grade. Alternative funding models will be developed to sustain future TLDA rollouts.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
8th	Computer Lab Access	Shared Mobile Learning Labs	1:1 Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)
7th	Shared Mobile Learning Labs	1:1 Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)
6th	1:1 Mobile Learning Labs	1:1	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)	1:1 (24/7)
5th	1:1	1:1	1:1	1:1	1:1	1:1
4th	4th Grade Shared Mobile Learning Lab	1:1	1:1	1:1	1:1	1:1
3rd	Computer Lab Access	Shared Mobile Learning Labs	1:1	1:1	1:1	1:1
K-2	Computer Lab Access	Computer Lab Access	Computer Lab Access	Computer Lab Access	1:1 Laptop Available	1:1 Laptop Available

Rollout Timeline

- August 2009-10 – 5th grade TLDA
- January 2010 – 6th grade TLDA
- August 2010-11 – 4th & 7th grade TLDA
 - 4th grade implementation contingent on funding
- August 2011-12 – 3rd & 8th Grade TLDA
 - 6th grade could migrate to a 24/7
 - 3rd grade implementation contingent on funding
- August 2012-13 – New 6th Grade (24/7)
 - 3rd grade will have laptop carts available if they do not already have 1:1
- August 2013-14
 - 1:1 available district-wide

5d. Monitoring Process

The Superintendent and the LGUSD Board of Trustees will review semi-annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Technology, school site Administrators, the Technology Integration Mentor, and the TAT. This report will be in conjunction with budgetary developments and semi-annual district administrative reports. The final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine any necessary revisions regarding the implementation of the TLDA Initiative Plan, and to inform all stakeholders of the progress in the implementation process.

6. 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 using state lottery funds. 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 TLDA Initiative. Parents in the Los Gatos Union School District strongly support technology as evidenced by an on-going annual commitment from the Home & School Clubs of each of the elementary schools, in addition to an annual \$100,000 grant raised by the Los Gatos Education Foundation to fund a full-time Technology Integration Mentor. This year, the LGEF awarded an additional \$100,000 grant in support of the TLDA Initiative. The remaining support is being raised by the *LGEF 21st Century Fund*.

6a. Identified Funding Sources

The following funding sources have been identified to assist with the support needed to implement the TLDA Initiative over the next five years.

Funding Source	Established	Potential on-going	Description
ERATE	Yes	Yes	Provides a 40% discount/reimbursement for Internet Service and Telecommunications
Grants	Limited	Limited	Will pursue grants to support PD
School site funds (Restricted & unrestricted)	Yes	Yes	Lottery funds that support technology
District funds (Restricted & unrestricted)	Yes	Yes	Lottery funds that support technology
General Funds (District)	Yes	Yes	Salaries of Technology Department and for hardware and software
Education Fund (LGEF Annual Grant)	Yes	Yes	Provides funds for PD, TLDA Initiative & Technology Integration Mentor
Education Fund (21 st Century Fund)	Yes	Yes	Provides funds for TLDA Initiative – Equipment, infrastructure & technical support.
Education Fund (Home & School Clubs)	Yes	Yes	TLDA Initiative support
Technology Partners*	Yes	Yes	Technical advice, Server hardware/software sharing when possible.

* *Santa Clara Unified School District*

6b. **DRAFT** - Estimated Implementation Costs for Term of the TLDA Initiative

<i>Current District Contributions that Support the TLDA Initiative Implementation:</i>							
Area	Description	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Salaries & Benefits	Director of Tech Tech Mentor 2 - Technicians 3 - Computer Techs	\$440,000	\$457,000	\$475,000	\$494,000	\$514,000	\$534,000
Supplies	Technical support and staff development materials	\$8,500	\$9,000	\$9,500	\$10,000	\$10,500	\$11,000
Operating Expenditures <i>General Fund</i>	Repairs, licenses, upgrades, and other services	\$104,000	\$107,000	\$110,000	\$113,000	\$115,000	\$118,000
Operating Expenditures <i>Lottery Funds</i>	District – TLDA Support Fund	\$60,000	\$60,000	\$80,000	\$100,000	\$100,000	\$100,000
<i>Other Identified Funding Source Contributions for TLDA Initiative Lease Option Obligations:</i>							
H&SCs	Annual Grants (\$15K DAV, BH & LVM and \$5K LEX)	\$100,000* (Lease #1)	\$50,000 (Lease #1)	\$50,000 (Lease #1)	\$50,000 (Lease #1)	–	–
LGEF TEACH Campaign	Grants	\$60,000 (Lease #1)	\$100,000 (Lease #1 & TBD)	\$100,000 (Lease #1 & TBD)	\$100,000 (Lease #1 & TBD)	\$40,000 (TBD)	\$40,000 (TBD)
LGEF LIFE Campaign	Grants	\$100,000 (Lease #2)	\$212,000 (Lease #2 & #3)	\$324,000 (Lease #2, #3 & #5)	\$336,000 (Lease #2, #3 & #5)	\$224,000 (Lease #3 & #5)	\$112,000 (Lease #5)
LIFE - <i>(Includes 4th grade-2010 & 3rd grade 2011)</i>	Grants	\$100,000 (Lease #2)	\$336,000 (Lease #2, #3 & #4)	\$560,000 (Lease #2, #3, #4 #5 & #6)	\$560,000 (Lease #2, #3, #4 #5 & #6)	\$448,000 (Lease #3, #4 #5 & #6)	\$224,000 (Lease #5 & #6)
<i>Other Implementation Costs:</i>							
LGEF LIFE Campaign	Grants – PD, Personnel, Software, & Infrastructure	\$85,000	\$195,000	\$235,000	\$185,000	–	–
<i>Lease Breakdown</i>			1 st Annual Payment	2 nd Annual Payment	3 rd Annual Payment	4 th Annual Payment	TOTAL
Lease #1	August 2009	5 th Grade	\$150K	\$93K	\$93K	\$93K	\$429K
Lease #2	January 2010	6 th Grade	\$100K	\$112K	\$112K	\$112K	\$436K
Lease #3	August 2010	7 th Grade	\$100K	\$112K	\$112K	\$112K	\$436K
Lease #4**	August 2010?	4 th Grade	\$100K	\$112K	\$112K	\$112K	\$436K
Lease #5	August 2011	8 th Grade	\$100K	\$112K	\$112K	\$112K	\$436K
Lease #6**	August 2011?	3 rd Grade	\$100K	\$112K	\$112K	\$112K	\$436K
<i>*2009-10 contribution plus 2008-09 contribution</i>			<i>**Contingent on funding</i>				

