

Columbus Public Schools Technology Plan

2009-2010

2010-2011

2011-2012

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I. Goals and Strategies for Use of Technology and Telecommunication [Ed Tech A, B] [E-Rate 1A, 1B, 1C, 1D]

Goals

Columbus Public Schools has aligned the district’s technology goals to the Montana OPI Ed Tech Technology Plan, E-Rate Technology Plan, and our district’s 5-Year Comprehensive Education Plan. This multi-year plan covers years 2009-2012. [Ed Tech N] [E-Rate 1c]

A. **Technology Goal 1** [Ed Tech B] [E-Rate 1C]

Integrating Technology into Curriculum and Instruction:

All Columbus Public Schools teachers will be effective and efficient integrators of technology into their curriculum and instruction.

Measurable Objective 1.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Use in Teaching and Learning section of the Taking a Good Look at Instructional Technology (TAGLIT) by spring 2012.

Teachers’ Tech Use	2006-2007 Baseline	2009-2010 Goal	2010-2011 Goal	2011-2012 Goal
Basic Tools	2.33	2.60	2.80	3.00
Multimedia Tools	2.51	2.65	2.80	3.00
Communication Tools	1.74	2.25	2.75	3.00
Research/Problem Solving	2.21	2.50	2.75	3.00

Technology Goal 2 [Ed Tech B] [E-Rate 1C]

Increasing the Ability of Teachers to Teach Utilizing Technology:

All Columbus Public Schools teachers, superintendent and principal will be technologically proficient.

Measurable Objective 3.1: One hundred percent (100%) of district teachers will rate themselves as a “3” or better as measured by the Teachers’ Technology Skills section in Teaching and Learning section of the Taking a Good Look at Instructional Technology (TAGLIT) by spring 2012.

Teachers’ Tech Skills	2006-2007 Baseline	2009-2010 Goal	2010-2011 Goal	2011-2012 Goal
Basic Tools	2.99	3.00	3.00	3.00
Multimedia Tools	3.00	3/00	3/00	3.00
Communication Tools	2.95	3.00	3.00	3.00
Research/Problem Solving	2.88	3.00	3.00	3.00

B. **Academic Achievement Goal 1:** [Ed Tech A, B]

All students will be proficient or above in Reading by the school year 2014, aligned with 5YCEP goals. (measurable objective and baseline data MONTCAS CRT)

Strategies to achieve Goal:

1. Accelerated Reader has been implemented to increase students' reading excitement.
2. Paraprofessionals have time for after school tutoring.
3. Purchased K-3 Phonics Program
4. Paraprofessionals help implement Read Naturally in grades K-4.
5. Students incorporate oral presentations into each classroom.
6. Students will have Media Analysis across the Curriculum.
7. Internet is used for Jason Project.
8. Group and Peer collaboration with Montana Heritage Project.

Academic Achievement Goal 2: [Ed Tech A, B]

All students will be proficient or above in Mathematics by the school year 2014, aligned with 5YCEP goals. (measurable objective and baseline data MONTCas CRT)

Strategies to achieve Goal:

1. Every class will spend five minutes two times a week to give time tests to improve computation scores.
2. Align elementary text books to match State Standards.
3. Purchase Accelerated Math for our 1st-8th grade students.
4. Increased mathematics requirements for graduation in high school.

C. **Student and Teacher Technology Literacy Goal 1:** [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve the technology literacy of teachers and students. (measurable objective and baseline data same as technology goals 2-3 of the Tech Plans)

Student and Teacher Technology Literacy Goal 2: [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve the capacity of teachers to effectively and efficiently integrate technology into the curriculum and instruction. (measurable objective and baseline data same as technology goals 1 of the Tech Plans)

Student and Teacher Technology Literacy Goal 3: [Ed Tech A] [E-Rate 1A, 1B, 1D]

Improve student academic achievement through the effective use of technology in teaching and learning. (Measurable objective and baseline data same as academic achievement goals)

Strategies to achieve Goals: [Ed Tech A] [E-Rate 1B, 1C, 1D]

