

APPENDICES

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Appendix A: Acceptable Use Agreement – Student

Solana Beach School District Student Acceptable Use Policy Terms and Conditions

The Solana Beach School District is pleased to offer students and staff of the District access to the District computer network for Internet, streamed video and other educational resources. **District staff access online resources to enhance instruction and provide additional learning opportunities for students.** This access is limited and is subject to District policies, rules, regulations, and restrictions, as they may be amended from time to time. This use is also subject to all applicable laws. Students will be granted access when written consent of the student's parent or guardian is received.

Access to these resources through the District is a privilege, not a right. Notwithstanding any provision in this policy, the District may revoke access at any time by giving written notice to the parent or guardian.

When using the District's computers and network, the student's behavior can affect the other students as well as the employees of the District and the public. A student's activities while using the network must be in support of education and research, and consistent with the educational objectives and the rules and regulations of the District. In addition, a student accessing the Internet and other information resources using District equipment and facilities is responsible for all activities taking place as a result of the student's access. Access is permitted with the permission of and the general supervision of an employee of the District. **IMPROPER USE OF THE NETWORK, FACILITY AND EQUIPMENT WILL RESULT IN THE CANCELLATION OF THE STUDENT'S ACCESS PRIVILEGES AND REVOCATION OF PERMISSION TO USE THE NETWORK, AS WELL AS DISCIPLINARY ACTION BY SCHOOL OFFICIALS.**

Improper use is defined in District rules and regulations, which may be amended periodically. By way of example and illustration only, the following is a list of some of the uses that are unacceptable:

- using impolite, abusive, offensive, or otherwise objectionable language in either public or private messages;
- using the Internet or other resources for sending or retrieving confidential, illegal, obscene, or other material unrelated to the educational objective for which access is granted;
- placing, on the Internet or other information system, material which is confidential, illegal, obscene, or unrelated to the educational objective for which access is granted;
- sending, receiving, copying, or changing copyrighted materials without first obtaining all required permission;
- knowingly or negligently allowing any other person to obtain the student's password;
- using another person's password;
- allowing your account/password to be used by another person;
- using the network for financial gain, commercial activity, political activity, or for any illegal activity;
- damaging, destroying, removing, copying, or abusing any District equipment, including but not limited to computers, printers, and software.

Retain Top Portion for Your Information.

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*Return Bottom Portion to Your Child's School*

### **Student's Agreement**

The Governing Board of Solana Beach School District recognizes the educational value of using Internet and other online resources for communication and information access and encourages the use of such sources to enhance student learning. My teacher, principal, and the leaders of my school district believe that the Internet and other electronic technology can help me learn. They also realize that it is a privilege for students to use computers and other technology that belongs to the school district. To keep this privilege, all students that use school technology have to agree to use it responsibly. As one of the

students who use school technology, I understand the school district's rules about using technology and I agree to follow them. I know that if I don't follow the rules, the school district officials will have the right to take my privileges away and give me other appropriate consequences.

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*Student's Name (please print)*

*Student's Signature*  
*Teacher's Name*

*Date*

**Parent/Guardian's Agreement**

As a parent or guardian of this user, I have read the District's rules and regulations for use of Solana Beach School District's Internet and electronic information services. I understand that these services are designed for educational purposes and Solana Beach School District has taken available precautions to eliminate inappropriate materials and I will not hold them responsible for materials acquired by my student with these services. I also agree to report any misuse of electronic information services to the school administrator.

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*Signature of Parent or Guardian*

*Date*

# Appendix B: Acceptable Use Agreement – Staff

## Solana Beach School District Staff Acceptable Use Policy Terms and Conditions

The Solana Beach School District is pleased to offer access to the District computer network for electronic mail, file services, the Internet, streamed video and other educational resources. To gain access, all staff and students must agree to all the terms of responsibility required for access by reading and signing the district acceptable use policy. This access is limited and is subject to District policies, rules, regulations, and restrictions, as they may be adopted and amended from time to time. This use is also subject to all applicable laws. Access to these resources through the District is a privilege, not a right. Notwithstanding any provision in this policy, the District may revoke access at any time by giving written notice. District Officials may override or replace pass codes and monitor, access, copy, or remove any information placed into each computer.

When using the District's computer network, an individual's behavior can affect the employees, as well as the students, of the District and the public. Activities while using the network must be in support of education and research, and consistent with the educational objectives and the rules and regulations of the District. In addition, an individual accessing the Internet and other online resources using District network equipment and facilities is responsible for all online activities which take place as a result of the access. There is no right to privacy in the use of the District's computer resources or user accounts and the District reserves the right to monitor and access information on the system and in user accounts for the purpose of determining whether a violation of Board Policy 4040 or the District's Acceptable Use Policy has occurred.

IMPROPER USE OF THE NETWORK WILL RESULT IN THE CANCELLATION OF THE ACCESS PRIVILEGES AND REVOCATION OF PERMISSION TO USE THE NETWORK, AS WELL AS DISCIPLINARY ACTION BY SCHOOL/DISTRICT OFFICIALS. Improper use is defined in District rules and regulations, which may be amended periodically. By way of example and illustration only, the following is a list of some of the uses that are unacceptable:

- \* violating the conditions of the Education Code dealing with student's rights to privacy;
- \* using impolite, abusive, offensive, or otherwise objectionable language in either public or private messages;
- \* using the Internet or other resources for sending or retrieving confidential, illegal, obscene, or other material unrelated to the educational objective for which access is granted;
- \* placing material on the Internet or other information systems which is confidential, illegal, obscene, or unrelated to the educational objective for which access is granted (e.g. chain letters, jokes, etc.);
- \* sending, receiving, copying, or changing copyrighted materials without first obtaining all required permission;
- \* installing software that is not licensed appropriately or that may interfere with computer operations;
- \* reporting (forwarding) personal communication without the author's prior consent;
- \* knowingly or negligently allowing any other person to obtain a password;
- \* using another person's password
- \* allowing your account/password to be used by another person;
- \* using the network for financial gain, commercial activity, political activity, or for any illegal activity;
- \* damaging, destroying, removing, copying, or abusing any District equipment;
- \* using the Internet or other District equipment for personal use during working hours.

*Retain top portion for your records.*

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*Return bottom portion to your site office.*

I have read the Solana Beach School District Acceptable Use Policy Terms and Conditions of Internet Use and I agree to follow the rules. I understand that if I violate the rules, I may face disciplinary action. I understand that I am responsible for students under my supervision and will report any observation of misuse by students or staff members. I will protect my password to ensure system security. The District and its representatives will not be held responsible for loss of data from the computer system, breaches of security, service interruption, nor for the accuracy or inaccuracy of information received or disseminated through its computer system.