6c. District's Replacement Policy

The Los Gatos Union School District follows a plan by which obsolete equipment is replaced on a regular basis. Approximately every 3-4 years the teacher laptop computers are upgraded and the student classroom lab computers are replaced as needed. The computer lab equipment is repurposed for use in the lower elementary grade classrooms whenever reasonable. The teacher laptops will be clean installed and be repurposed as mobile labs for student use. Each spring, the Director of Technology and the TAT evaluate the district's technology needs and determine hardware and software upgrades to be made during the summer. Student machines are clean installed over the summer. Teacher laptops are clean installed when they return from the summer break. Files are backed-up and stored on the servers while all applications and operating systems are upgraded to the latest versions. Obsolete, broken or unusable equipment is recycled following the guidelines established by the District's Inventory Control Group.

6d. Monitoring Funding and Budget

By April of each year, the Director of Technology will meet with the Director of Fiscal Services to develop the technology budget for the following year. This meeting will include an analysis of the previous year's budget along with recommendations by the District TAT and site administrators. In preparation for this meeting, the Director of Technology and the Technology Integration Mentor will give a quarterly report to the TAT on all purchases and their impact on the Technology Plan. From these quarterly reports, the TAT will submit recommendations for the next year's budget.

Assumptions:

- Each spring, the Director of Technology will work with the Director of Business Services to develop the yearly technology budget using state lottery funds to support both site and district technology.
- Yearly, the LGUSD will apply for EETT technology grant funding to support the District Professional Development goals.
- The Los Gatos Education Foundation (LGEF) continues to support technology with funding for a Technology Integration Mentor and the TLDA Initiative Implementation for the 5th grade (Lease #1).
- The District will continue to support the TLDA Initiative with funding (Lottery Funds) for three part-time Computer Specialists to assist teachers with integration in the classroom and computer labs.
- The District will continue to support the TLDA Initiative with funding for a full-time Data Technician and a full-time Computer Technician.
- The District will continue to support the teacher laptop refresh program with the established rollover account that will fund the purchase of new laptops every three to four years.
- *LGEF 21st Century Fund* will provide the support needed to fully rollout the TLDA Initiative over the next five years.

This includes but is not limited to:

- ⇒ 6th Grade lease #2
- ⇒ 7th Grade lease #3
- ⇒ 4th Grade lease #4
- ⇒ 8th Grade lease #5
- The TLDA Initiative will become sustainable by the development and implementation of a purchase program that will make affordable computers available to each family, provide access to all students, and appropriately protect the technology resources through maintenance and insurance programs.

7. Monitoring and Evaluation

The Los Gatos Union School District has developed several strategies to monitor and assess the impact of a standards-based, technology embedded curriculum on student achievement. Technology evaluation tools will be used to capture the full range of student learning. The district will continue to have teachers and students evaluate their technology skills via the Ed Tech Survey.

The Superintendent and the Director of Technology will review semi annual reports of the progress toward meeting stated goals and benchmarks created by the collaborative efforts of the Director of Technology, Technology Integration Mentor, and the District TAT. A final report will be presented to the Board and the School Site Councils at regularly scheduled meetings. The information will be used to determine needed changes regarding the implementation of the TLDA Initiative plan, and to inform all stakeholders of the progress in the implementation process. (Refer to Appendix K for a complete timeline.)

8. Supporting Research

8a. Research behind the model design, and examination of education technology models and strategies:

The goal of the Los Gatos Union School District TLDA Initiative 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 differentiated instruction 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 classroom imbedded technology projects that incorporate a continuum of technology skills, our teachers learn how to use technology to support their instructional programs.

The California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks. In addition, the Los Gatos Union School District has adopted the National Educational Technology Standards for Teachers (NETS*T).

Researchers from WestEd, in *The Learning Return On Our Education Technology Investment. A review of findings from research*, highlights the distinction between “learning *from* computers and learning *with* computers:

- Technology as one piece of the puzzle
- Adequate and appropriate teacher training
- Changing teacher beliefs about learning and teaching
- Sufficient and accessible equipment
- Long-term planning
- Technical and instructional support
- Technology integration within the curricular framework

Through research, community and staff input, the Strategic Planning Team identified the following goals with respect to student acquisition of 21st Century Skills:

- Students will develop 21st century skills that include:
 - Critical thinking and problem solving
 - Adaptability and agility
 - Initiative
 - Effective oral/written communication
 - Accessing and analyzing information
 - Curiosity and imagination
 - Creativity and innovation
 - Student collaboration and leadership
- Students will have an opportunity to learn through inquiry-based instruction.
- Students will employ and integrate current technology resources in mastering the district curriculum.
- Students will develop a curiosity about, knowledge of, and a sense of responsibility toward other people, cultures and ideas.
- Students will learn to apply acquired skills and knowledge to real world problems.

8b. Use of Technology to Support and Extend Learning

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. The Assistant Superintendent of Curriculum & Instruction and site administration annually review the K-8 course offerings and content in relation to student demographics and identified coursework needs. Currently, the district is using streaming video resources like United Streaming to increase student engagement in core content. The district is looking into the use of Moodle to extend education beyond the school walls. Moodle would be used to make core content (assignments and resources) available to students and their parents all the time and to encourage student dialog.

The District's Curriculum Council and site administration review the K-8 course offerings and content in relation to student demographics annually and identified coursework needs. Currently, the district is using streaming video resources like *Discovery Streaming* to increase student engagement in core content. Fisher Middle School Science department is utilizing streaming videos to expand their Life and Physical Science curriculum to enhance and expand student learning beyond the classroom walls. Similarly, the fourth and fifth grade-level teams are collaborating at each elementary site to develop learning activities around streaming video. In addition, all teachers in our district maintain active websites that families can access, which extends the learning from the classroom environment to the home and provides opportunities for students to work with parents and others in the community.

As the TLDA Initiative gets underway we are already seeing some exemplary lessons using e-learning opportunities, which include book blogs and web-based learning activities for students.