1. Technology Goals 1, & 2, Student and Teacher Technology Literacy Goals 1, 2, & 3.
The Intel Teach to the Future Program was offered in the year 2005-2006 to all staff members in a commitment to help teachers integrate technology into instruction to develop students' higher level thinking skills and enhance learning. Participating teachers received extensive instruction and resources to promote effective technology use in the classroom. This training will be provided on an annual basis to new teachers or those who were unable to participate in prior years.
2. Technology Goals 1, & 2, Achievement Goal 1, Student and Teacher Technology Literacy Goals 1, 2, & 3.
Columbus School District will work with T.E.S.T. Inc. in implementing Classroom Performance System (CPS) and ExamView/Learning Series into the classrooms. Teachers will be training on how to use verbal questioning to gather formative assessment data to evaluate student understanding of the concepts.

II. **Strategies (realistic)**

[Ed Tech C, D, H, I, J, K] [E-Rate 1A, 1B, 1C]

A. **Promotion of research based Curricula and Teaching strategies that Integrate Technology** [Ed Tech D] [E-Rate 1A, 1B]

Research conducted over the last ten years has shown that the use of technology in classrooms can have a positive impact on a variety of indicators of student achievement.

Studies focused on specific uses of technology under specific conditions have demonstrated that students' standardized test scores have improved; students are able to engage in scientific inquiry and other activities that involve higher order thinking skills; students' motivation and organization skills increase; and students develop critical thinking and collaboration skills. (Center for Children and Technology, 2003, *Lessons Learned*. Pg 3)

1. **Review of Relevant Research** [Ed Tech D]

The Intel Teach to the Future curriculum focuses on inquiry-oriented and project based teaching and learning, and stresses the alignment of curricula with standards. The curriculum was prepared by the Institute for Computer Technology and Intel Corporation. The curriculum is delivered through a train-the-trainer model, our school will select a teacher to be trained as a Master Trainer, the Master Trainer will then be expected to train the rest of the school staff. The training uses Microsoft software, focusing primarily on how to use Windows-based versions of PowerPoint and Publisher to support students in creating presentations, web pages, brochures and newsletters. The training also discusses pedagogical and classroom management challenges associated with using technology with students, as well as conducting research on the Internet, and intellectual property issues.

The core of the curriculum is the creation of a unit plan, including model student work samples, support materials, and an implementation plan. This structure allows teachers to expand their technical skills in the context of a curriculum development process. By requiring participants to create immediately relevant materials, the curriculum puts the teachers' interests and concerns at the center of the training experience. (Center for Children and Technology, 2003, *Lessons Learned*, pg 2.)

The Center for Children and Technology's evaluation found that Intel Teach to the Future is a rigorous research-based program that incorporates the best practices in the professional development field. They further found that the program is closely aligned with NCLB's exacting criteria for high quality professional development and with the goals and objectives of NCLB's technology programs. Finally, the CCT evaluators have concluded that Intel Teach to the Future is an effective professional development experience that has enabled a large majority of participating teachers to integrate technology into classroom teaching in ways that support high-quality instruction and improve the

overall learning environment. (Center for Children & Technology, 2003, *Meeting the Challenge of No Child Left Behind*, pg 5)

2. Aligned to Montana Content and Performance Standards [Ed Tech D]

Intel Teach to the Future is fully aligned with the ISTE National Education Technology Standards (NETS) for teachers, a comprehensive set of performance-based standards reflecting fundamental concepts and skills for using technology to support teaching and learning. The Montana Content and Performance Standards are closely aligned to the NETS. (Center for Children & Technology, 2003, *Meeting the Challenge of No Child Left Behind*, pg 3)

During the Intel Teach to the Future training, teachers are required to align their unit lesson plans to the Montana Content and Performance Standards.