The Solana Beach School District's computer network offers access to data bases and computer users throughout the world. The network provides access to electronic mail, libraries, and assortment of software, discussion groups on a wide variety of topics, and information from many sources and institutions. The District employs filtering/blocking technology to ensure that individuals using our system are not exposed to visual depictions of material that is (1)

obscene, (2) child pornography, (3) harmful to minors. Since filters/blocking devices may not provide one hundred percent blocking of inappropriate materials, it is the staff member's responsibility to visually monitor use of the Internet. It is the staff member's responsibility to report immediately instances in which the staff member has observed or individuals have reported that blocking/filtering has failed and/or to report to the site administrator instances in which inappropriate material has been viewed so that the Superintendent or designee can take the appropriate corrective actions. It is the staff member's responsibility to report immediately any security breach, virus, or illegal use involving a district computer, or receipt of any threatening or unwelcome communication, to the site administrator.

Governing Board Policies (4040, 6162.7, and 6163.4) outline acceptable use, access, and administration of District technology. Your signature below acknowledges receipt of a copy of Policies 4040, 6162.7, and 6163.4 and your agreement to adhere to its provisions.

I hereby release the District, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the District system, including, but not limited to claims that may arise from the unauthorized use of the system.

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Print Name

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Signature

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Date

School Year

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Position, Site

# Appendix C: K-6 Technology Skills Scope and Sequence

Solana Beach School District  
K-6 Technology Scope and Sequence

I = Introduce M = Master E = Extend

Note: Technology Skills Scope and Sequence is to be used by instructional staff in the classrooms, media centers and computer labs district-wide. Technology skills are incorporated into curriculum-based projects across content areas, such as, math, science, language arts, art, music and social studies.

| Objective                                                                                                                                                         | KG  | One | Two | Three | Four | Five | Six |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-------|------|------|-----|
| <b>BASIC CONCEPTS</b>                                                                                                                                             |     |     |     |       |      |      |     |
| Identify the major parts of a computer and peripheral devices: CPU/hard drive, keyboard, mouse, monitor, printer, portable media (CD, DVD, laser, key disk, etc.) | I/M | E   | E   | E     | E    | E    | E   |
| Identify desktop icons (hard drive, disk, file server, trash can).                                                                                                | I/M | E   | E   | E     | E    | E    | E   |
| Develop technology vocabulary appropriate to grade level.                                                                                                         | I/M | I/M | I/M | I/M   | I/M  | I/M  | I/M |
| Demonstrate the safe handling of portable media.                                                                                                                  | I/M | E   | E   | E     | E    | E    | E   |
| Demonstrate the proper use of special keys (return, escape, delete, spacebar, arrows, caps lock, enter, shift, control, alt, and command).                        | I/M | E   | E   | E     | E    | E    | E   |
| Utilize the mouse to move and point to a designated location; point and click; point and double click; press and drag; and select options from the menu bar.      | I/M | E   | E   | E     | E    | E    | E   |
| Select, open and quit programs.                                                                                                                                   | I/M | E   | E   | E     | E    | E    | E   |
| Print a document.                                                                                                                                                 | I/M | E   | E   | E     | E    | E    | E   |
| Start, restart, and shut down computers properly, open and close windows, use the scroll bar.                                                                     |     | I/M | E   | E     | E    | E    | E   |
| Explain what a computer is and its basic capabilities.                                                                                                            |     | I   | M   | E     | E    | E    | E   |
| Move and resize windows.                                                                                                                                          |     |     | I/M | E     | E    | E    | E   |
| Apply technologies to strategies for problem solving and critical thinking.                                                                                       |     |     |     | I     | M    | E    | E   |
| Select and use technology appropriate to tasks.                                                                                                                   |     |     |     | I     | M    | E    | E   |
| Demonstrate understanding of RAM, ROM, HD, File Size and File Type.                                                                                               |     |     |     | I     | I    | M    | E   |
| <b>KEYBOARDING</b>                                                                                                                                                |     |     |     |       |      |      |     |
| Demonstrate proper keyboard positions, ergonomics and posture.                                                                                                    | I   | I   | I   | I     | I    | M    | E   |
| Type a minimum of 10 wpm with no errors as demonstrated on a timed typing test.                                                                                   |     |     |     | I/M   |      |      |     |
| Type a minimum of 15 wpm with no errors as demonstrated on a timed typing test.                                                                                   |     |     |     |       | M    |      |     |
| Type a minimum of 20 wpm with no errors as demonstrated on a timed typing test.                                                                                   |     |     |     |       |      | M    |     |
| <b>COMMUNICATIONS</b>                                                                                                                                             |     |     |     |       |      |      |     |
| <b>WORD PROCESSING</b>                                                                                                                                            |     |     |     |       |      |      |     |
| Use a word processing program to:                                                                                                                                 |     |     |     |       |      |      |     |
| Create, name, save, print preview and print documents.                                                                                                            |     | I/M | E   | E     | E    | E    | E   |
| Insert and delete text.                                                                                                                                           |     | I/M | E   | E     | E    | E    | E   |
| Modify font, style and size of text.                                                                                                                              |     | I/M | E   | E     | E    | E    | E   |
| Edit work using a spelling checker; center the title of a document; highlight text to modify and delete; columns; margins.                                        |     |     | I/M | E     | E    | E    | E   |
| Save documents in a personal folder on the file server.                                                                                                           |     |     | I/M | E     | E    | E    | E   |
| Cut, copy, and paste text and graphics; edit text using a thesaurus.                                                                                              |     |     |     | I/M   | E    | E    | E   |
| Import graphics from a variety of sources (scanned images, digital camera pictures, internet graphics, CD resource discs).                                        |     |     |     |       | I/M  | E    | E   |
| Resize and crop graphics; use tab, margin and alignment settings in text.                                                                                         |     |     |     |       | I/M  | E    | E   |
| Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.                                                          |     |     |     |       | I/M  | E    | E   |
| Cut, copy, and paste text and graphics between two documents.                                                                                                     |     |     |     |       |      | I/M  | E   |
| Create headers and footers.                                                                                                                                       |     |     |     |       |      | I/M  | E   |
| Use the "save as" feature to create new versions of documents.                                                                                                    |     |     |     |       |      | I/M  | E   |
| <b>DATABASE</b>                                                                                                                                                   |     |     |     |       |      |      |     |
| Explain the purposes of a database.                                                                                                                               |     |     |     | I/M   | E    | E    | E   |
| Define a database as a collection of information with two or more categories.                                                                                     |     |     |     | I/M   | E    | E    | E   |
| Identify the parts of a database.                                                                                                                                 |     |     |     | I/M   | E    | E    | E   |
| Add data to an existing database.                                                                                                                                 |     |     |     | I/M   | E    | E    | E   |
| Participate in database sorting activities.                                                                                                                       |     |     |     | I/M   | E    | E    | E   |
| Use a database to locate information.                                                                                                                             |     |     |     |       |      | I/M  | E   |
| Create a database; sort records in a database.                                                                                                                    |     |     |     |       |      | I/M  | E   |
| Filter records in a database.                                                                                                                                     |     |     |     |       |      | I/M  | E   |
| <b>SPREADSHEET</b>                                                                                                                                                |     |     |     |       |      |      |     |
| Identify the parts of a spreadsheet; explain the purposes of a spreadsheet (charting and calculating).                                                            |     |     |     | I/M   | E    | E    | E   |
| Create a simple spreadsheet; create a chart (graph) from a spreadsheet.                                                                                           |     |     |     | I/M   | E    | E    | E   |
| Enter a simple formula to calculate information in a spreadsheet.                                                                                                 |     |     |     |       | I/M  | E    | E   |