8c. Research Summary from Previous Sections:

Curriculum Component	Plan Sec	Resource Annotation	Resource Summary
Curriculum Integration	3d	<p>Pilter, et.al, Howard. <i>Using Technology with Classroom Instruction That Works</i>. Alexandria: ASCD, 2007.</p> <p>AACTE, <i>Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators</i>. New York: Routledge</p>	<p>LGUSD educators must effectively use technology in mathematics instruction. We will ensure the use of the most effective research-based applications in standards-based learning activities.</p>
Information Literacy	3e	<p>Thornburgh David "Technology in K-12 Education," 1996 http://www.air.org/forum/abthornburg.htm</p> <p>NETS*T & NETS*S http://www.iste.org</p>	<p>Teachers need to critically evaluate the effectiveness of information that is found on the web. Students as well as teachers should be able to evaluate web sites.</p> <p>Once educators and students become accustomed to finding information on the web, they must validate the sources.</p> <p>Teachers must guide students in as they strive to become responsible digital citizens.</p>
Integrating Technology	3	<p>Edutopia Edutopia staff, "PBL Research Summary: Studies Validate Project-Based Learning." <i>Edutopia</i> 11/01/2001 16 Jan 2009 http://www.edutopia.org/project-based-learning-research</p>	<p>Teachers design learning environments that emphasize meaningful learning problems, focus on the application of knowledge rather than the simple acquisition of knowledge, and encourage students to apply their knowledge.</p>
Professional Development	4	<p>Joyce, B. & Showers, B. (1995). <i>Student Achievement Through Staff Development</i>. New York: Longman Publishers</p> <p>AACTE, <i>Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators</i>. New York: Routledge, 2008</p>	<p>Staff development must be individualized to the needs of the teacher. Planned integration of technology in education that directly involves teachers consistently, allows teachers to engage students in meaningful educational practice.</p>
Collaboration & Community	4	<p>Dufour, Richard, 2008 <i>Revisiting Professional Learning Communities at Work: New Insights for Improving Schools</i>.</p> <p>Project Cornerstone's Developmental Assets http://www.projectcornerstone.org/html/assets/41assets.htm</p>	<p>Collaboration enables the staff to develop a culture of inquiry, and can be linked to remarkable gains in student achievement. In addition, collaboration increases the confidence among all school community members, and helps reduce the fear of risk-taking by providing encouragement. .and moral support</p>
Infrastructure	5	<p>Gulek, J., Demirtas, H. (2005) Learning With Technology: The Impact of Laptop Use on Student Achievement. <i>The Journal of Technology, Learning, and Assessment</i>, 3(2),</p>	<p>Technology tools must connect to classroom curriculum and support learning goals for the district. Staying ahead of the curve so students are able to use the most up-to-date technologies is a LGUSD Technology Department goal.</p>

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Appendix A

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.

National Educational Technology Standards (2007)

“What students should know and be able to do to learn effectively and live productively in an increasingly digital world ...”

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

Appendix A cont.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Appendix B

NETS Grade Level Performance Indicators

The numbers in parentheses after each item identify the standards (1–6) listed below most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The National Educational Technology Standard (NETS) categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Grades Pre-K –2

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2:

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

Appendix B cont.

Grades 3 – 5

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5:

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

Grades 6-8

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8:

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

Appendix C

LGUSD Core Technology Skills Continuum K-8

LGUSD Core Technology Skills Continuum K-8		Competency Level by Grade									
Goals and Competencies		K	1	2	3	4	5	6	7	8	
NETS # 1 Creativity and Innovation											
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.											
Goal 1.1	<i>Students will apply existing knowledge to generate new ideas, products, or processes.</i>										
		K	1	2	3	4	5	6	7	8	
1.1.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution		I	R	R	R	M	M	A	A	
1.1.2	Use digital-imaging technology to modify or create works of art for use in a digital presentation					I	R	M	A	A	
Goal 1.2	<i>Students will create original works as a means of personal or group expression.</i>										
		K	1	2	3	4	5	6	7	8	
1.2.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources	I	R	R	R	R	M	M	A	A	
1.2.2	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area				I	R	R	M	M	A	
1.2.3	Create original animations or videos documenting school, community, or local events					I	R	M	A	A	
1.2.4	Design, develop, and test a digital learning game to demonstrate knowledge and skills related to curriculum content								I	R	
Goal 1.3	<i>Students will use models and simulations to explore complex systems and issues.</i>										
		K	1	2	3	4	5	6	7	8	
1.3.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals		I	R	R	R	M	A	A	A	
1.3.2	Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software	I	R	R	M	M	A	A	A	A	
1.3.3	Use curriculum-specific simulations to practice critical-thinking processes						I	R	M	M	
Goal 1.4	<i>Students will identify trends and forecast possibilities</i>										
		K	1	2	3	4	5	6	7	8	
1.4.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals		I	R	R	R	M	A	A	A	
1.4.2	Gather data, examine patterns, and apply information for decision making using digital tools and resources			I	R	M	M	A	A	A	
Competency Levels		I = Introduce			R = Reinforce			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			
NETS # 2 Communications and Collaboration													
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others													
Goal 2.1	<i>Students will interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.</i>												
		K	1	2	3	4	5	6	7	8			
2.1.1	In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area		I	R	R	R	R	M	M	A			
Goal 2.2	<i>Students will communicate information and ideas effectively to multiple audiences using a variety of media and formats.</i>												
		K	1	2	3	4	5	6	7	8			
2.2.1	Illustrate and communicate original ideas and stories using digital tools and media-rich resources			I	R	R	M	M	A	A			
Goal 2.3	<i>Students will develop cultural understanding and global awareness by engaging with learners of other cultures.</i>												
		K	1	2	3	4	5	6	7	8			
2.3.1	Engage in learning activities with learners from multiple cultures through electronic means							I	R	R			
2.3.2	Participate in a cooperative learning project in an online learning community									I			
2.3.3	Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners									I			
Goal 2.4	<i>Students will contribute to project teams to produce original works or solve problems.</i>												
		K	1	2	3	4	5	6	7	8			
2.4.1	Create original animations or videos documenting school, community, or local events							I	R	R			
Competency Levels		I = Introduce			R = Reinforce			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
NETS # 3 Research and Information Fluency										
Students apply digital tools to gather, evaluate, and use information.										
Goal 3.1	Students will plan strategies to guide inquiry.									
		K	1	2	3	4	5	6	7	8
3.1.1	Identify and investigate a global issue and generate possible solutions using digital tools and resources.				I	R	R	M	A	A
3.1.2	Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness							I	R	M
3.1.3	Identify a complex global issue, develop a systematic plan of investigation, and present innovative sustainable solutions							I	R	R
Goal 3.2	Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.									
		K	1	2	3	4	5	6	7	8
3.2.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.			I	R	R	M	M	A	A
3.2.2	Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources					I	R	R	M	A
Goal 3.3	Students will evaluate and select information sources and digital tools based on the appropriateness to specific tasks.									
		K	1	2	3	4	5	6	7	8
3.3.1	Find and evaluate information related to a current or historical person or event using digital resources.					I	R	R	M	M
3.3.2	Recognize bias in digital resources while researching an environmental issue with guidance from the teacher.					I	R	R	M	A
3.3.3	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.				I	R	R	M	A	A
3.3.5	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	M	A	A
Goal 3.4	Students will process data and report results.									
		K	1	2	3	4	5	6	7	8
3.4.1	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M
Competency Levels		I = Introduce		R = Reinforce		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			
NETS # 4 Critical Thinking Problem-Solving & Decision-Making													
Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.													
Goal 4.1	Students identify and define authentic problems and significant questions for investigation.												
		K	1	2	3	4	5	6	7	8			
4.1.1	Produce a media-rich digital story about a significant local event based on first-person interviews.					I	R	M	A	A			
4.1.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R			
Goal 4.2	Students plan and manage activities to develop a solution or complete a project.												
		K	1	2	3	4	5	6	7	8			
4.2.1	Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution.			I	R	R	M	M	A	A			
4.2.2	Identify and investigate a global issue and generate possible solutions using digital tools and resources.				I	R	R	M	A	A			
4.2.3	Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				I	R	R	R	M	A			
Goal 4.3	Students collect and analyze data to identify solutions and/or make informed decisions.												
		K	1	2	3	4	5	6	7	8			
4.3.1	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.			I	R	R	R	M	M	A			
4.3.2	Conduct science experiments using digital instruments and measurement devices.				I	R	R	M	A	A			
4.3.3	Gather data, examine patterns, and apply information for decision making using digital tools and resources.						I	R	M	A			
4.3.4	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M			
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied		