3. Proven to Improve Student Academic Achievement. [Ed Tech D]

The professional development literature draws an important link between student achievement and high-quality professional development (Darling-Hammond, 1999; National Commission on Teaching & America's Future, 1996; NEGP Monthly, 2000; Wenglinski, 2000). Studies have shown that the most effective forms of professional development (ones that have an impact on the classroom) are those that are sustained over a period of time, that actively involve teachers in meaningful and relevant activities, that promote peer collaboration, and that present a clearly articulated vision for student achievement (National Foundation for the Improvement of Education, 1996; Sparks, 2002; U.S. Department of Education, 2000). It follows that the most effective models of technology professional development should be those, like Intel Teach to the Future, that provide teachers with the time and opportunity to work with colleagues to create usable, technology-rich lesson plans that support their broader educational goals. (Center for Children & Technology, 2003, *Lessons Learned*, pg 3)

4. Access for teachers and students [Ed Tech C] [E-Rate 1A, 1B]

Columbus Public Schools pledges that all students and teachers have increased access to educational technology and our teachers are prepared to integrate technology effectively into curricula and instruction. Our students and staff have access to technological resources including hardware, software, and technology integration support staff.

- ✓ CPS (Classroom Performance System) and SMART Boards (Interactive White Boards) will be available to teachers in both buildings.
- ✓ LCD Projectors will be available to teachers in both buildings.
- ✓ Multimedia hardware, i.e. scanners, digital cameras will be available to teachers in both buildings.
- ✓ Portable, wireless lab (24 work stations) available in elementary building
- ✓ High School Lab (20 work stations) will be available on a sign up basis.

5. Innovative Instructional Delivery Strategies

[Ed Tech I]

Intel Teach to the Future draws on extensive best practices in professional development in order to achieve its ambitious goals. Teachers in the program are called on to define and create parts of the training experience so that it will meet their local needs and make the core concepts immediately useful and relevant to their classroom teaching. The emphasis on the teacher's own classroom is the center of the Intel Teach to the Future experience, and mirrors research recommendations that call for strong, clear connections between teachers' particular classroom experiences and the concepts addressed in professional development settings. In this program teachers are expected to bring an existing curriculum unit to the training to use as the basis for designing a technology rich unit and all supporting materials. Important topics, such as the challenges of classroom management raised by the integration of technology into student centered activities, are considered in the context of real world curriculum development. NCLB specifically identifies classroom management skills as an essential component of quality professional development. This training will be possible by the combined efforts of all of the schools belonging to Ace Consortia. Without a collaborative effort, bringing in the Intel training would not be possible for any one school district in this area because of our lack of number of teachers required to be trained by Intel. (Center for Children & Technology, 2003, Meeting the Challenge of No Child Left Behind, pg 3)

Other innovative instructional delivery strategies being used are:

- ✓ SMART Boards (Interactive White Boards)
- ✓ Classroom Performance System
- ✓ ExamView/Learning Series
- ✓ A+ nyWhere Learning System
- ✓ Accelerated Reading
- ✓ CIS (Career Information System)
- ✓ GPS (Global Positioning System) / GIS (Geographic Information Systems)

6. Timeline (Three years minimum)

[Ed Tech H] [E-Rate 1C]

Intel Teach to the Future, which provides 40 hours of training in ten modules, delivered over one to ten weeks, is consistent with NCLB's call for sustained, intensive and classroom-focused professional development. The research literature makes clear that sustained professional development has a greater impact on teacher practice than one day or short-term workshops. In particular, teachers with more hours of technology-related professional development report being more prepared to use technology in the classroom. (Center for Children & Technology, 2003, Meeting the Challenge of No Child Left Behind, pg 4)

2005-2006	Intel Teach to the Future Training to all staff
2009-2010	Classroom Performance System (CPS) – selected staff ExamView/Learning Series – selected staff A+LS – Question Creation & Editing – selected staff Provide Basic/Multimedia/Communication/Research Skills – selected staff
2010-2011	Intel Teaching Thinking with Technology – new staff Classroom Performance System (CPS) – remaining staff ExamView/Learning Series – remaining staff Advanced CPS & ExamView/LS – selected staff Provide Basic/Multimedia/Communication/Research Usage – selected staff
2011-2012	Advanced CPS & ExamView/LS – remaining staff Provide Basic/Multimedia/Communication/Research Usage – selected staff

7. Parent Involvement and communication
1B]

[Ed Tech J] [E-Rate 1A,

Columbus Public Schools will make every effort to ensure the effective use of technology to promote parental involvement and increase communication with parents, including how parents will be informed of the technology being applied in their child’s education so that the parents are able to reinforce at home the instruction their child receives at school.

