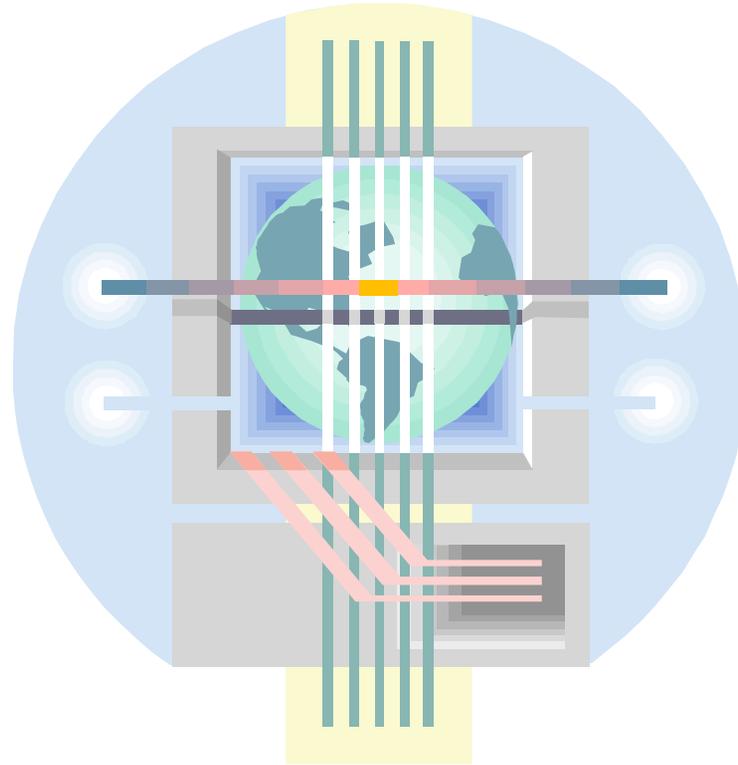


**Englewood School District  
Comprehensive Plan for  
Educational Technology and Information Literacy**



**Prepared By:  
Mary Vedra  
Executive Director of Learning Services**

**May 2003**

## Foreword

Educational Technology/Information Literacy should be considered the “fourth R” in today’s educational system. After reading, writing, and arithmetic, the use of information technology is the ‘reality’ that faces students upon graduation and is often a barrier to entering the workforce. Only after schools begin to build high quality Educational Technology/Information Literacy Learning systems, with the goal of creating a technologically competent and information literate graduate, will students be fully prepared to meet the challenges and expectations of our information rich society. The continued success and quality of American public education depends on our collective ability to close the gap between the enormous amount of accessible information and technology’s mere presence, and its effective integration into the curriculum to enhance student performance and deliver the skills necessary for the new millennium.

This comprehensive plan represents a living document that clearly articulates plans to increase the capacity of students and teachers by creating a coherent call to action. The Department of Learning Services would like to acknowledge the following individuals for their contributions to the development of this plan. Their comprehensive review of relevant research and resources resulted in thoughtful dialogue that was ultimately reduced to a high but achievable vision for the students, staff and administration of Englewood Schools.

### Educational Technology/Information Literacy Task Force Members:

Pete Downie,	High School Technology Integration Specialist
Judy Garvey,	Middle School Literacy Specialist and Classroom Teacher
Dana Gabrovsek,	Middle School Technology Integration Specialist
Susan Jones,	Middle School Library/Media Specialist
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Bob Siemens,	Elementary Technology Coordinator
Dale Stout,	District Director of Technology
Jan Vilkaitus,	Elementary Literacy Specialist

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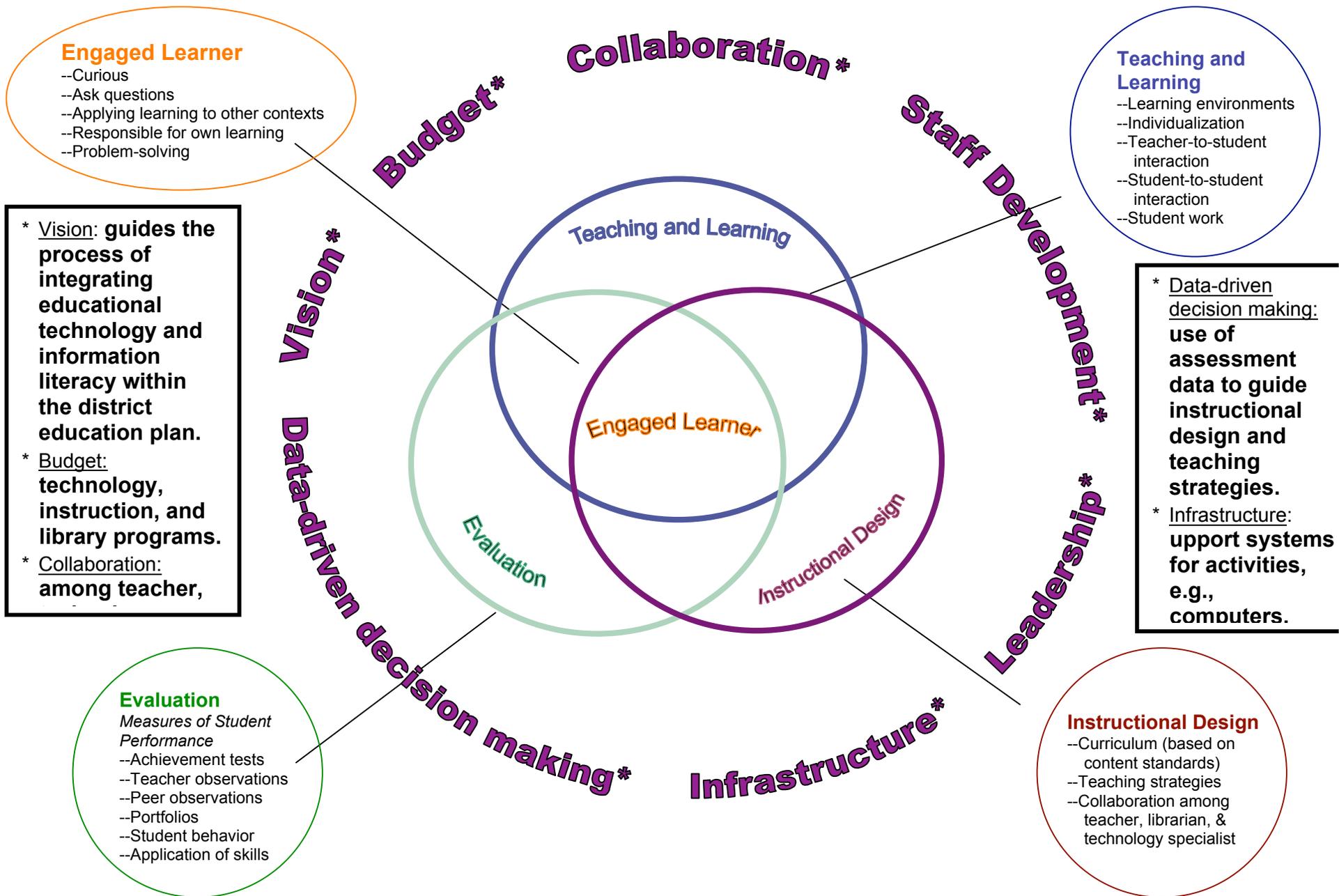
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## **I. Overview of an Integrated Educational System**