Core Technology Skills Continuum K-8		Competency Level by Grade											
Goal 4.4	Students use multiple processes and diverse perspectives to explore alternative solutions.												
		K	1	2	3	4	5	6	7	8			
4.4.1	Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals.			I	R	R	M	A	A	A			
4.4.2	Independently apply digital tools and resources to address a variety of tasks and problems.	I	R	R	R	M	M	A	A	A			
4.4.3	Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems.				I	R	R	M	M	A			
4.4.4	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	M	M	A			
4.4.5	Independently develop and apply strategies for identifying and solving routine hardware and software problems.				I	R	R	R	M	A			
4.4.6	Employ curriculum-specific simulations to practice critical-thinking processes.							I	R	R			
NETS # 5 Digital Citizenship													
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.													
Goal 5.1	Students advocate and practice safe, legal, and responsible use of information and technology.												
		K	1	2	3	4	5	6	7	8			
5.1.1	Practice injury prevention by applying a variety of ergonomic strategies when using technology.	I	R	R	R	R	R	M	M	A			
5.1.2	Debate the effect of existing and emerging technologies on individuals, society, and the global community.				I	R	R	R	M	M			
5.1.3	Model legal and ethical behaviors when using information and technology by properly selecting, acquiring, and citing resources.					I	R	R	M	A			
5.1.4	Create media-rich presentations for other students on the appropriate and ethical use of digital tools and resources.					I	R	M	M	A			
Goal 5.2	Students exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.												
		K	1	2	3	4	5	6	7	8			
5.2.1	Demonstrate the safe and cooperative use of technology.	I	R	R									
5.2.2	Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.							I	R	R			
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied		

Goal 5.3	Students demonstrate personal responsibility for lifelong learning.												
		K	1	2	3	4	5	6	7	8			
5.3.1	Demonstrate the safe and cooperative use of technology	I	R	R	R	M	M	M	A	A			
Core Technology Skills Continuum K-8						Competency Level by Grade							
Goal 5.4	Students exhibit leadership for digital citizenship.												
		K	1	2	3	4	5	6	7	8			
5.4.1	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.							I	R	R			
NETS # 6 Technology Operations and Concepts													
Students demonstrate a sound understanding of technology concepts, systems and operations.													
Goal 6.1	Students understand and use technology systems.												
		K	1	2	3	4	5	6	7	8			
6.1.1	Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems.						I	R	R	M			
6.1.2	Integrate a variety of file types to create and illustrate a document or presentation.					I	R	R	M	M			
6.1.3	Independently develop and apply strategies for identifying and solving routine hardware and software problems.					I	R	R	M	M			
Goal 6.2	Students select and use applications effectively and productively.												
		K	1	2	3	4	5	6	7	8			
6.2.1	Use digital-imaging technology to modify or create works of art for use in a digital presentation.				I	R	R	M	A	A			
6.2.2	Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses.				I	R	R	M	A	A			
6.2.3	Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support.				I	R	R	M	A	A			
6.2.4	Create original animations or videos documenting school, community, or local events.							I	R	R			
6.2.5	Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.				I	R	R	R	M	M			
6.2.6	Select digital tools or resources to use for a real-world task and justify the selection based on their efficiency and effectiveness.							I	R	R			
Competency Levels		I = Introduce			R = Reinforce			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	
Goal 6.3	Students troubleshoot systems and applications.										
		K	1	2	3	4	5	6	7	8	
6.3.1	Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites.	I	R	R	R	M	M	M	A	A	
6.3.2	Configure and troubleshoot hardware, software, and network systems to optimize their use for learning and productivity.							I	R	R	
Goal 6.4	Students transfer current knowledge to learning of new technologies.										
		K	1	2	3	4	5	6	7	8	
6.4.1	Communicate about technology using developmentally appropriate and accurate terminology.	I	R	R	R	M	M	M	A	A	
6.4.2	Conduct science experiments using digital instruments and measurement devices.				I	R	R	M	M	A	
6.4.3	Debate the effect of existing and emerging technologies on individuals, society, and the global community.				I	R	R	M	M	A	
Competency Levels		I = Introduce			R = Reinforce			M = Mastered			A = Applied