Communications with parents are being delivered through:

- School website- www.Columbus.k12.mt.us, collaboration of staff and students
- School newsletter – produced by 4-6 grade students
- High School Newspaper – produced by Journalism class
- School Master Software – Online Student Information Links – attendance, schedule, working transcript, current grades.

8. Adult Literacy and Adult Education

[Ed Tech K]

Columbus Public Schools will develop programs, as needed, in collaboration with adult literacy service providers to maximize the use of technology. Current efforts include:

- ✓ Technology classes provided through regular education teachers and community members.
- ✓ Computer labs are made available to community members and groups for training in basic computer skills and for research.
- ✓ 21st Century Grant laptops were purchased for community checkout.

III. **Professional Development** [Ed Tech A, C, D, E, I, M] [E-Rate 2A, 2B, 2C, 2D]

Columbus Public Schools will provide opportunities for ongoing, sustained, and intensive high quality professional development to ensure that the staff knows how to use the new technologies to improve education and increase student achievement. Research evidence supports attendance and participation of teachers at high quality professional development opportunities pertaining to technology builds teacher confidence and interest in technology and that administrative allocation of time for teachers to collaboratively learn and practice using technology can increase teacher confidence and interest in technology. (Center for Applied Research in Education Technology, 2003, answers&QuestionID=27)

- A. Teacher technology proficiency** [Ed Tech A, C, E] [E-Rate 2C, 2D]
- All new teachers will receive enough training in order to exhibit a basic competency level with both computer hardware and software.
 - Whenever new software or equipment is acquired, training will be provided as soon as possible.
- B. Teachers technology use and integration** [Ed Tech A, C, E] [E-Rate 2C, 2D]
- Teachers will receive training during in service days on the effective use of technology in the classroom, effective incorporation of technology into the curriculum and technical training on new hardware and software.
 - T.E.S.T. has been contracted to provide consulting and training on integration of technology into the classroom.
- C. Resources to support professional development** [Ed Tech A, C, E, M] [E-Rate 2A, 2B]
- Every teacher will have a computer with internet and networking capabilities in the classroom. Through local, state, and federal funds, the district spends \$40,000 a year towards the purchase of new computers and replacement of outdated technology.
 - The district will provide each teacher with at least 3 days and \$500 which can be used for professional development along with ten days of in-house training from a T.E.S.T. (Total Educational Solutions in Technology) employee. Approximately \$16,000 from the district General Fund monies and \$2000 from Federal Funding Title II Part D is spent to provide these services.
- D. Training in technology based delivery of specialized and rigorous academic content** [Ed Tech A, C, E, I] [E-Rate 2A, 2B]
- Teachers will be encouraged to further their technology training by receiving release time for conferences and workshops within their curricular areas.
 - Teachers will receive training in specialized areas, such as Montana Heritage Project and JASON Project.

IV. Assessment of Needs [Ed Tech F, H, M] [E-Rate 3A, 3B, 3C, 3D]

A. Hardware [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

Each spring the Technology Committee meets to review teacher requests and the needs of the districts' technologies. A replacement schedule is in place, see IV Section D, which it is the committee's responsibility to assess the districts replacement needs and channel the funding in that direction.