| <b>INFORMATION ACQUISITION AND MANIPULATION/MULTIMEDIA</b>                                                             |   |     |     |   |     |   |   |   |
|------------------------------------------------------------------------------------------------------------------------|---|-----|-----|---|-----|---|---|---|
| Use a variety of multimedia programs.                                                                                  | I | I/M | E   | E | E   | E | E | E |
| Participate in the creation of a multimedia class project.                                                             | I | I   | I/M | E | E   | E | E | E |
| Create a multimedia presentation with teacher assistance.                                                              |   | I/M | E   | E | E   | E | E | E |
| Create a multimedia presentation.                                                                                      |   |     | I/M | E | E   | E | E | E |
| Operate a digital camera, scanner or other peripheral device.                                                          |   |     |     |   | I/M | E | E |   |
| Use portable media and online databases for search and retrieval of information.                                       |   | I/M | E   | E | E   | E | E | E |
| Determine the usefulness, appropriateness, and reliability of information.                                             |   |     |     |   | I/M | E | E |   |
| Use Boolean logic as appropriate in keyword searching.                                                                 |   |     |     |   | I/M | E | E |   |
| Use effective strategies to send and retrieve data on a local area and a wide area network.                            |   |     |     | I | M   | E | E |   |
| Use electronic encyclopedias, almanacs, indexes, and catalogs.                                                         |   |     |     | I | M   | E | E |   |
| Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques. |   |     |     |   | I/M | E | E |   |

# Appendix D: NETS●S Developmental Rubric for Grades 2 & 5

## NETS●S Developmental Rubric for Grades 2 and 5

| NETS●S                                                                                                                                          | PROFICIENCY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                 | By End of Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | By End of Grade 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>1. BASIC OPERATIONS AND CONCEPTS</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Students demonstrate a sound understanding of the nature and operation of technology systems.</li> </ul> | <p>Students describe how to use basic input devices (e.g., keyboard, mouse/track pad), output devices (e.g., monitor, printer), and software resources (e.g., portable media, MP3 player, DVD).</p> <hr/> <p>Students name common technology found in homes (e.g., DVD, tape or digital recorders, CD players, digital still and video cameras, telephones, radios).</p> <hr/> <p>Students identify functions represented by symbols and icons commonly found in applications (e.g., font name, font size, bold, underline, alignment, color of type).</p> <hr/> <p>Students know how to use correct sitting, hand, arm, and fingering positions to type complete sentences (including Shift for capital letters, the Space Bar for spacing, and punctuation keys).</p> <hr/> <p>Students discuss how to properly care for and use portable media (e.g., mini DV tapes, CDs, DVDs, memory cards, USB memory sticks).</p> | <p>Students know how to use basic input and output devices (including adaptive devices as needed); how to access network resources (e.g., printers, file servers); and how to use common peripherals (e.g., scanners, digital probes, digital cameras, LCD projectors).</p> <hr/> <p>Students recognize, discuss, and visually represent ways technology has changed life and work at school and in the home, community, business, industry, and government during the past three decades.</p> <hr/> <p>Students identify and know how to use Menu options in applications to develop text, graphics, spreadsheets, and WEB documents; to save, print, format, add multi-media features; to store, access, and manage files; and to use dictionary, thesaurus, and spelling and grammar tools.</p> <hr/> <p>Students know proper keyboarding positions and technique to touch-type using the correct hands for alphabetic, numeric, and special-purpose keys (e.g., arrows, Escape, Shift, Backspace, Delete, Caps Lock, Control) and how to use these keys and the Edit Menu items to correct errors in a document.</p> |
| <ul style="list-style-type: none"> <li>Students demonstrate a sound understanding of the nature and operation of technology systems.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Students identify characteristics of an operating system, application software, virus-detection software, or spam-defense software and the need to protect the information and functioning of the technology system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Students are proficient in the use of technology.</li> </ul>                                             | <p>Students recognize functions of basic File Menu commands (e.g., New, Open, Close, Save, Save As, Print) and folders to manage and maintain computer files on a hard drive or other storage medium (e.g., server, CD, DVD).</p> <hr/> <p>Students recognize accurate terminology to describe hardware, software, multimedia devices, storage media, and peripherals as well as to identify the basic functions of technology resources (hardware and software) commonly used in early elementary classrooms.</p>                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Students identify basic software commands used to manage and maintain computer files on a hard drive, server, CD or DVD; manage and maintain files on a network; and know how to exchange files with other students and the teacher through network file sharing.</p> <hr/> <p>Students identify the terminology used to describe basic hardware, software, and networking functions as well as to discuss the functions, processes, and/or procedures applied in common use of these technology resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