Appendix D

LGUSD Keyboarding Scope & Sequence

Grade	Skill	Software	Activities & Duration	WPM & accuracy
K	Exploratory	Type to Learn Jr.	Periodic exploration	N/A
1	Exploratory	Type to Learn Jr.	Periodic exploration	N/A
2	Introductory	Type to Learn Jr.	Periodic exploration	N/A
3	Beginning	Type to Learn 3 Word processing	10 minute warm up Beginning word processing	10 WPM
4	Developing	Type to Learn 3 Word processing	10 min. warm up Advanced vocabulary settings Explicit word processing lessons	15 WPM 90%
5	Developing	Type to Learn 3 Word processing	10 min. warm up Advanced vocabulary settings Adjust other settings as needed Explicit word processing lessons	25 WPM 90%
6	Intermediate	Type to Learn 3 Word processing	10 min. warm up Individualize settings as needed Explicit word processing lessons	30 WPM 95%
7	Intermediate	Word processing	Incorporated into academic projects.	40 WPM 98%
8	Advanced	Word processing	Incorporated into academic projects.	45 WPM 98%

Appendix D cont.

LGUSD Keyboarding Scope & Sequence

Exploratory:

Students explore the keyboard and use left or right hands to utilize the keyboard without crossing over.

Beginning:

Students are formally introduced to proper keyboarding techniques such as correct hand and body positions. Students practice touch-keyboarding techniques for operating the alphabetic keyboard and use punctuation as grade-level appropriate. Students produce brief documents at the keyboard, and begin proofreading and correcting errors. By the end of this level, students will type 10 WPM.

Developing:

Students use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate. Students utilize keyboarding skills when creating academic projects, and use language skills including capitalization, spelling, proofreading, and correcting errors. Students demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction. By the end of this level, students will type 25 WPM.

Intermediate

Students demonstrate touch-keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate. Students produce documents at the keyboard, proofread, and correct errors. Students use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate and demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction. By the end of this level, students will type a minimum of 40 WPM.

Advanced:

Students demonstrate mastery of beginning, developing and intermediate keyboarding skills. Students apply touch-keyboarding skills with appropriate speed and accuracy that makes typing more productive than handwriting. By the end of this level, students will type a minimum of 45 WPM.

Recommendations Summary:

Students experience keyboarding as brief warm-up or closing lessons in grades K-3 with little or no emphasis on more advanced skills. Formal keyboarding is introduced in third grade as a five-minute warm-up with attention to follow up word processing activities. As students' keyboarding ability develops, instructors adjust software settings and lesson duration to accommodate diverse learning needs. By the end of fifth grade, all students will demonstrate proper keyboarding techniques with a minimum of 25 WPM without looking at the keyboard. As an option, instructors may introduce keyboard covers as early as fourth grade as needed to encourage students to rely on touch-typing skills.

Appendix E

Core Software

The Los Gatos Union School District students and teachers have access to a wide variety of software. Due to the range of computer hardware across the district, separate software loads are necessary for the different operating systems. The lists below represent the similarities and differences according to operating systems Mac OS X Panther (10.3), Mac OS X Tiger (10.4) and Mac OS X Snow Leopard (10.6).

Student Software Suite – OS X Panther (10.3)

Loaded on student machines in grades K-2

Productivity & Skills

Alexandria (library software)

Safari & Camino (web browsers)

Microsoft Office 2004

- Word
- Excel
- PowerPoint

iWork '05

- Keynote
- Pages

Stationery Studio

TypetoLearn3

TypetoLearnJR

Creativity & Innovation

Google SketchUp 6

iCal

Inspiration 7

Kidspiration 2

KidPix Deluxe 3X

Comic Life

Student Software Suite – OS X Tiger (10.4)

Loaded on student machines in grades 3-8

Productivity & Skills

Alexandria (library software)

Calculator, Grapher

Dictionary, Thesaurus

Safari & Camino (web browsers)

2006 World Book

- Encyclopedia
- Atlas
- Dictionary

Microsoft Office 2004

- Word
- Excel
- PowerPoint

iWork '06 & '08

- Keynote
- Numbers
- Pages

Stationery Studio

TypetoLearn3

TypetoLearnJR

Creativity & Innovation

iLife '06 & iLife'08

- GarageBand
- iMovie
- iPhoto
- iTunes
- iWeb

GoogleEarth & Google SketchUp 6

Inspiration 7

Kidspiration 2

KidPix Deluxe 3X

Comic Life

Photo Booth

Teacher Software – Mac OS X Leopard 10.6

Productivity & Skills

Calculator, Grapher
Dictionary, Thesaurus
Safari & Firefox (web browsers)
2006 World Book

- Encyclopedia
- Atlas
- Dictionary

Microsoft Office 2008

- Word
- Excel
- PowerPoint

iWork '08

- Keynote
- Numbers
- Pages

Stationery Studio
PowerTeacher Gradebook

Creativity & Innovation

iLife'08

- GarageBand
- iMovie
- iPhoto
- iTunes
- iWeb
- iDVD

GoogleEarth & Google SketchUp 6
iCal,
iChat
Inspiration 7
KidPix Deluxe 3X
Comic Life
Photo Bootz

Appendix F

Minimum Hardware Standards

To support its technology goals and objectives, the Los Gatos Union School District has set a minimum level of equipment and hardware standards for workstations throughout the district. Whenever possible, hardware will be upgraded to exceed minimum standards. The District is responsible for providing all network equipment such as servers, switches, wiring and routers. The district will be responsible for providing teachers with a MacBook laptop, network printer and LCD projector.

Teacher Laptops

Apple MacBook Pro laptop with 2.1 GHz Intel Core Duo 2 processor and 2GB memory, CDR/DVD super drive, 160 GB hard drive, 13” display, running MAC OS 10.5, network access and access to Apple “Virtual Machine” and Windows XP where appropriate. Network access and access to a local network printer. All laptop computers will have Airport (wireless network) cards installed.

TLDA Student Laptops

Apple MacBook laptop with 2.13 GHz Intel Core 2 Duo processor and 2GB memory, CDR/DVD super drive, 250 GB hard drive, 13” display, running MAC OS 10.6, network access and access to Apple Network access and access to a local network printer. All laptop computers will have Airport (wireless network) cards installed.

Classroom Computer Mini-Lab Workstations

Apple iMac with 2.66 GHz Intel Core Duo 2 processor at or better, 2GB memory, CDR/DVD super drive, 320 GB hard drive, 20” display, running MAC OS 10.6, network access and access to a nearby network printer. All laptop computers will have Airport (wireless network) cards installed.