There is consensus among our stakeholders - business leaders, educators, policymakers and parents that we are currently not delivering the skills our students need to thrive in the new millennium. However, through an integrated educational system - combining Educational Technology/Information Literacy, technology, and model content standards - our schools, each operating under distinctively different circumstances, opportunities and constraints, can fully utilize information and technology in all its forms to promote extraordinary student achievement and develop essential skills. If all children are to succeed, schools must take the right steps to create and sustain rich learning environments.

Educational Technology/Information Literacy in the broadest sense of the term, is the application of modern communications and computing technologies to the creation, management and use of knowledge. Educational Technology/Information Literacy is the educational approach that integrates technology, connectivity, content and human resources. When implemented correctly, it builds on the unique, dynamic characteristics of digital content research strategies to create productive and engaging learning environments. In an educational setting, Educational Technology/Information Literacy should provide students with a variety of enriching ideas and experiences that foster intellectual curiosity, achievement, and a pattern of life-long learning. Digital technology is key to learners' achievement of world-class standards where students are able to access information, manipulate data, synthesize concepts and creatively express ideas to others using written word, video, text, and audio media. Instructional media can virtually bring the world to the learner, providing a depth and richness of instructional approaches to reach children of all learning modalities. The learner becomes a "knowledge architect" using the rich resources at his/her fingertips through Educational Technology/Information Literacy to bring personal meaning and expression to knowledge.

Technology is an administrative tool that can bring efficiency to the management and assessment realms of education. The power of the technology allows easy tracking of student work enabling teachers to develop and maintain individual learning profiles for all learners. Technology holds great potential for creating change in education when it is seen as a tool to be used for the construction of knowledge. In general, technology-based tools can enhance student performance when they are integrated into the curriculum and used in accordance with knowledge about learning. But the mere existence of these tools in the classroom provides no guarantee that student learning will improve. They have to be part of a coherent education approach. However, many questions remain about how to effectively integrate Educational Technology/Information Literacy into the curriculum, what uses of technology do improve learning, and how to create a coherent educational approach. Evidence does continue to support the notion that for Educational Technology/Information Literacy to be successful, teachers must be trained in the use of Educational Technology/Information Literacy and the processes involved in its integration. If teachers are key to successful learning, then successful integration of Educational Technology/Information Literacy starts with teachers gaining the necessary competencies. This proposal makes specific recommendations for essential skills that must be attained by students, teachers and administrators as well as the environment of opportunities needed to accomplish the rigorous expectations envisioned, to ensure that our schools become dynamic Educational Technology/Information Literacy environments.



**Engaged Learner**

- Curious
- Ask questions
- Applying learning to other contexts
- Responsible for own learning
- Problem-solving

**Teaching and Learning**

- Learning environments
- Individualization
- Teacher-to-student interaction
- Student-to-student interaction
- Student work

**Collaboration\***

**Budget\***

**Staff Development\***

**Leadership\***

**Infrastructure\***

**Vision\***

**Data-driven decision making\***

Teaching and Learning

Engaged Learner

Evaluation

Instructional Design

\* Vision: guides the process of integrating educational technology and information literacy within the district education plan.

\* Budget: technology, instruction, and library programs.

\* Collaboration: among teacher,

\* Data-driven decision making: use of assessment data to guide instructional design and teaching strategies.

\* Infrastructure: support systems for activities, e.g., computers.

**Evaluation**

- Measures of Student Performance*
- Achievement tests
  - Teacher observations
  - Peer observations
  - Portfolios
  - Student behavior
  - Application of skills

**Instructional Design**

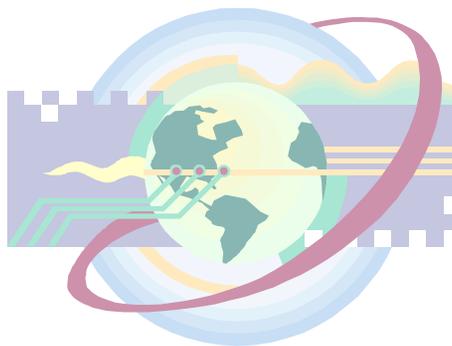
- Curriculum (based on content standards)
- Teaching strategies
- Collaboration among teacher, librarian, & technology specialist

## II. Vision and Mission:

### **Vision:**

Englewood Schools' vision commits the District to providing a personalized, active learning environment in which information and technology invigorates, expands and extends the curriculum, prepares students for their futures, and connects Englewood to the greater world community. Techniques that combine the processes of obtaining, analyzing, and using information, form information literacy. It is essential that students understand and use the elements that make up educational technology and information literacy and that these elements are learned as a part of an instructional program collaboratively developed by Library/Media specialists and para-educators, literacy specialists, technology teachers, and classroom teachers.

Educational Technology/Information Literacy becomes the norm in schools where teachers collaborate to create rich learning experiences replete with multiple resources. There is a seamlessness of learning activities among home, school, and community settings. Learning goes beyond skills and facts, and students develop thinking and problem solving skills. The world is their classroom. In this vision, Educational Technology/Information Literacy standards help students gain mastery of content areas. In this vision, technologies help students gain mastery of content areas above and beyond expected standards.