NETS●S Developmental Rubric for Grades 2 and 5

| NETS●S                                                                                                                                                                                                   | PROFICIENCY                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                          | By End of Grade 2                                                                                                                                                                                                                                                                            | By End of Grade 5                                                                                                                                                                                                                                               |
| <b>2. SOCIAL, ETHICAL, AND HUMAN ISSUES</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Students understand the ethical, cultural, and societal issues related to technology.</li> </ul>                                                                  | Students identify common uses of information and communication technology in the community and in daily life.                                                                                                                                                                                | Students identify issues related to how information and communication technology supports collaboration, personal productivity, lifelong learning, and assistance for students with disabilities.                                                               |
| <ul style="list-style-type: none"> <li>Students practice responsible use of technology systems, information, and software.</li> </ul>                                                                    | Students recognize that copyright affects how one can use technology systems, information, and software resources.                                                                                                                                                                           | Students discuss basic issues related to the responsible use of technology and information, identify scenarios describing acceptable and unacceptable computer use, and describe personal consequences of inappropriate use.                                    |
| <ul style="list-style-type: none"> <li>Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>         | Students describe acceptable and unacceptable computer etiquette and how to work cooperatively with peers, family members, and others when using technology in the classroom or at home.                                                                                                     | Students identify software or technology-delivered access valuable to them and describe how it improves their ability to communicate, be productive, or achieve personal goals.                                                                                 |
| <b>3. TECHNOLOGY PRODUCTIVITY TOOLS</b>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Students use technology tools to enhance learning, increase productivity, and promote creativity.</li> </ul>                                                      | Students know how to use word processors, drawing tools, presentation software, concept-mapping software, graphing software, and other productivity software to illustrate concepts and convey ideas.                                                                                        | Students identify and apply common productivity software features such as menus and toolbars to plan, create, and edit word-processing documents, spreadsheets, and presentations.                                                                              |
| <ul style="list-style-type: none"> <li>Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.</li> </ul> | Students know how to work together to collect and create pictures, images, and charts for development of word-processed reports and electronic presentations.                                                                                                                                | Students know procedures for importing and manipulating pictures, images, and charts in word-processing documents, spreadsheets, presentations, and creative works.                                                                                             |
| <b>4. TECHNOLOGY COMMUNICATION TOOLS</b>                                                                                                                                                                 |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Students use telecommunication tools to collaborate, publish, and interact with peers, experts, and other audiences.</li> </ul>                                   | Students—with assistance from teacher, parents, or student partners—identify procedures for safely and securely using telecommunication tools (e.g., e-mail, message boards, blogs) to read, send, or post electronic messages for peers, experts, and other audiences.                      | Students identify telecommunication tools (e.g., e-mail, message boards, blogs) and online resources for collaborative projects with other students inside and outside the classroom who are studying similar curriculum-related content.                       |
| <ul style="list-style-type: none"> <li>Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</li> </ul>                                    | Students know how to use a variety of developmentally appropriate media (e.g., presentation software; newsletter templates; Web sites as resources for clip art, music and information resources) to communicate ideas relevant to the curriculum to their classmates, families, and others. | Students identify a variety of media and formats to create and edit products (e.g., presentations, newsletters, Web sites, PDF documents) to synthesize and communicate information and ideas from the curriculum to multiple audiences.                        |
| <b>5. TECHNOLOGY RESEARCH TOOLS</b>                                                                                                                                                                      |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Students use technology to locate, evaluate, and collect information from a variety of sources.</li> </ul>                                                        | Students—with assistance from teachers, parents, or student partners—identify steps for using technology resources (e.g., CDs, reference or educational software) and Web-based search engines to locate information on assignment topics in the curriculum.                                 | Students describe steps for using common Web search engines and basic search functions of other technology resources to locate information, as well as use guidelines for evaluating information from a variety of sources for its relevance to the curriculum. |

NETS●S Developmental Rubric for Grades 2 and 5

| NETS●S | PROFICIENCY |  |
|--------|-------------|--|
|--------|-------------|--|

| NETS●S                                                                                                                                                                                 | By End of Grade 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | By End of Grade 5                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5. TECHNOLOGY RESEARCH TOOLS</b> <i>continued</i>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Students use technology tools to process data and report results.</li> </ul>                                                                    | <p>Students, with assistance from the teacher, know how to use existing common databases (e.g., library catalogs, online archives, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on assigned topics in the curriculum.</p>                                                                                                                                                                                                                                       | <p>Students describe how to perform basic queries when using library catalogs, online archives, electronic dictionaries, and encyclopedias to process data and report results on assigned topics in the curriculum.</p>                                          |
| <ul style="list-style-type: none"> <li>Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</li> </ul> | <p>Students identify technology resources (e.g., concept-mapping software, drawing software) to show steps in a sequence; to demonstrate likenesses and differences; and to recognize, record, and organize information related to assigned curricular topics.</p>                                                                                                                                                                                                                                    | <p>Students identify, record, and organize information on assigned topics in the curriculum by selecting and using appropriate information and communication technology tools and resources (e.g., slideshow, timeline software, database, concept-mapping).</p> |
| <b>6. TECHNOLOGY PROBLEM-SOLVING AND DECISION-MAKING TOOLS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Students use technology resources for solving problems and making informed decisions.</li> </ul>                                                | <p>Students know how to select information and communication technology tools and resources that can be used to solve particular problems (e.g., concept-mapping software to generate and organize ideas for a report, illustrate same/different, or illustrate the sequence of a story; drawing program to make a picture; presentation software to communicate and illustrate ideas; graph program to organize and display data; a Web browser and search engine to locate needed information).</p> | <p>Students know how to apply their knowledge of problem-solving tools to select appropriate technology tools and resources to solve a specific problem, make a decision or design a presentation.</p>                                                           |
| <ul style="list-style-type: none"> <li>Students employ technology in the development of strategies for solving problems in the real world.</li> </ul>                                  | <p>Students identify ways technology has been used to address real-world problems.</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Students know how to select and use information and communication technology tools and resources to collect, organize, and evaluate information relevant to a real-world problem.</p>                                                                         |

Adapted from ISTE NETS, Resources for Student Assessment Publication, 2006

# Appendix E: NETs Standards for Teachers

## Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

### 1 TECHNOLOGY OPERATIONS AND CONCEPTS.

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### 2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

### 3 TEACHING, LEARNING, AND THE CURRICULUM.

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

#### 4 ASSESSMENT AND EVALUATION.

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

#### 5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- use technology resources to engage in ongoing professional development and lifelong learning.
- evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