Servers

Apple Power MAC * with two 2.8GHz Quad-Core Intel Xeon processors

- * 2GB memory
- * ATI Radeon HD
- * 320GB Serial ATA hard drive
- * SuperDrive

Appendix G



Los Gatos Union School District Student Internet Use Contract



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, along with their parent sign the Student Internet Use Contract, and return the signature page to their teacher.

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

- 🍏 **I will use the district computers and equipment for educational purposes.**
- 🍏 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.
- 🍏 I will not access email or download applications or materials (music included).
- 🍏 I will obey all copyright laws. (I will not copy other people's words or pictures without asking.)
- 🍏 I will only log on to a computer with **my** username and password.
- 🍏 I will not access another person's folder, work or files.
- 🍏 I will not attempt to bypass or circumvent District filters (i.e. Bess Internet Proxy).
- 🍏 I will not cause damage to the school computers, the computer network or other school equipment.
- 🍏 I will not create, access, display, distribute or download offensive (bad) messages, pictures or materials.
- 🍏 I will not use the computer or network to harass or insult others.
- 🍏 I will tell my teacher immediately if I come across any information that makes me feel uncomfortable.
- 🍏 I will not take part in an interactive web project *unless* an adult directly supervises me.
- 🍏 I will not enter or participate in a chat room or social networking site.
- 🍏 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 unless instructed to do so by an adult at school.

Student & Parent/Guardian Agreement:

I understand and agree to these district policies. I will only use the District computer system in a reasonable and responsible manner as directed by a teacher or other District representative. I understand that if I violate this agreement, I will face disciplinary action and may lose access to the District computer system. I agree to obey all of the above stated rules and regulations.

(Parent signature)

(Printed Parent name)

(Date)

(Student signature)

(Printed Student name)

(Date)

OPT OUT! – Internet Use – I DO NOT GIVE permission to LGUSD to allow my student to access the internet from computers at school.



WORK/PHOTO/VIDEO RELEASE FORM



I authorize **Los Gatos School District** to create photographs, video, and audio recordings of my child, as well as written or recorded oral descriptions of my child and their school projects. These materials will be used for educational purposes and only the student's first name will be included in the video credits or picture captions.

I understand that **Los Gatos School District** may revise, annotate, edit and otherwise alter the recorded material to emphasize certain aspects of my child and their projects.

I understand that **Los Gatos School District** owns all copyright to these materials. I hereby release **Los Gatos School District** and its employees from any and all claims of any nature whatsoever which now or may hereafter have in connection with these recorded materials, including but not limited to claims based on defamation, copyright infringement, trademark infringement, or infringement of my right of privacy or of my right to publicity.

I understand that I have the right to request erasure of any part of a recording at the time of its creation or within three days thereafter. A copy of any recording will be made available to me for viewing if requested.

I authorize **Los Gatos School District** to publish photographs, video, or audio of me or my child, as well as written or recorded oral descriptions on the district websites. These materials will be used for educational purposes only and only as part of **Los Gatos School District Programs**. I understand that in the case of student work, *only first names* will be used to identify the author. I understand that *only first names* will be used with photographs or videos of students. The permission extends through the period of time the original project remains published on the Web.

(Parent signature)

(Printed Parent name)

(Date)

(Student signature)

(Printed Student name)

(Date)

OPT OUT! – Student Work on Web

I DO NOT GIVE permission to LGUSD to publish my son or daughter's work on the class, school or district web site.

4

OPT OUT! – Student Photo or Video on Web

I DO NOT GIVE permission to LGUSD to publish my son or daughter's photo or video on the class, school or district web site.

Appendix H

National Technology Standards for Teacher (NETS*T)

The Technology Standards for Teachers in the Los Gatos Union School District are divided into six broad categories. Standards within each category are introduced, reinforced, and mastered by teachers. Administrators 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. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS*S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- b. participate in local and global learning communities to explore creative applications of technology to improve student learning
- c. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

Appendix I – Technology Integration Matrix

Technology Integration Matrix		Levels of Technology Integration into the Curriculum				
		Entry: The teacher uses technology to deliver curriculum content to students.	Level 1: The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended entry point.	Level 2: The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	Level 3: The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.	Level 4: The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Characteristics of the Learning Environment	Active: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students use technology for drill and practice and computer-based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	Collaborative: Students use technology tools to collaborate with others rather than working individually at all times.	Students primarily work alone when using technology.	Students have opportunities to utilize collaborative tools, such as email, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
	Constructive: Students use technology tools to build understanding rather than simply receive information.	Technology is used to deliver information to students.	Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students utilize technology to make connections and construct understanding across disciplines and throughout the day.	Students use technology to construct, share, and publish knowledge to a worldwide audience.
	Authentic: Students use technology tools to solve real-world problems meaningful to them rather than working on artificial assignments.	Students use technology to complete assigned activities that are generally unrelated to real-world problems.	Students have opportunities to apply technology tools to some content-specific activities that are based on real-world problems.	Students have opportunities to select and modify technology tools to solve problems based on real-world issues.	Students select appropriate technology tools to complete authentic tasks across disciplines.	By means of technology tools, students participate in outside-of-school projects and problem-solving activities that have meaning for the students and the community.
	Goal Directed: Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.	Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.	From time to time, students have the opportunity to use technology to either plan, monitor, or evaluate an activity.	Students have opportunities to select and modify the use of technology tools to facilitate goal setting, planning, monitoring, and evaluating specific activities.	Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.	Students engage in ongoing metacognitive activities at a level that would be unattainable without the support of technology tools.

This [Technology Integration Matrix](#) is adapted from the Florida Center for Instructional Technology

Appendix J

LGUSD Technology Integration Professional Development Plan (2009 – 2015)

The primary goal of the TLDA Initiative is to improve student achievement by support curricular goals through the use of technology. The Los Gatos Union School District recognizes that the California Standards for the Teaching Profession provide teachers and staff with a core set of teaching and learning benchmarks. In addition, the district has adopted the National Educational Technology Standards for Teachers (NETS*T).