### **District Mission:**

*“The mission of the Englewood Schools is to develop to the maximum, the potential of all Englewood students to live fully contributing and satisfying lives in a rapidly changing world, and for the school district to be widely recognized as having caring, personalized high quality schools.”*

### **ET/IL Mission:**

*“The mission of the Educational Technology/Information Literacy Plan is to transform the Englewood educational system into a dynamic student-centered learning environment whose purpose is to develop academically proficient, self-directed, critical thinkers, and responsible initiators of information and creative ideas.”*

### **III. Needs Assessment:**

Annual staff needs assessments shows that the Englewood School District's technology infrastructure is in a strong position to support improved student achievement. From ongoing assessments, the five-year plan is created and modified as needed. All schools have computer labs with a computer and internet access in every classroom. Significant improvements to library collections and services have been realized. With the weeding of outdated collections, utilizing Title V Funds, the resources available to students and staff has improved. Libraries have been enhanced with the addition of three qualified library media specialists. These steps need to be supported by providing a secure budget. The plan includes research based on the most cost effective means to achieve current goals driven through the school improvement planning process. However, key to the success of any innovation is the human factor. It is crucial at this important juncture in the planning process, that particular attention be paid to building the capacity of all staff to facilitate student mastery of Educational Technology/Information Literacy outcomes. This will require a sustained focus on quality staff development programming.

Professional Development remains a key issue to creating Educational Technology/Information Literacy environments. Professional development that guides teachers on the effective integration of content and tools rather than just offering technical know-how proves particularly successful. The district must ensure that professional development remain a high priority in supporting Educational Technology/Information Literacy learning goals

An initial needs assessment was conducted in 2001-2002 as a requirement for the superintendent and building administrators involvement in the Tech Tools Institute conducted through the Fund for Colorado's Future. Principals from all nine schools in the district asked their instructional to staff complete the on-line TAGLIT Survey prior to the end of the school year (Appendix C). After analyzing the results of the self-assessment tool, it would appear that staff believed they were very proficient in the utilization of technology. Comments and concerns expressed by staff centered around the lack of adequate resources (time, training, and tools) needed for orchestrating a technology rich learning environment.

After attending the CDE sponsored ET/IL team planning meeting in the fall of 2002, an additional survey was administered. The Preliminary Needs Assessment for Educational Technology and Information Literacy confirmed what we had long since suspected – we have a great deal of work to do before validating and verifying the proficiency level of standards-based educational technology and information literacy for staff and students in our school system. As a result of our analysis of this data, we have since strengthened the district standards-based teacher evaluation rubric, developed connections to our School Improvement Plan and constructed additional surveys and rubrics for staff to monitor progress (appendix B) The following summary will provides base-line data from which we can gauge progress now and in the future:

# Preliminary Needs Assessment— Educational Technology and Information Literacy Programs

District: **Arapahoe County School District #1 - Englewood Schools**

## Part 1—Use and Incorporation of Educational Technology and Information Literacy

Use the categories and ratings that follow to derive a rough assessment of how the district uses and applies its educational technology and information literacy. Ratings correspond to the described conditions below the 1-, 3-, or 5-point values.

### Teaching and Learning

*In what ways does the district support incorporation of educational technology and information literacy in standards-based content teaching and learning?*

Av'g Rating  
for Teaching:  
  
**2**

Points	1	---	<b>2</b>	---	3	---	4	---	5
<b>Alignment with content standards</b>	- Educational technology and information literacies are minimally aligned with standards-based content-area curricula.		- Educational technology and information literacies are moderately aligned with standards-based content-area curricula.		- Educational technology and information literacies are extensively aligned with standards-based content-area curricula.				
	1	---	<b>2</b>	---	3	---	4	---	5
<b>Contextual use</b>	- Use of educational technology and information tools/skills is minimally incorporated into standards-based content-area instruction.		- Use of educational technology and information tools/skills is moderately incorporated into standards-based content-area instruction.		- Use of educational technology and information tools/skills is extensively incorporated into standards-based content-area instruction.				
	1	---	<b>2</b>	---	3	---	4	---	5
<b>Teacher-librarian collaboration</b>	- Teachers rarely collaborate with library staff in developing curricula.		- Teachers occasionally collaborate with library staff in developing curricula.		- Teachers frequently collaborate with library staff in developing curricula.				
	1	---	<b>2</b>	---	3	---	4	---	5
<b>Teacher-edtech staff collaboration</b>	- Teachers rarely collaborate with educational technology staff in developing curricula.		- Teachers occasionally collaborate with educational technology staff in developing curricula.		- Teachers frequently collaborate with educational technology staff in developing curricula.				
<b>Discussion Points:</b>									

<b><u>Complete all three sections of Part 1 before filling in this area.</u></b>		
Average for Literacy Skills Acquisition	= <b><u>2</u></b>	Overall Average Rating:  <b>1.93</b>
Average for Systemic Development	= <b><u>1.8</u></b>	
Average for Teaching & Learning	= <b><u>2</u></b>	

## Literacy Skills Acquisition

*How does the district help students develop skills in the use of technology and information tools?*

Av'g Rating  
for Literacy:

2

Points	1	---	2	---	3	---	4	---	5
<b>Tech literacy incorporation</b>	- Technology literacy skills instruction is minimally linked to content-area curricula.		- Technology literacy skills instruction is moderately linked to content-area curricula.		- Technology literacy skills instruction is moderately linked to content-area curricula.		- Technology literacy skills instruction is extensively linked to content-area curricula.		
	1	---	2	---	3	---	4	---	5
<b>Technology standards</b>	- Technology literacy skills instruction is minimally linked to standards that focus on application/use.		- Technology literacy skills instruction is moderately linked to standards that focus on application/use.		- Technology literacy skills instruction is moderately linked to standards that focus on application/use.		- Technology literacy skills instruction is extensively linked to standards that focus on application/use.		
	1	---	2	---	3	---	4	---	5
<b>Info literacy incorporation</b>	- Information literacy instruction is minimally linked to content-area curricula.		- Information literacy instruction is moderately linked to content-area curricula.		- Information literacy instruction is moderately linked to content-area curricula.		- Information literacy instruction is extensively linked to content-area curricula.		
	1	---	2	---	3	---	4	---	5
<b>Info literacy standards</b>	- Information literacy skills instruction is minimally linked to standards that promote higher order thinking.		- Information literacy skills instruction is moderately linked to standards that promote higher order thinking.		- Information literacy skills instruction is moderately linked to standards that promote higher order thinking.		- Information literacy skills instruction is extensively linked to standards that promote higher order thinking.		
	1	---	2	---	3	---	4	---	5
<b>Tech literacy instruction</b>	- Technology staff largely determine their own strategies for teaching technology literacy skills.		- Technology staff work some with other teachers to develop strategies for teaching technology literacy skills.		- Technology staff work some with other teachers to develop strategies for teaching technology literacy skills.		- Technology staff work extensively with other teachers to develop strategies for teaching technology literacy skills.		
	1	---	2	---	3	---	4	---	5
<b>Info literacy instruction</b>	- Library staff largely determine their own strategies for teaching technology literacy skills.		- Library staff work somewhat with other teachers to develop strategies for teaching technology literacy skills.		- Library staff work somewhat with other teachers to develop strategies for teaching technology literacy skills.		- Library staff work extensively with other teachers to develop strategies for teaching technology literacy skills.		
<b>Discussion Points:</b>									
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# Systemic Development of Educational Technology and Information Literacy

Av'g Rating  
for System:

1.8

*How does the district support and encourage efforts to develop effective programs for incorporating educational technology and information literacy into the district's educational program?*

Points	1	---	2	---	3	---	4	---	5
<b>Staff development resources and time</b>	- The district provides minimal resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides some resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides abundant resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.		
	1	---	2	---	3	---	4	---	5
<b>Staff development strategies</b>	- Staff development in educational technology and information literacy uses few of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).			- Staff development in educational technology and information literacy uses some of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).			- Staff development in educational technology and information literacy uses many of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).		
	1	---	2	---	3	---	4	---	5
<b>Administrative follow-up</b>	- The district provides minimal follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides moderate follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides substantial follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.		
	1	---	2	---	3	---	4	---	5
<b>School improvement planning</b>	- Technology and library staff are minimally involved in school improvement planning.			- Technology and library staff are somewhat involved in school improvement planning.			- Technology and library staff are extensively involved in school improvement planning.		
	1	---	2	---	3	---	4	---	5
<b>Evaluation plan</b>	- Minimal evaluation occurs in the district on the impact of educational technology and information literacy on learning.			- Some district staff conduct evaluations to determine the impact of educational technology and information literacy on learning.			- The district systematically evaluates the impact of educational technology and information literacy on learning.		

## Part 2—Educational Technology and Information Literacy Infrastructure

Use the categories and ratings on this page to derive a rough assessment of the district’s infrastructure capacities for educational technology and information literacy. Rate each category from 1 to 5 (1 = poor; 5 = excellent) based on the overall quality, availability, and effectiveness of each resource. You may prefer rating each school separately rather than rating the district as a whole.

Library Resources	Technology Resources
Integrated Library System (Rating: <b>5</b> ) <input type="checkbox"/> Circulation <input type="checkbox"/> Cataloging <input type="checkbox"/> Online catalog	Telecommunications access (Rating: <b>4</b> ) <input type="checkbox"/> Bandwidth of connectivity <input type="checkbox"/> Reliability <input type="checkbox"/> Variety of communications media
Print materials (Rating: <b>2.5</b> ) <input type="checkbox"/> Reference (encyclopedias, dictionaries, etc.) <input type="checkbox"/> Periodicals <input type="checkbox"/> Fiction, non-fiction <input type="checkbox"/> Book/student ratio <input type="checkbox"/> Age of collection	Labs and classroom computers (Rating: <b>2</b> ) <input type="checkbox"/> Quality of facilities <input type="checkbox"/> Access for individuals, classes <input type="checkbox"/> Processing capacity <input type="checkbox"/> Student/computer ratio
AV materials (Rating: <b>4</b> ) <input type="checkbox"/> Data projectors <input type="checkbox"/> Variety of materials, formats <input type="checkbox"/> Access and usability	Networking and wiring (Rating: <b>4</b> ) <input type="checkbox"/> LAN access for all computers <input type="checkbox"/> WAN access for all computers <input type="checkbox"/> Network access/files for all users
Online materials (Rating: <b>3.5</b> ) <input type="checkbox"/> Reference (encyclopedias, dictionaries, etc.) <input type="checkbox"/> Periodicals <input type="checkbox"/> Fiction, non-fiction <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Directories, indexes, guides	Software (Rating: <b>4</b> ) <input type="checkbox"/> Real-world applications <input type="checkbox"/> Classroom management vs. learning uses <input type="checkbox"/> Higher order thinking vs. drill-n-kill practice <input type="checkbox"/> Assistive technology <input type="checkbox"/> Assessment support and record-keeping
Facilities (Rating: <b>5</b> ) <input type="checkbox"/> Quality of facilities <input type="checkbox"/> Access for individuals, classes	Specialized equipment (Rating: <b>2.5</b> ) <input type="checkbox"/> Multimedia and video equipment <input type="checkbox"/> Assistive technology
Staffing and support (Rating: <b>4</b> ) <input type="checkbox"/> Reference desk <input type="checkbox"/> Check-out/check-in <input type="checkbox"/> User support <input type="checkbox"/> Teaching and staff support <input type="checkbox"/> Cataloging <input type="checkbox"/> Maintenance and supervision <input type="checkbox"/> Acquisition, updating, planning	Staffing and support (Rating: <b>3.5</b> ) <input type="checkbox"/> Troubleshooting <input type="checkbox"/> Network support <input type="checkbox"/> Equipment downtime assistance <input type="checkbox"/> Teaching and staff support <input type="checkbox"/> User support <input type="checkbox"/> Maintenance and supervision <input type="checkbox"/> Acquisition, replacement, upgrade, planning
Budget (Rating: <b>4</b> ) <input type="checkbox"/> Acquisition/update budget <input type="checkbox"/> Maintenance/support budget <input type="checkbox"/> Budget stability and sources	Budget (Rating: <b>3</b> ) <input type="checkbox"/> Acquisition/replacement/upgrade budget <input type="checkbox"/> Maintenance/support budget <input type="checkbox"/> Budget stability and sources
<b>Discussion Points:</b> <hr/> <hr/>	