#### 6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

## Appendix F Professional Development: General Computer Knowledge and Skills

|                                    | Training                                                                                 | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic Computer Usage Skills</b> | <ul style="list-style-type: none"> <li>- operating system</li> <li>- printing</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- identify hardware components, peripherals and their purpose.</li> <li>- Identify icons, windows, and menus.</li> <li>- start up and shut down computers and peripherals.</li> <li>- use a mouse.</li> <li>- insert and eject diskettes, CD-ROMs, etc.</li> <li>- start an application and create a document.</li> <li>- name, save, saves as, retrieve, and revise a document.</li> <li>- create, name/rename folders and files.</li> <li>- print a document.</li> <li>- restart a frozen computer.</li> <li>- identify directly connected or networked printer problems.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-use icons, windows and menus.</li> <li>- use basic peripherals (i.e. CD-ROM, storage media, etc).</li> <li>- use software from a disk, hard drive, or CD-ROM.</li> <li>- initialize, format, and name diskettes.</li> <li>- copy documents between the computer and diskettes.</li> <li>-open and work with more than one application at a time.</li> <li>- organize the desktop.</li> <li>-choose the printer location (select a printer).</li> <li>-use print preview and options.</li> <li>- solve simple printer problems with a directly connected printer.</li> <li>- troubleshoot basic hardware, software, and printing problems before asking for support.</li> <li>- check cables for proper attachment to computer, peripherals, and power outlets.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-incorporate general knowledge of basic hardware and software into lesson design as appropriate (i.e. vocabulary, naming and saving conventions, printing, etc).</li> <li>- have his/her files and programs organized.</li> <li>-access and change control panels.</li> <li>- share files and printers on a network.</li> <li>-participate in the selection processes for purchasing technology tools for his/her site.</li> <li>- select and implement appropriate technology tools to support the teaching and learning process.</li> </ul> |

|               | Training                                                                                       | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Intermediate                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>E-mail</b> | <ul style="list-style-type: none"> <li>- inhouse system</li> <li>- web based system</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-explain the three main components of an email address.</li> <li>- explain telecommunication terms, (i.e. CC, BCC, Signature, attachment, etc.).</li> <li>- launch an email program, retrieve, read, and send email.</li> <li>-to save, print, and delete email as appropriate.</li> <li>-practice appropriate netiquette related to email.</li> <li>-compose, edit, and send new email messages.</li> <li>- explain netiquette to his/her classroom, co-workers, and other members of the community.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- create and use an address book.</li> <li>- recognize and use web links embedded in a message.</li> <li>- use CCs and BCCs email to interact with one or a group of people.</li> <li>- use reply to sender, reply to all, and forwarding as appropriate.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- manage an address book (i.e. setting up mailing groups, etc).</li> <li>-locate, open, and manage attached files.</li> <li>my voice inflections.</li> <li>- employ email as a tool to interact with and provide information to students, parents and other community members.</li> <li>- select and implement effective classroom management techniques using email in a limited number of educational settings.</li> <li>- select and implement appropriate email tools to effectively support the teaching and learning process.</li> <li>- incorporate netiquette practices in his/her classroom instruction.</li> </ul> |

|                        | Training                                                                                  | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Word Processing</b> | <ul style="list-style-type: none"> <li>- Microsoft Word</li> <li>- iWork Pages</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- identify word processing terms, such as font, style, tab, margin, table, etc.</li> <li>-open, save, print, and delete a document.</li> <li>- type, select, correct, and delete text within a document.</li> <li>- apply and change fonts, characters, and paragraph formatting as appropriate.</li> <li>- create tables using built-in software assistance (i.e. wizards, etc.).</li> <li>- transcribe handwritten documents into word-processed documents.</li> <li>- create a simple word-processed document.</li> <li>- adjust tabs and margins.</li> <li>- change on-screen view mode and magnification.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- preview a document to identify layout or print problems.</li> <li>- regularly use basic proofing tools (i.e. spell check, grammar check, etc.).</li> <li>- access and use the program Help function.</li> <li>- navigate in a large document.</li> <li>- copy, cut, and paste text within and between documents.</li> <li>- use styles to change the appearance of paragraphs and outlines.</li> <li>- regularly use templates to create documents.</li> <li>- regularly create enhanced word-processed documents for classroom use, (i.e. student worksheets, lesson handouts, etc.).</li> <li>- apply borders to documents.</li> <li>- create numbered and bulleted lists.</li> <li>-add and delete page breaks, and create headers and footers.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- find and replace text within a document.</li> <li>- save word processing documents in other file formats (i.e. TXT, HTML, RTF, etc.).</li> <li>- retrieve documents with the Find File command.</li> <li>- format text in columns with different fonts and colors.</li> <li>- create templates for personal and/or student use.</li> <li>- regularly use word processors to create lesson plans, articles, reports, etc.</li> <li>- regularly design lessons that utilize word processing as part of the activity.</li> <li>- enhance documents by inserting graphics.</li> <li>- incorporate drawing tools as appropriate.</li> <li>- resize and relocate graphics within a document.</li> </ul> |

|                                                  | Training                                                                                   | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Presentation Software Skills (multimedia)</b> | <ul style="list-style-type: none"> <li>- Microsoft Powerpoint</li> <li>-Keynote</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- define presentation and multimedia terms (i.e. slides/cards, slideshow, etc).</li> <li>-create, open, modify, and save presentations.</li> <li>- define available tools (i.e. drawing, text, etc).</li> <li>- use templates or wizards to create new presentations.</li> <li>-insert text, format text, or add text boxes to a presentation.</li> <li>- add new slides or cards.</li> <li>-navigate using scrollbar, slide sorter, menu, key commands, etc.</li> <li>-switch between different page views.</li> <li>- apply backgrounds and clip art.</li> <li>- print presentation slides.</li> <li>- describe the educational uses of presentation software.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-connect, configure, and troubleshoot peripheral devices for presentation.</li> <li>- insert or change slide or card design.</li> <li>- re-arrange the order of the slides or cards in the presentation.</li> <li>-create and edit navigational buttons to help users move through a presentation.</li> <li>- incorporate sound.</li> <li>- define different image types (i.e. TIFF, GIF, PCX, etc).</li> <li>-incorporate hypertext links, animations from library, movies from library, and clip art from other sources.</li> <li>- demonstrate an understanding of basic design elements (i.e. color, design, space, and composition, etc.).</li> <li>- print using advanced printing options.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- create a presentation to automatically play using timed settings.</li> <li>- organize presentation resources in a folder on the desktop or server.</li> <li>- apply transitions and effects, if appropriate, to slides or cards.</li> <li>- create presentations that are clear and easy to understand.</li> <li>-record and insert sound into presentation.</li> <li>- print handouts that enhance the instructional objectives (i.e. outlines, notes, etc.).</li> <li>-follow fair use and copyright law for text, graphics, and sound.</li> </ul> |