This Technology Integration Professional Development Plan represents levels of technology integration proficiency as identified by the LGUSD Technology Integration Matrix. Entry level teachers or teachers new to the Los Gatos Union School District are encouraged to attain Level II proficiency before their third year in the district. Teachers involved in the TLDA one-to-one initiative are expected to complete Level III proficiency by the end of the second year of implementation. Teachers with technology specific content responsibilities and advanced TLDA teachers are expected to attain Level IV proficiency. The district encourages all TLDA teachers to participate in the CTAP Leadership Foundation Institute and attain Level V proficiency. Those teachers who have completed Level V proficiency may apply to be TLDA Integration Liaisons and may receive a stipend for supporting site curriculum integration activities.

Level	Description
Entry	Teachers new to LGUSD
I	Software based instruction
II	Encourages adaptation
III	Digital learning environment
IV	Technology infusion
V	Integration leader

Most technology integration courses offer at least 1.5 hours professional growth hours which may be applied toward advancement on the salary schedule.

Technology Integration Level I
Developing Personal Proficiency

Course Title	Tools	Description of Course
<i>Meet Your Mac - Welcome New Teachers</i>	Mac OS X, SEMS, Mail PowerSchool, iChat iCal, WebHelpDesk	This is an overview course designed specifically for teachers new to LGUSD. Teachers learn about district resources for curriculum design and instruction. Productivity tips and tricks.
<i>Mac OS X Tips & Tricks</i>	Mac OS X 10,5 Leopard, Mac OS X 10,6 Snow Leopard, System Preferences	This overview course offers essential tips and tricks for the Macintosh operating system including file management, navigating the Finder, connecting to and using a projector and more. For in-depth training, please register for application specific courses.
<i>Setting Up and Using PowerTeacher Web Gradebook</i>	PowerTeacher GradeBook	This course introduces PowerTeacher Web Gradebook. Come learn how to set up grades, create assignments, view scoresheets, print reports and more.
<i>Essential Communication Tools</i>	Contribute, Mail, Internet, WebHelp Desk	This course gets you setup and using Contribute to publish your classroom web page. Get tips and tricks for managing Mail, searching the Internet and placing WebHelp Desk tickets. You will leave this course with a published web page.
<i>Digital Tools for Assessment</i>	Galileo, Excel, Rubistar and other Online Tools, Senteo	Learn the basics of Galileo and other online tools. Log-in, check class rosters and peruse of some the reports and standards-based intervention materials.
<i>Digital Citizenship I</i>	Internet	This overview course highlights what every teacher needs to know about appropriate and ethical use of technology and cyber safety as stated in the District Acceptable Use Policy. Participants will become familiar with a wide range of technology resources available to teachers and students and practice refining search criteria. You will leave this course with multiple online resources aligned to your content area.
<i>Getting Started: Word & Pages</i>	Word, Pages, Dictionary/Thesaurus,	This introductory course will teach you everything you need to know to get started using Microsoft Word.
<i>Getting Started: Excel & Numbers</i>	Excel, Numbers,	This introductory course will teach you everything you need to know to get started using Excel or Numbers.
<i>Getting Started: Comic Life & Stationery Studio</i>	Comic Life, Stationery Studio,	This course introduces participants to Comic Life and Stationery Studio.

<i>Getting Started: iPhoto & Keynote</i>	iPhoto, Keynote	This course introduces participants to iPhoto and Keynote
<i>Getting Started: Inspiration & Kid Pix</i>	Inspiration, Kid Pix	This course introduces participants to Inspiration and Kid Pix.
<i>Getting Started: iMovie</i>	iMovie	This course introduces participants to iMovie.
<i>Getting Started: GarageBand & iTunes</i>	GarageBand, iTunes	This course introduces participants to GarageBand and iTunes.
<i>Getting Started: Google Earth & Sketch Up</i>	GoogleEarth, SketchUp	This course introduces participants to the elements of digital photography and editing.
<i>Getting Started: Digital Photography</i>	iPhoto, Photoshop Elements	This course introduces participants to the elements of digital photography and editing.
<i>Creating Slideshows and Presentations</i>	iPhoto, Keynote, PowerPoint	This introductory course assists teachers in the preparation of a Keynote, PowerPoint presentation or iPhoto slide show for Open House or Back to School Night.
<i>Technology Level II</i> <i>Creating a Digital Classroom</i>		
<i>Course Title</i>	<i>Tools</i>	<i>Description of Course</i>
<i>Productivity for Professionals</i>	Mail. iCal. iChat.	This overview course explores essential professional tools and resources such as Mail, iCal and iChat
<i>Managing Shared Access I</i>	LGUSD Integration Resources. Share points. Apple Remote Desktop.	This workshop provides strategies and tools to integrate technology to more effectively engage students in the adopted curriculum through the use of a classroom mini-lab or site computer lab. Participants will practice designing, developing and implementing curriculum integrated technology activities.
<i>Managing One to One Access I</i>	LGUSD Integration Resources. Share points. Apple Remote Desktop.	This workshop provides strategies and tools to integrate technology to more effectively engage students in the adopted curriculum through the use of a site mobile labs or one-to-one student access. Participants will practice designing, developing and implementing curriculum integrated technology activities.

<i>Using the Internet Effectively II</i>	Internet. Web 2.0. Blogging. Chatting. Google Tools.	This course explores the wide range of technology resources available to teachers and students. Participants will demonstrate a sound understanding of appropriate and ethical use of technology and cyber safety as stated in the District Acceptable Use Policy. Participants will leave the course with an Internet lesson aligned to core content standards.
<i>Digital Citizenship II</i>	Internet.	This course explores lesson activities that emphasize appropriate and ethical use of technology and cyber safety as stated in the District Acceptable Use Policy. Participants will review a wide range of technology resources available to teachers and students and practice refining search criteria. You will leave this course with multiple online resources aligned to your content area.
<i>Digital Storytelling I</i>	Inspiration. Comic Life. iPhoto. GarageBand.	Welcome to the wonders of digital media. This course introduces the elements of digital storytelling. We will explore everything from digital photography to audio recording. Participants will be hands on with digital cameras and voice recorders. At the conclusion of this course, participants will be invited to check out the Digital Media Kit, which includes camcorders, cameras and voiceover microphones.
<i>Encouraging Reluctant Writers</i>	Inspiration. Comic Life. iPhoto. GarageBand	Come explore visual tools for the reluctant writer. Learn how to develop pre-writing templates with Inspiration, elements of story with Comic Life and photo story books and slideshows with iPhoto. Take book reports to a whole new level with GarageBand.
<i>Collecting and Reporting Data</i>	Excel. Numbers. Calculator. NLVM.	Come explore the tools and resources to assist you and your students with collecting and reporting data.
<i>Word Processing and Beyond</i>	Word. Google Docs, Forms, Spreadsheets.	Come explore the tools and resources to assist you and your students with word processing.