<b>Average for Library Resources</b>	=	<b>4</b>	Overall Average Rating: <b>3.65</b>
<b>Average for Technology Resources</b>	=	<b>3.3</b>	

## IV. Goals and Measures for Implementation:

<i>What are we going to do? (Client-centered)</i>		<i>How are we going to do it? (Staff-centered)</i>	
<b>Goals – Broad statements of desired end</b>	<b>Objectives – Specific steps to fulfilling the goals “SMART”</b>	<b>Activities – Specific actions for carrying out the strategies “ACT”</b>	<b>Evaluation – Collection and analysis of data to determine whether goals and objectives attained</b>
<ul style="list-style-type: none"> <li>• Articulate the mission</li> <li>• Provide a framework for the objectives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S</b>pecific statement of intended outcome</li> <li>• <b>M</b>easurable outcome</li> <li>• <b>A</b>chievable outcome</li> <li>• <b>R</b>esults-oriented</li> <li>• <b>T</b>ime-phased</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A</b>chievable</li> <li>• <b>C</b>oncrete</li> <li>• <b>T</b>ime-phased Tasks</li> </ul>	
<i>What is the desired end result?</i>	<i>How many of who...will do how much of what...as measured by...?</i>	<i>What specific steps do we need to take in order to do what needs doing?</i>	
<p><b>Goal 1:</b> Englewood students will incorporate technology and information literacy into their learning, helping them exceed state standards and become critical thinkers and learners.</p>	<p>Student Educational Technology/Information Literacy Benchmarks and Indicators (Appendix A) will be understood and embraced by all students, parents, teachers and administrators.</p> <p>The schools’ infrastructure will continue to evolve in support of curriculum integration.</p> <p>Students will use Educational Technology/Information Literacy skills as tools for organization, communication, research and problem solving.</p> <p>All Learners will be able to define their task and critically select resources to accomplish their instructional goals.</p>	<p>The Student Educational Technology/Information Literacy Benchmarks and indicators will be infused in core academic curriculum documents and referenced in unit plans by teachers.</p> <p>The District will collaborate with community business and industry to maximize technology use.</p>	<p>Annual reviews of school and district technology will be made.</p> <p>CSAP, MAP and ACT results, along with constituent survey statistics will be used to help guide curriculum and technology.</p> <p>Curriculum documents will clearly identify grade level Educational Technology/Information Literacy Benchmarks.</p>

## Chart of Goals, Objectives, Activities and Assessments

<i>What are we going to do? (Client-centered)</i>		<i>How are we going to do it? (Staff-centered)</i>	
<b>Goals – Broad statements of desired end</b>	<b>Objectives – Specific steps to fulfilling the goals</b> “SMART”	<b>Activities – Specific actions for carrying out the strategies</b> “ACT”	<b>Evaluation – Collection and analysis of data to determine whether goals and objectives attained</b>
<ul style="list-style-type: none"> <li>• Articulate the mission</li> <li>• Provide a framework for the objectives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S</b>pecific statement of intended outcome</li> <li>• <b>M</b>easurable outcome</li> <li>• <b>A</b>chievable outcome</li> <li>• <b>R</b>esults-oriented</li> <li>• <b>T</b>ime-phased</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A</b>chievable</li> <li>• <b>C</b>oncrete</li> <li>• <b>T</b>asks</li> </ul>	
<i>What is the desired end result?</i>	<i>How many of who...will do how much of what...as measured by...?</i>	<i>What specific steps do we need to take in order to do what needs doing?</i>	
<p><b>Goal 2:</b> Englewood educators will incorporate educational technology and information literacy to improve student achievement through standards-based instruction and assessment..</p>	<p>All teachers will reach a minimum technology literacy level and design a self-education plan to continually improve the educational experience that their students encounter.</p> <p>Create an infrastructure that is responsive to its constituents, yet affordable by the district.</p> <p>Teachers will receive training opportunities to discover how they can integrate technology into their classrooms, and funds will support their efforts.</p> <p>School library catalogs will be Internet-based and made accessible for all classrooms in the District</p>	<p>Teach the simple computer care techniques to the end user and provide reference ‘troubleshooting’ manuals for daily use.</p> <p>Identify building contacts to establish a first-line of resolution.</p> <p>Create an online database to report and warehouse trouble tickets.</p> <p>Establish priority service levels allowing immediate response for emergencies.</p> <p>The District will participate in the bimonthly Technology Leadership Forum to learn and share technology experiences.</p> <p>The District will continue the development of integrated units through the Tech Links Grant.</p> <p>Teachers will participate in a collaborative lesson design to develop a minimum of one project incorporating content, literacy and technology standards.</p>	<p>Analyze report response time and include service questions in annual survey.</p>

## Chart of Goals, Objectives, Activities and Assessments

<i>What are we going to do? (Client-centered)</i>		<i>How are we going to do it? (Staff-centered)</i>	
<p><b>Goals – Broad statements of desired end</b></p> <ul style="list-style-type: none"> <li>• Articulate the mission</li> <li>• Provide a framework for the objectives</li> </ul>	<p><b>Objectives – Specific steps to fulfilling the goals</b></p> <p>“SMART”</p> <ul style="list-style-type: none"> <li>• <b>S</b>pecific statement of intended outcome</li> <li>• <b>M</b>easurable outcome</li> <li>• <b>A</b>chievable outcome</li> <li>• <b>R</b>esults-oriented</li> <li>• <b>T</b>ime-phased</li> </ul>	<p><b>Activities – Specific actions for carrying out the strategies</b></p> <p>“ACT”</p> <ul style="list-style-type: none"> <li>• <b>A</b>chievable</li> <li>• <b>C</b>oncrete</li> <li>• <b>T</b>ime-phased Tasks</li> </ul>	<p><b>Evaluation – Collection and analysis of data to determine whether goals and objectives attained</b></p>
<p><i>What is the desired end result?</i></p>	<p><i>How many of who...will do how much of what...as measured by...?</i></p>	<p><i>What specific steps do we need to take in order to do what needs doing?</i></p>	
<p><b>Goal 3:</b> Human Resources – Englewood education leaders will provide ongoing staff development and other educational opportunities in order to promote systemic implementation of technology throughout the district. District policies will be developed to promote and enhance the integration of information literacy and educational technology.</p>	<p>All teachers and administrators will reach a minimum technology literacy level and design a self-education plan to continually improve the educational experience that their students encounter.</p> <p>Teachers and Administrators will know and practice basic operations, terminology, and a research process.</p> <p>Teachers and administrators will know how to evaluate and use computer assisted instructional programs</p>	<p>Technology training will be made available to all appropriate staff personnel and tailored to meet their individual learning preferences.</p> <p>New teachers receive a comprehensive educational plan to be completed by themselves and their mentors.</p> <p>District technology standards for teachers will be included in the new evaluation instrument and opportunities will be made available to achieve the standards.</p> <p>Opportunities will be made available to participate in a continuous improvement model.</p> <p>Outreach with training opportunities will include local private schools, businesses, and adult education.</p> <p>Training efforts will be aligned with other grant programs (i.e.: “Read to Achieve”, Consolidated Title Programs and the Perkins Local Plan).</p>	<p>Self-assessments will be conducted annually.</p> <p>A needs assessment of outreach services will be conducted.</p> <p>Alignment with other grant programs will be assessed quarterly.</p>