|                                    | Training                                                            | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Spreadsheet Software Skills</b> | <ul style="list-style-type: none"> <li>- Microsoft Excel</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- create, open, and save a spreadsheet.</li> <li>- navigate using the mouse and tabs.</li> <li>- undo unwanted changes.</li> <li>- locate cells based on column/row addresses.</li> <li>-select, move, copy, delete, clear and insert cells.</li> <li>-change typeface, font size and other cell attributes.</li> <li>- select an entire column or row.</li> <li>- resize cells and rows.</li> <li>- enter text and data into specific cells.</li> <li>-adjust layout and margins.</li> <li>- use print preview and print document with title.</li> <li>- set up print options for grid lines, zoom, etc.</li> <li>- describe the educational uses of spreadsheets.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-define spreadsheet terms (i.e. cells, alignment, formula, etc).</li> <li>-sort cells.</li> <li>-replicate a formula or range of cells (i.e. "fill").</li> <li>- create simple bar or pie charts, create a variety of charts and label graphs appropriately.</li> <li>- select charts for appropriate data representation.</li> <li>- add shading and borders.</li> <li>-change text cell alignment and justification.</li> <li>- create formula cells (i.e. sums, average, etc).</li> <li>- format cells for appropriate content (i.e. text, decimal alignment, currency, etc.).</li> <li>-create and edit headers, footers, and page numbers.</li> <li>-change page margins.</li> <li>-search for and replace text within a document.</li> <li>- print a specific range of cells, pages, and sheets.</li> <li>- create new spreadsheets related to content area.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- move or copy sheets between spreadsheet files.</li> <li>- align and rotate text and numbers within a cell.</li> <li>- change size, placement, and title of charts.</li> <li>- import/export charts and data into other applications (i.e. word processing, etc).</li> <li>- save in a variety of formats (i.e. Tab Delimited, CSV, DBF, DIF, SYLK, etc).</li> <li>- utilize grade book templates.</li> <li>- maintain student records in a spreadsheet.</li> <li>- import/export charts and data into a word processing application.</li> <li>- design curricular lessons requiring use of spreadsheets.</li> <li>- create appropriate charts for a content lesson.</li> </ul> |

|                                 | Training                                                                                                                                                           | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Database Software Skills</b> | <ul style="list-style-type: none"> <li>- Appleworks</li> <li>- FileMaker</li> </ul>                                                                                | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- format fields to reflect appropriate data (i.e. date, name, currency, etc).</li> <li>- create, open, and save a database.</li> <li>- define database terms (i.e. records, fields, etc.).</li> <li>- select, move, copy, delete, clear and insert fields and records.</li> <li>-Find command to locate a specific record.</li> <li>- enter text and data into appropriate fields.</li> <li>- sort data to produce reports (i.e. alphabetical listings, etc).</li> <li>- format text and numbers in records or layouts (i.e. boldface, currency, time, etc).</li> <li>- describe the educational uses of databases.</li> <li>- identify lessons that require the manipulation of data.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- explain differences among report, query, search, and find.</li> <li>-use print preview to identify print and layout problems.</li> <li>- find and replace data in records and fields.</li> <li>- create and modify report layouts.</li> <li>- find or define data to print only required records (i.e. students reading at grade level, etc).</li> <li>- import data from other applications.</li> <li>- create new databases related to content area (i.e. world populations, animal data, etc).</li> <li>- design curricular lessons that utilize databases to enhance learning outcomes.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- add/edit headers and footers.</li> <li>- sort, match, and go to specific records.</li> <li>-import/export data from a database.</li> <li>-merge database information with word processing documents to produce "form letters."</li> <li>- create new layouts or edit existing layouts for specific productivity or curricular goals.</li> <li>- develop student assignments that require management and manipulation of a variety of data.</li> </ul> |
| <b>Peripherals</b>              | <ul style="list-style-type: none"> <li>- Digital still and motion cameras</li> <li>- Scanner</li> <li>- Tablets</li> <li>- Video/photo editing software</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-Turn on and off the digital camera.</li> <li>-focus and take a picture.</li> <li>-record a video clip.</li> <li>-turn the scanner on.</li> <li>-place the document to be scanned on the scanner.</li> <li>-adjust and scan the document or a portion of it.</li> <li>-save the scanned document as .jpg, .tiff, etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-connect the digital video or motion camera to the computer.</li> <li>- transfer pictures to iPhoto.</li> <li>-transfer clips to iMovie.</li> <li>- view scanned document.</li> <li>-crop, retouch, and fix the red eye in iPhoto.</li> <li>-split the video clips.</li> <li>-create a short movie in iMovie.</li> <li>-create a slide-show in iPhoto.</li> <li>-add music to the slide show.</li> <li>-save slideshow for future use.</li> </ul>                                                                                                                                                        | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-export a slideshow from iPhoto.</li> <li>-extract/add sounds from clip in iMovie.</li> <li>-explore the talk over option in iMovie.</li> <li>-create and change titles for all or some of the images in slide show.</li> <li>-add background music to an iMovie.</li> <li>-determine file size of pictures, movies, slideshows</li> <li>-transfer projects to playback mediam</li> </ul>                                                               |