Equipment	Columbus Elementary		Middle/High School		District Total
	Networked	Not Networked	Networked	Not Networked	
Macintosh			24		24
Pentium (133-200 MHz)					
Pentium Pro (180-200 MHz)					
Pentium II (233-400 MHz)					
Pentium III (450 MHz)					
Celeron (400-550 MHz)					
AMD Athlon (689 MHz)	19		77		96
Pentium 4 (1.7 GHz)	82		241		323
Network Server	1		11		12
Computer Total	102		353		455
Inkjet Printer	15	7	23	10	38
Laser Printer	8	4	14	8	22
Document Projectors	2		6		8
Digital Satellite System					
Digital Satellite Workstations					
LCD Projector	18		24		42
SMART Board	18		22		40
TI-82 Graphing Calculator			24		24
TI-83 Graphing Calculator			28		28
TI-92 Graphing Calculator			8		8
TI Computer Based Labs			2		2
CPS Systems	2		5		7
Alpha Smarts			24		24
Verneer Scientific Modules			8		8
Video Camera	2		5		7
Digital Camera	3		12		15
Flat bed Scanner	4		7		11
Webcam, Logitech					

Middle/High School Student / Computer Ratio 1.43

Elementary Student / Computer Ratio 2.04

1. **Compatibility with existing hardware** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]
Current hardware compatibility is functional but in need of upgrading which will be addressed in this year's technology budget

B. Software [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

For a replacement Schedule see IV Section D. Our Technology Committee has found it hard to stay current with the ever changing world of software. Twice a year our teachers can request and present to the committee their software needs and wants. By doing this we have found that it works best for the district to stay current on software programs.

Some of the software titles used in District #6 are as follows:

- | | |
|------------------------------|--|
| ▪ A+ nyWhere Learning System | ▪ LAN School |
| ▪ Accelerated Reader | ▪ Microsoft Active Directory |
| ▪ Adobe PageMaker | ▪ Microsoft Exchange |
| ▪ Adobe Photoshop | ▪ Microsoft InDesign |
| ▪ Ainsworth Keyboarding | ▪ Microsoft Office Professional 97/XP/2003 |
| ▪ All Topo Maps | ▪ Microsoft Windows 95/98/NT/XP/Me/2003 |
| ▪ ArcView | ▪ Norton Corporate Antivirus 8.1 |
| ▪ Career Information System | ▪ NWEA MAPS |
| ▪ Dream Weaver | ▪ OdysseyWare |
| ▪ Follett Library Catalog | ▪ Quick Books |
| ▪ Foxy Lady | ▪ School Master |
| ▪ Geometer Sketchpad | ▪ STAR Reading |
| ▪ GPS Marksman | ▪ Various Educational Games |
| ▪ Grolier Encyclopedia | ▪ Windows Publisher |
| ▪ InfoHandler | |
| ▪ JumpStart Series | |

1. **Compatibility with existing hardware and software** [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

All of our software is currently compatible with our hardware and other software.

C. Telecommunications [Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

All networked computers have internet access through Quest T3 and Active Directory Server. Microsoft Exchange Server is used for e-mail and interoffice mail. The High School and Elementary School are connected by VPN. We do not foresee a change in the next three years to our telecommunication needs but if there is the committee has the ability to address the need.

D. Replacement Schedule

[Ed Tech F, H, M] [E-Rate 3A, 3C, 3D]

- The technology committee will meet at least twice a year to evaluate and assess the hardware and software needs of the district.
- Approximately one-fifth of the district computers will be replaced annually in an attempt to keep our hardware current and in working condition.
- Year 1 focus for hardware will be within the high school building to replace machines with the slowest processors and least amount of memory.
- Year 2 will also evaluate the condition of the Elementary server along with replacing the most out-dated workstations.
- Year 3 will look at the physical wiring within the buildings along with replacing the most out-dated workstations.
- Accessories and Peripherals will be purchased yearly as ordinary wear and tear take their toll.