## Chart of Goals, Objectives, Strategies and Activities

<i>What are we going to do? (Client-centered)</i>		<i>How are we going to do it? (Staff-centered)</i>		
<b>Goals – Broad statements of desired end</b>	<b>Objectives – Specific steps to fulfilling the goals “SMART”</b>	<b>Strategies – General methods for achieving the objectives</b>	<b>Activities – Specific actions for carrying out the strategies “ACT”</b>	<b>Evaluation – Collection and analysis of data to determine whether goals and objectives attained</b>
<ul style="list-style-type: none"> <li>• Articulate the mission</li> <li>• Provide a framework for the objectives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S</b>pecific statement of intended outcome</li> <li>• <b>M</b>easurable outcome</li> <li>• <b>A</b>chievable outcome</li> <li>• <b>R</b>esults-oriented</li> <li>• <b>T</b>ime-phased</li> </ul>	<ul style="list-style-type: none"> <li>• Achievable</li> <li>• Time-phased</li> <li>• Meta-view of what’s needed to get things done</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A</b>chievable</li> <li>• <b>C</b>oncrete</li> <li>• <b>T</b>asks</li> </ul>	
<i>What is the desired end result?</i>	<i>How many of who...will do how much of what...as measured by...?</i>	<i>What in general do we need to do in order to achieve the desired result?</i>	<i>What specific steps do we need to take in order to do what needs doing?</i>	
<p><b>Goal 4:</b> Tech Resources – Englewood educators and students will have access to technology, information resources and digital communities to maximize learning opportunities. Technology funding will be adequate, equitable and stable.</p>	<p>Each teacher will have access to hardware and software necessary to promote student achievement by 2005.</p> <p>Each school will achieve a 5:1 computer to student ratio by 2005, and each computer will be Internet-accessible and multi-media capable.</p> <p>Each teacher will have desktop access to appropriate student, class, school and district student achievement statistics</p> <p>The ET/IL Plan will reach out for three years. The first year will contain detailed planning and become less specific through the five years. The plan will be reviewed and updated each year, creating detailed planning for the next year.</p>	<p>School improvement plans drive technology requests. Tech requests are prioritized and funded by:</p> <ul style="list-style-type: none"> <li>• Annual interest from a Technology Bond.</li> <li>• Cap Reserve commitment from the Board of Education.</li> </ul> <p>Data collection systems in place and evolving with changing educational needs.</p> <p>Identify a funding process to provide adequate and equitable technology in each school.</p> <p>Create a plan to refresh technology at reasonable intervals.</p>	<p>Each school will prepare an annual School Improvement Plan that lists technology requirements to meet student achievement commitments.</p> <p>The list will be prioritized equity and student achievement and funded with available funds.</p> <p>Data collection systems are evaluated annually and plans made to update or expand as needed.</p> <p>New classroom technology will be investigated, with careful consideration given to reduced expenses and increased student achievement.</p> <p>Online library resources will be investigated and integrated where appropriate.</p>	<p>A technology assessment will be conducted at the district and school levels. The results will be distributed and included in the next update of the ETIL Plan.</p> <p>National, state and local economic and educational trends will help guide decision-making.</p> <p>Infrastructure will be reviewed each year to insure that it will handle the next year’s perceived bandwidth requirements.</p>

## V. Roles and Responsibilities:

Roles	Responsibilities	Timeline	Resources	
			Expected	Provided
<b>Board of Education</b>	Uphold Policy/Procedure	Ongoing	TBD	Overview of ET/IL Plan
<b>Central Office Administrators</b>	Allocate Resources Monitor Progress	Annual budget review and development process	TBD	Overview of ET/IL Plan
<b>District Advisory Council</b>	Monitor Progress Recommend Accreditation	Annual fall School Improvement Plan review	TBD	Overview of ET/IL Plan
<b>School Improvement Planning Teams</b>	Ensure integration of ET/IL Goals in planning	On or before October 15 <sup>th</sup>	TBD	SIP Training
<b>Principals</b>	Ensure teacher collaboration and evaluation based upon standards Model ET/IL administrator proficiency	Ongoing	TBD	Overview of ET/IL Plan SIP Training
<b>Coordinators/Specialists</b>	Collaborate with teachers Provide ongoing job-embedded coaching and professional development	Ongoing	TBD	Overview of ET/IL Plan SIP Training
<b>Teachers</b>	Collaborate to ensure student proficiency Incorporate ET/IL goals and expectations in professional growth plan Demonstrate ET/IL teacher proficiency	Ongoing	TBD	Overview of SIP and ET/IL Professional Development
<b>Library and Technology Paraprofessionals</b>	Collaborate with specialists and teachers Provide Technical Support Attend Paraprofessional Training	August through May	TBD	Professional Development
<b>Parent/Community Members</b>	Attend information meetings Ensure Student Responsibility and Engagement in Learning Opportunities	Ongoing	TBD	Overview of Student Expectations
<b>Colorado Department of Education</b>	Provide feedback, support and recommendations for improvement	Ongoing	Continuous Improvement	Ongoing communication
<b>Educational Partners: CU/UCD/DU Metro State ACC FRBOCES CoPER</b>	<b>TBD</b>	<b>TBD</b>		