|                           | Training          | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Internet Resources</b> | -United Streaming | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- launch an Internet browser and use the tool bar.</li> <li>-access the help feature of an Internet browser to find information on using the browser.</li> <li>-access the history feature to view a list of previously visited web sites.</li> <li>- hide and display the toolbar on an Internet browser.</li> <li>- access the Internet through a modem or network connection.</li> <li>- change window sizes in a browser.</li> <li>- point and click to navigate on existing links.</li> <li>- save a web page as a file on my computer.</li> <li>- enter a URL to access or open a specific web site.</li> <li>- explain basic Internet terminology (i.e. HTML, URL, links, download, etc.).</li> <li>-explain the use of email as a means of communication with others.</li> <li>-explain how chat, newsgroups, and threaded discussion lists are used to communicate with members of a group.</li> <li>- do a basic keyword search using an Internet browser or electronic reference source.</li> <li>-be aware of issues involving the use of the Internet in the classroom for instruction.</li> <li>- evaluate the information I locate on the Internet for accuracy.</li> <li>- determine if the source of the information I locate on the Internet is credible and unbiased.</li> <li>-be aware of Internet resources that can be used for student learning and/or classroom management.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- change the settings on an Internet browser tool bar.</li> <li>- refresh or reload a web page in an Internet browser.</li> <li>- configure preferences for an Internet browser.</li> <li>- set the home page in an Internet browser.</li> <li>- copy text on a web page and paste it into a document.</li> <li>- copy graphics on a web page and paste it into a document.</li> <li>- download files from the Internet.</li> <li>- access bookmarks in Internet browsers.</li> <li>-explain the anatomy of a URL.</li> <li>- explain the differences among a search index, a search engine, and a metasearch tool.</li> <li>- use Boolean logic in a search.</li> <li>-explain the issues involving the use of the Internet in the classroom (i.e. AUP, copyright, student safety, classroom management, etc.).</li> <li>- organize the information learned from interpret.</li> <li>- interpret the research data.</li> <li>- filter information for relevancy to the lesson and content.</li> <li>- assess Internet resources to determine if they would be appropriate for integrating into a lesson and/or for classroom management.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>- rename and organize links in a web browser Favorites or Personal toolbar.</li> <li>- configure page setup in an Internet browser to print citation resources.</li> <li>-use and manage multiple windows in a browser.</li> <li>- designate the helper applications to be used to open files that I download from the Internet.</li> <li>- export bookmarks as an html file and open them using another computer or browser.</li> <li>- add or delete a bookmark in an Internet browser.</li> <li>- organize bookmarks into sections and/or folders in an Internet browser.</li> <li>- troubleshoot URL address errors (i.e. 404 errors) to locate information</li> <li>- use chat, newsgroups, and threaded discussions lists to communicate with members of a group.</li> <li>- use the Internet and other electronic reference tools as a resource for lesson development.</li> <li>- use the advanced search features of a search index, search engine, metasearch tool, or an electronic reference resource.</li> <li>- use multiple search strategies to locate and validate information.</li> <li>- implement procedures and classroom management techniques addressing Internet use in the classroom for instruction.</li> <li>- incorporate information literacy strategies into lesson design.</li> </ul> |

|                                           | Training                                                                                                                                                                         | Beginners                                                                                                                                                                                                                                                                                                                                                                                                                                              | Intermediate                                                                                                                                                                                                                                                                                                                                                                                                                                            | Proficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internet Resources (cont.)</b>         |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- use a wide variety of sources such as Internet, electronic reference, and others, when conducting research.</li> <li>- select and implement Internet resources into classroom lessons.</li> <li>- select and use effective classroom management techniques utilizing Internet resources.</li> </ul>                                                                                                                                                                                                                                  |
| <b>Knowledge of State and Federal Law</b> | <ul style="list-style-type: none"> <li>-Piracy</li> <li>-Plagiarism</li> <li>-netiquette</li> <li>-Intellectual property</li> <li>-Licensing</li> <li>-Copyright Laws</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-promote safe and healthy use of technology resources.</li> <li>-be able to explain plagiarism to students</li> <li>-describe netiquette rules and policy.</li> <li>-post copyright reminder on printers, websites and copies.</li> <li>-review state and national educational technology standards on information literacy to revise and update grade level requirements.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-model and teach legal and ethical practices related to technology use.</li> <li>-Integrate copyright, plagiarism, netiquette, reproduction and privacy lessons into technology curriculum.</li> <li>-train students and colleagues on use of all copyrighted materials.</li> <li>-promote and enforce environmentally healthy and safe practices in the use of technology.</li> </ul> | <p>User knows how to:</p> <ul style="list-style-type: none"> <li>-develop, implement and monitor policies and guidelines to ensure proper use of technology in classroom.</li> <li>-use multiple methods to assess and evaluate appropriate use of technology.</li> <li>-assess staff and student knowledge, skills and performance in proper use of technology.</li> <li>-integrate techniques for finding information on line.</li> <li>-discriminate useful resources.</li> <li>-participate in the development of policies that clearly enforce copyright law.</li> </ul> |

## Appendix G: Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirement (Appendix D).
- If the technology plan is revised, insert the Education Technology Plan Benchmark Review Form (Appendix I) in the technology plan.
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

| 1. PLAN DURATION CRITERION                                                                                                                                                       | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                             | Example of Not Adequately Addressed                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| a. The plan should guide the district’s use of education technology for the next three to five years. (For new plan, can include technology plan development in the first year). | 11<br>19-29           | The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable).<br>Specific start and end dates are recorded (7/1/2007 to 6/30/2012). | The plan is less than three years or more than five years in length.<br><br>Plan duration is 2007-2012.                |
| 2. STAKEHOLDERS CRITERION<br>Corresponding EETT Requirement(s): 7 and 11 (Appendix D).                                                                                           | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                             | Not Adequately Addressed                                                                                               |
| a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.                                 | 11-12                 | The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.                                                          | Little evidence is included that shows that the district actively sought participation from a variety of stakeholders. |

| 3. CURRICULUM COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).                                                                                             | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                  | Example of Not Adequately Addressed                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.                                                                    | 13                    | The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.                                                                                                                              | The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology. |
| b. Description of the district's current use of hardware and software to support teaching and learning.                                                                                                 | 14-15                 | The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).                                                                                                                                | The plan cites district policy regarding use of technology, but provides no information about its actual use.                                                                                               |
| c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.                                                             | 16-18                 | The plan references other district documents that guide the curriculum and/or establish goals and standards.                                                                                                                                                     | The plan does not reference district curriculum goals.                                                                                                                                                      |
| d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.             | 19-21                 | The plan delineates clear, specific, and realistic goals and target groups for using technology to support the district's curriculum goals and academic content standards to improve learning. The implementation plan clearly supports accomplishing the goals. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.                                                                    |
| e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace. | 22-23<br>14           | For the focus areas, the plan delineates clear, specific and realistic goals for using technology to help students acquire technology and information literacy skills. The implementation plan clearly supports accomplishing the goals.                         | The plan suggests how technology will be used, but is not specific enough to determine what action needs to be taken to accomplish the goals.                                                               |