V. Budget (including detailed for a minimum of three years)

[Ed Tech G, Ed Tech Guidance] [E-Rate 4A, 4B]

A. **Demonstrated sufficiency to support the plan** (total budget, explanation of expenditures)
(See Table below) [Ed Tech G] [E-Rate 4A, 4B]

B. **Document coordination of funds from all sources** (See Table below)

Item	Function	Year 1	Year 2	Year 3	Source of Funding
Licensing / Software: Goals 2 & 4					
	Non-Mac Educational Software	\$ 5,000	\$ 5,000	\$ 5,000	General Fund
	Vexira Antivirus Corporate Edition	\$ 950	\$ 950	\$ 950	E-Rate and Gen. Fund
	Turnitin.com	\$ 500	\$ 500	\$ 500	General Fund
	Follett Library	\$ 480	\$ 480	\$ 480	General Fund
	N2H2 Internet Filtering	\$ 2,200	\$ 2,200	\$ 2,200	E-Rate
	Microsoft Office Update CAL		\$ 5,000		General Fund
Maintenance: Goals 1 & 3					
	Stillwater Computing Maint. Contract	\$ 45,000	\$ 45,000	\$ 45,000	General Fund
	Computer Tech/Summer Hire Clean / Fix / Move / Inventory	\$ 25,000	\$ 25,000	\$ 25,000	General Fund
	T3 Internet Subscription	\$ 6,000	\$ 6,000	\$ 6,000	E-Rate
Hardware: Goals 1,2 & 4					
	Replace Computers	\$ 33,000	\$ 33,000	\$ 30,000	REAP
	Purchase Printers	\$ 1,000	\$ 1,000	\$ 1,000	REAP
	Multimedia Hardware		\$ 3,000		REAP
	Purchase Projectors / SMART Boards	\$ 5,000	\$ 5,000	\$ 5,000	REAP
	Re-cable High School			\$ 8,000	REAP
	Elementary Server		\$ 2,000		REAP
Professional Development: Goals 1 & 3					
	Jason Project Training - 5 teacher bundle	\$ 500	\$ 500	\$ 500	Title IID
	Jason Project In-service	\$ 1,000	\$ 1,000	\$ 1,000	Title IID
	Approximately 30 Teachers w/\$500	\$ 15,000	\$ 15,000	\$ 15,000	General Fund Title II Part D
	Approximately 30 Teachers w/3 days substitutes	\$ 4,500	\$ 4,500	\$ 4,500	General Fund Title II Part D
	T.E.S.T. 10 Days One-on-One	\$ 4,500	\$ 4,500	\$ 4,500	General Fund Title II Part D
TOTALS		\$ 149,130	\$159,130	\$154,130	

C. **Document that federal funds utilized will supplement and not supplant**

[Ed Tech Guidance]

Currently Columbus School District technology budget totals \$135,000. Of that amount approximately \$3,000 comes from federal funding, Title II Part D, which is allocated to professional development in training of staff. An additional \$20,000 is allocated from the District's REAP allocations. The additional funds are budgeted in the general fund and with OTO moneys allocated from the state.

VI. Evaluation & Accountability [\[Ed Tech L\]](#) [\[E-Rate 5A\]](#)

- A. **Analysis of student academic achievement data** [\[Ed Tech L\]](#) [\[E-Rate 5A\]](#)
ITBS testing occurs in the Spring. This tests students in reading, language arts, math, social studies, and science. We compile this information to measure student progress at each grade level over a period of years. This tool will provide teachers with the necessary information to address academic needs for each student. This testing, coupled with MontCAS results, will determine overall academic strengths and weaknesses for each student as well as those trends which need to be changed in the curricular areas. Each test has been aligned to Montana's state standards and will assist in keeping Columbus Schools abreast of testing demands as outlined by No Child Left Behind. Our technology plan which is in alignment with our comprehensive five year plan will allow for our faculty to infuse all components into a well designed, student focused environment.
- B. **Analysis of student technological proficiency data** [\[Ed Tech L\]](#) [\[E-Rate 5A\]](#)
The Committee will meet every year to analyze the student data from the TAGLIT survey and make adjustment as needed. The Committee has found that the longer the students are in school, the higher they rate their technology proficiency. In 2006 TAGLIT Survey, the 8th grade students rated themselves at a 2.53 and 2.48 in Basic Tools and Communication Skills, where as teachers rated themselves at a 2.99 and a 3.00 in the same areas.(Refer to Appendix E). The district has worked hard to properly train the staff through one-on-one training, and provided money and professional development days. Focus will now be placed on providing additional training to students.
- C. **Analysis of teacher technological proficiency data** [\[Ed Tech L\]](#) [\[E-Rate 5A\]](#)
The data from TAGLIT indicates that our teachers have the ability to work independently in basic skills, multimedia, communication and research tools, but lack the confidence in teaching these skills to others. With adding and upgrading our computer and software needs and through our professional development training, teachers will have opportunities to teach and learn the basic technology skills. (Refer to Appendix E).
- D. **Analysis of teacher technology use and integration into curriculum and instruction data** [\[Ed Tech L\]](#) [\[E-Rate 5A\]](#)