## **VI. Collaboration and Empowerment**

In the collaboration process of planning and teaching, the teachers, technology integration specialists and librarian work with each other to define:

- Goals and objectives they expect their students to achieve
- Content, information literacy, and educational technology standards
- Planning design includes:
  - Student Outcomes
  - Assessment (s)
  - Level's of thinking (e.g. Bloom's Taxonomy)
  - Instructional Strategies
  - Instructional Activities
  - Resources – (Informational, Technological, Other)

The teachers, technology integration specialist, and Library/Media Specialist must seek out opportunities to initiate collaborative efforts to design and construct lessons. They must:

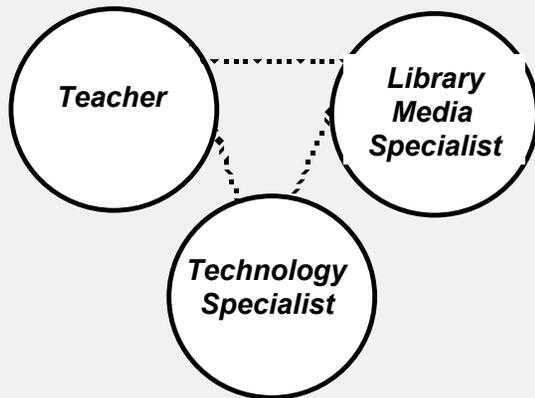
- Be knowledgeable of the school's curriculum
- Be aware of the teaching units/lessons to be taught
- Be creative and innovative with resources as they align with outcomes and learner expectations
- Schedule time to meet and plan lessons collaboratively
- Extend services (library and tech labs) and support to students and teachers

Administrative support is key to the effectiveness of collaborative program planning and teaching. Administrator must:

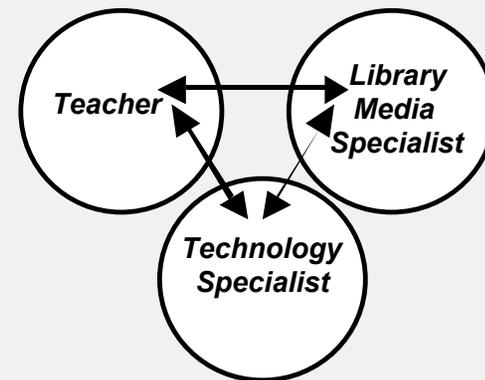
- Clearly connect goals through school improvement planning
- Communicate staff expectations for meeting goals and the importance of collaboration in each school
- Plan and provide professional development resources that support collaboration
- Recognize and model quality teaching and collaborative practices
- Share excellent collaborative exemplars that prove successful