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| f. | List of clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access to all students.                                                                  | 24-25                | For the focus areas, the plan delineates clear, specific and realistic goals for using technology to support the progress of all students. The implementation plan clearly supports accomplishing the goals.            | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.    |
| g. | List of clear goals and a specific implementation plan to utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs. | 26                   | The plan delineates clear, specific and realistic goals for using technology to support the district's student record-keeping and assessment efforts. The implementation plan clearly supports accomplishing the goals. | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.    |
| h. | List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents.                                                                             | 27-29                | The plan delineates clear, specific and realistic goals for using technology to facilitate improved two-way communication between home and school. The implementation plan clearly supports accomplishing the goals.    | The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.    |
| i. | List of benchmarks and a timeline for implementing planned strategies and activities.                                                                                                                                    | 29<br>19-28<br>54-55 | The benchmarks and timeline are specific and realistic. Teachers, administrators and students implementing the plan can easily discern what steps will be taken, by whom, and when.                                     | The benchmarks and timeline are either absent or so vague that it would be difficult to determine what should occur at any particular time. |
| j. | Description of the process that will be used to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.                                    | 29<br>19-28<br>54-55 | The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.                                                                                                     | The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.                                 |

| 4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 5 and 12 (Appendix D).                                                                                                                                           | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                                                      | Example of Not Adequately Addressed                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Summary of the teachers' and administrators' current technology skills and needs for professional development.                                                                                                                                     | 30-33                 | The plan provides a clear summary of the teachers' and administrators' current technology skills and needs for professional development. The findings are summarized in the plan by discrete skills to facilitate providing professional development that meets the identified needs and plan goals. | Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels. |
| b. List of clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.                                            | 34-37                 | The plan delineates clear, specific and realistic goals for providing teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of the plan. The implementation plan clearly supports accomplishing the goals.                    | The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.                                                                                               |
| c. List of benchmarks and a timeline for implementing planned strategies and activities.                                                                                                                                                              | 38<br>36-37<br>54-55  | The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what steps will be taken, by whom, and when.                                                                                                                            | The benchmarks and timeline are either absent or so vague that it would be difficult to determine what steps will be taken, by whom, and when.                                                                                                                                                         |
| d. Description of the process that will be used to monitor whether the professional development goals are being met and whether the planned professional development activities are being implemented in accordance with the benchmarks and timeline. | 38<br>36-37<br>54-55  | The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.                                                                                                                                                                                   | The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.                                                                                                                                                                                            |

| 5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 6 and 12 (Appendix D).                                                                                                                                                                                               | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                                                                                                                                                       | Example of Not Adequately Addressed                                                                                                                                                                                                                                                                                                                                                                                                     |
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| a. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan. | 39-40<br>44           | The plan clearly summarizes the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support proposed to support the implementation of the district's Curriculum and Professional Development Components. The plan also includes the list of items to be acquired, which may be included as an appendix. | The plan includes a description or list of hardware, infrastructure and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components. |
| b. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan.                                                                                                         | 40-43                 | The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components. The current level of technical support is clearly explained.                                                                             | The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.                                                                                                                                                                                   |
| c. List of clear benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components.                                                                                                                                                             | 44-45                 | The benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.                                                                                                                                                                                                              | The benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.                                                                                                                                                                                                                                                                           |
| d. Description of the process that will be used to monitor whether the goals and benchmarks are being reached within the specified time frame.                                                                                                                                                                                             | 45<br>55              | The monitoring process is described in sufficient detail so that who is responsible and what is expected is clear.                                                                                                                                                                                                                                                                                    | The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.                                                                                                                                                                                                                                                                                                                             |

| 6. FUNDING AND BUDGET COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 7 & 13, (Appendix D)           | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                                         | Example of Not Adequately Addressed                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. List of established and potential funding sources and cost savings, present and future.                    | 46                    | The plan clearly describes resources* that are available or could be obtained to implement the plan. The process for identifying future funding sources is described.                                                                                                                   | Resources to implement the plan are not identified or are so general as to be useless.                                                                                                                                                                               |
| b. Estimate annual implementation costs for the term of the plan (three to five years).                       | 47-51                 | Cost estimates are reasonable and address the total cost of ownership.                                                                                                                                                                                                                  | Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.                                                                                                                                  |
| c. Description of the level of ongoing technical support the district will provide.                           | 52                    | The plan describes the level of technical support that will be provided for implementation given current resources and describes goals for additional technical support should new resources become available. The level of technical support is based on some logical unit of measure. | The description of the ongoing level of technical support is either vague or not included, is so inadequate that successful implementation of the plan is unlikely, or is so unrealistic as to raise questions of the viability of sustaining that level of support. |
| d. Description of the district's replacement policy for obsolete equipment.                                   | 52                    | Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.                                                                                                             | Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.                                                                                                                                                     |
| e. Description of the feedback loop used to monitor progress and update funding and budget decisions.         | 53                    | The monitoring process is described in sufficient detail so that who is responsible, and what is expected is clear.                                                                                                                                                                     | The monitoring process is either absent, or lacks detail regarding who is responsible and what is expected.                                                                                                                                                          |
| * In this document, the term "resources" means funding, in-kind services, donations, or other items of value. |                       |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                      |

| 7. MONITORING AND EVALUATION COMPONENT CRITERIA<br>Corresponding EETT Requirement(s): 11 (Appendix D).                                                                          | Page in District Plan      | Example of Adequately Addressed                                                                                                                                                   | Example of Not Adequately Addressed                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated. | 54                         | The plan describes the process for evaluation utilizing the goals and benchmarks of each component as the indicators of success.                                                  | No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing. |
| b. Schedule for evaluating the effect of plan implementation.                                                                                                                   | 54<br>19-28<br>36-37<br>45 | Evaluation timeline is specific and realistic.                                                                                                                                    | The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.                         |
| c. Description of how the information obtained through the monitoring and evaluation will be used.                                                                              | 55<br>29<br>38<br>45<br>53 | The plan describes a process to report the monitoring and evaluation results to persons responsible for implementing and modifying the plan, as well as to the plan stakeholders. | The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.                                           |

| 8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION<br>Corresponding EETT Requirement(s): 11 (Appendix D). | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                                                                                                                                                                                                                             | Example of Not Adequately Addressed                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. If the district has identified adult literacy providers, there is a description of how the program will be developed in collaboration with those providers.         | 56                    | The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts. | There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology. |

| 9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA<br>Corresponding EETT Requirement(s): 4 and 9 (Appendix D).                                                                                                                                                                                                                | Page in District Plan | Example of Adequately Addressed                                                                                                                                                                | Not Adequately Addressed                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| a. Description of how education technology strategies and proven methods for student learning, teaching, and technology management are based on relevant research and effective practices.                                                                                                                                                  | 57-59                 | The plan describes the relevant research behind the plan's design for strategies and/or methods selected.                                                                                      | The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing. |
| b. Description of thorough and thoughtful examination of externally or locally developed education technology models and strategies.                                                                                                                                                                                                        | 60-61                 | The plan describes references to research literature that supports why or how the model improves student achievement.                                                                          | No research is cited.                                                                                                  |
| c. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance-learning technologies (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources). | 61                    | The plan describes the process for development and utilization of strategies to use technology to deliver specialized or rigorous academic courses and curricula, including distance learning. | There is no plan to utilize technology to extend or supplement the district's curriculum offerings                     |