<i>Technology Level III</i> Managing a Digital Classroom		
Course Title	Tools	Description of Course
<i>Managing Shared Access II</i>	LGUSD Integration Resources. Share points. Apple Remote Desktop.	This advanced workshop provides strategies and tools to integrate technology to more effectively engage students in the adopted curriculum through the use of a classroom mini-lab or site computer lab. Participants will practice designing, developing and implementing curriculum integrated technology activities.
<i>Managing One to One Access II</i>	LGUSD Integration Resources. Share points. Apple Remote Desktop. NoteTaker.	This workshop provides strategies and tools to integrate technology to more effectively engage students in the adopted curriculum through the use of a site mobile labs or one-to-one student access. Participants will practice designing, developing and implementing curriculum integrated technology activities.
<i>Literacy in a Digital Classroom</i>	Inspiration. Comic Life. Pages.	This advanced course supports participants in the development and implementation of successful technology integrated language arts projects.
<i>History/Social Science in a Digital Classroom</i>	GoogleEarth. Keynote. Pages.	This advanced course supports participants in the development and implementation of successful technology integrated social studies projects.
<i>Science in a Digital Classroom</i>	GoogleEarth. Proscope. iPhoto. Pages. Keynote.	This advanced course supports participants in the development and implementation of successful technology integrated science projects.
<i>Mathematics in a Digital Classroom</i>	NLVM. Investigations. Holt. Calculator. Google Spreadsheets.	This advanced course supports participants in the development and implementation of successful technology integrated mathematics projects.
<i>Digital Storytelling II</i>	iPhoto. GarageBand. Keynote. iMovie.	This advanced course explores the elements of digital storytelling. Participants explore everything from digital photography to audio recording to successful videography. Participants will be hands on with digital cameras, voice recorders, and camcorders. At the conclusion of this course, participants will be invited to check out the Digital Media Kit which includes camcorders, cameras and voiceover microphones.

<p style="text-align: center;">Technology Level IV Developing a Culture of Continuous Learning</p>		
Course Title	Tools	Description of Course
<i>Challenged-Based Learning Environments</i>	Various	This advanced course explores the development of an engaging multidisciplinary approach to teaching and learning that encourages students to leverage the technology they use in their daily lives to solve real-world problems.
<i>Digital Community Building</i>	Various	This advanced course explores methods for building community digitally through video, audio, chat, blogs, online forums and more.
<i>Publishing for a Global Audience</i>	Various	This advanced course explores methods for publishing student work on classroom websites and beyond.
<p style="text-align: center;">Technology Level V Demonstrating Integration Leadership</p>		
Course Title	Tools	Description of Course
<i>Leadership Foundation Institute CTAP V</i>	Various	Teachers demonstrating technology integration innovation are encouraged to participate in the California Technology Assistance Project (CTAP) Region 5 Leadership Foundation Institute. Upon completion of the program, district participants may apply to be TLDA Integration Liaisons and may receive a stipend for supporting site curriculum integration activities.
<i>21st Century Classroom Online (Santa Clara Office of Education)</i>	Internet Resources	21st Century Classroom supports teachers who are actively integrating technology resources into their classrooms and instructional practice.
<i>CyberCitizenship Summit (SCCOE)</i>	Internet Resources.	Attend a day of learning and strategic planning led by nationally known cyber safety experts. Apply the knowledge and resources to the modification and alignment of the district acceptable use policy.
<i>Facilitation Training</i>		Teachers interested in participating in the delivery of professional development in the district must complete a course in group facilitation.
<i>Peer Coaching</i>		Teachers interested in participating in the delivery of professional development in the district must complete a course in peer coaching.

Appendix K Project Timeline



4th grade implementation is contingent on funding

Appendix L

Task Timeline Matrix

POSITION		ABBREVIATION																				
Superintendent		SUP																				
Assistant Superintendent of Administrative Services		ASA																				
Assistant Superintendent of Curriculum & Instruction		ASC																				
Chief Financial Officer		CFO																				
Director of Technology		DT																				
Technology Integration Mentor		TM																				
Computer Specialists		CS																				
District TLDA Action Team		TAT																				
Tech Department Team		TECH																				
Site Administrators		ADM																				
Los Gatos Education Foundation		LGEF																				
LGEF 21 st Century Foundation		21st																				
School Site Council		SSC																				
Classroom Teachers		CT																				
		TLDA Implementation Task Timeline																				
Task		2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				Responsible
		S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	Party
1	Update TUP – Align with District Strategic Plan and submit for Board, State & Federal Approval																					DT, TM, TAT
2	Develop TLDA Initiative Implementation Plan & Update as needed									U				U				U				DT, TM, TAT
3	Secure funding for TLDA – 5 th - 8 th grade Implementation																					LGEF, 21 st , CFO, DT, H&SC, SSC
4	Create Lease/Purchase Contract w/Apple for TLDA – grade Implementation – includes negotiation of purchase, contract, PO and Board approval	5		6		4				8				6				6				DT, CFO
5	Installation, Configuration & Distribution of TLDA Carts for each grade-level team.	5		6		4				8				6				6				DT, TM, TECH, TLDA

		TLDA Implementation Task Timeline																				
Task		2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				Responsible
		S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	S	F	W	S	Party
6	Coordinate Apple Professional Development (APD) for each TLDA grade-level team																					DT, TM, APD
7	Digital Citizenship Curriculum (DCC) Implementation for each grade-level team.		5 t h		6 t h		7 t h				8 t h				5 t h				5 t h			TM, CT, CS
8	DCC Ceremony – 5 th grade only																					DT, TM, CT, CS
9	Technology Showcase Celebration – K-8 th grade																					DT, TM, CS, CT
10	LGUSD Technology Integration Professional Development Workshops																					DT, TM, CT, CS
11	TLDA Summer Technology Institute <ul style="list-style-type: none"> • 5th & 6th – Summer 2010 • 4th & 7th – Summer 2011 • 4th through 8th – Summer 2012 • 4th through 8th – Summer 2013 																					DT, TM, CT, CS, ASC
12																						
13																						
14																						