Taglit form section B of teacher integration

From the 2007 TAGLIT Survey, both students and teachers are least proficient in communication. The lack of training and equipment district-wide is indicative of our lack of confidence in those areas. (Refer to Appendix E). The Committee will review and make proper adjustment by reviewing the TAGLIT and the Eisenhower Teacher Survey.

E. Ongoing analysis of hardware, software, and telecommunication needs

[Ed Tech L] [E-Rate 5A]

The pace of technology evolution makes it difficult to keep current; however, we continue to make acquisitions of hardware, software and telecommunication tools. To meet the needs of our District users, we based our acquisitions on TAGLIT, local assessments, the tech plan and predictions about future trends. The technology committee will meet at least twice a year to evaluate and assess the hardware and software needs of the district.

F. Evaluation timeline including plan revision and school board approval

[Ed Tech L] [E-Rate 5A]

The technology committee will meet in March of each year to evaluate and revise the technology plan as necessary seeking school board approval at the April meeting.

G. Compliance with Children's Internet Protection Act (CIPA) (E-Rate and Ed Tech program requirements) [Ed Tech L] [E-Rate 5A]

ACCEPTABLE USE OF ELECTRONIC NETWORKS (3615)

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovations, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. *Acceptable Use* - Access to the District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.
2. *Privileges* - The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.
3. *Unacceptable Use* - The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:
 - (a) Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal or state law.
 - (b) Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused.
 - (c) Downloading copyrighted material for other than personal use.
 - (d) Using the network for private financial or commercial gain.

- (e) Wastefully using resources, such as file space.
 - (f) Hacking or gaining unauthorized access to files, resources, or entities.
 - (g) Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone.
 - (h) Using another user's account or password.
 - (i) Posting material authored or created by another, without his/her consent.
 - (j) Posting anonymous messages.
 - (k) Using the network for commercial or private advertising;
 - (l) Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material.
 - (m) Using the network while access privileges are suspended or revoked.
4. *Network Etiquette* - the user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
 - (a) Be polite. Do not become abusive in messages to others.
 - (b) Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
 - (c) Do not reveal personal information, including the addresses or telephone numbers of students or colleagues.
 - (d) Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - (e) Do not use the network in any way that would disrupt its use by other users.
 - (f) Consider all communications and information accessible via the network to be private property.
 5. *No Warranties* - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.
 6. *Indemnification* - The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.
 7. *Security* - Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in the cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

8. *Vandalism* - Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. *Telephone Charges* - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. *Copyright Web Publishing Rules* - Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.
 - (a) For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
 - (b) Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of "public domain" documents must be provided.
 - (c) The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
 - (d) The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
 - (e) Student work may only be published if there is written permission from both the parent/guardian and the student.
11. *Use of Electronic Mail*
 - (a) The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool
 - (b) The District reserves the right to access and disclose the contents of any account on its system without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
 - (c) Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
 - (d) Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet "domain". This domain is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external

recipients.

(e) Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.

(f) Use of the District's electronic mail system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses" as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses" as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and building principals shall monitor student Internet access.

Relevant Research

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Additional resources

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Montana Office of Public Instruction (2004). *ESEA Title II, Part D “Ed Tech” Technology Plan*

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