# Continuum of Integrated Planning

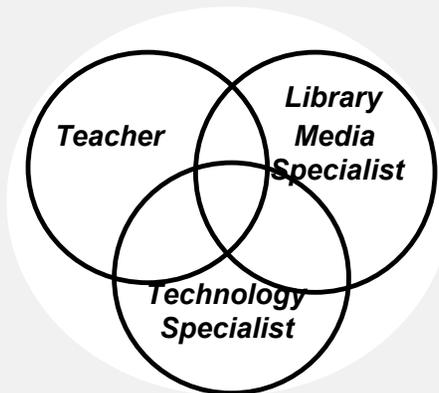
## Cooperation



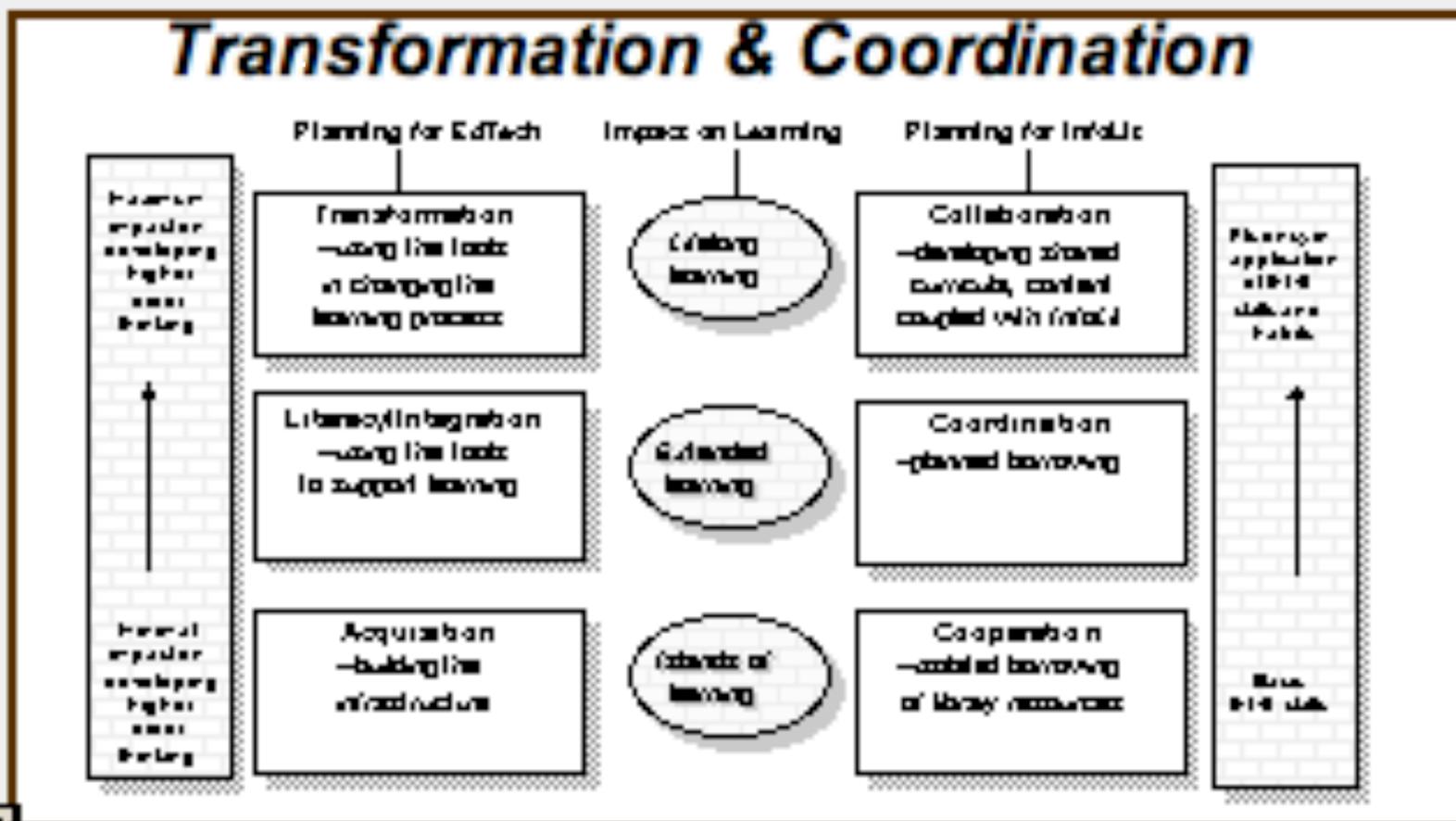
## Coordination



## Collaboration



# What Does It Look Like?



## **VII. Meaningful Access**

An integrated approach to learning is essential if we are dedicated to inspiring students to be lifelong learners and to preparing them for life and work. The first step in the process must be to define what students should know and be able to do in the area of Educational Technology/Information Literacy. Grade level expectations were developed based on National and State Standards in core content (Appendix A). The next step entails clearly defining teacher proficiencies defining specific skills that teachers must possess. Once these outcomes are accepted and endorsed, plans for full implementation will be initiated. In order to achieve the intended outcomes, staff must make an ongoing commitment to learning. By participating in customized learning opportunities, staff will be supported through five distinct stages of teacher technology adoption.

Stage 1: Entry

Students learn to use technology

Stage 2: Adoption

Teachers use technology to support traditional instruction

Stage 3: Adaptation

Technology is used to enrich curriculum

Stage 4: Appropriation

Technology is integrated, used for its unique capabilities

Stage 5: Invention

Discover new uses for technology

Tailoring the utilization of technology to levels of receptivity can help all of our schools ensure that technology is not merely considered inevitable, but is recognized as a valuable tool for creativity, collaboration, and innovation in teaching and learning. Research in teaching and learning with educational technology and information literacy provides conclusive evidence that student performance is improved in Educational Technology/Information Literacy environments. However, Englewood Schools has placed so much focus on hardware, connectivity and rudimentary technology skills that our schools and students have not yet begun to realize the full potential of Educational Technology/Information Literacy. We have also tended to discuss these components separately, when they must be seamlessly integrated to be most effective. Therefore, we must redouble our efforts to integrate content into the curriculum in order to ensure that we apply these powerful tools in the creative ways that enhance learning.

We also recognize that our efforts to promote Educational Technology/Information Literacy exist in an educational climate in which school systems and teachers are focusing on achievement in CSAP measured content areas. The pressure of higher test scores in reading, writing, math, and science complicates the ability to implement Educational Technology/Information Literacy standards. However, Educational Technology/Information Literacy is critical if we are committed to preparing students with the necessary technology and critical thinking skills. It is essential that we extend accountability to the Educational Technology/Information Literacy environment and link digital content and learning processes to student performance standards.

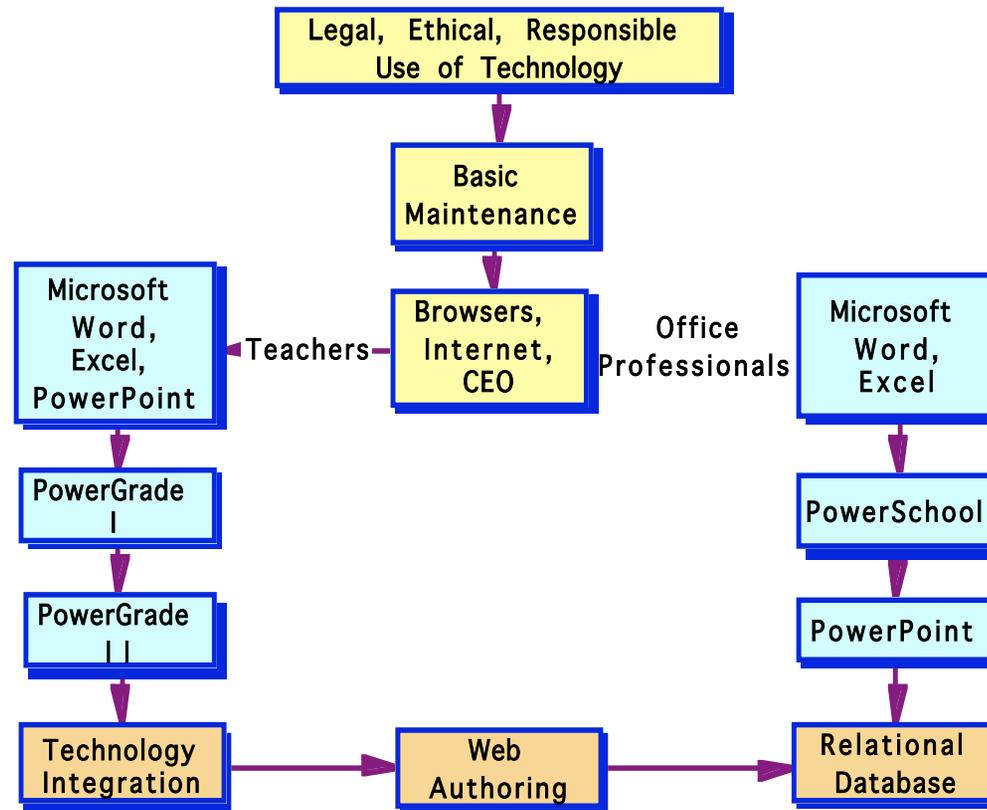
## **VIII. Professional Development and Training**

Due to the unprecedented presence and prevalence of technology in society, it is no longer sufficient, or perhaps even appropriate, to talk about “technology training” as a goal in education. Educators need much more than intermittent sessions on how to operate computer equipment and software. Teachers, like all professionals, need and deserve ongoing exposure to technology so it becomes a seamless component of instruction that leads to real results for students. The unique ability of technology to enhance the professional performance of teachers and thereby the performance of students makes it imperative that teachers learn to “teach with technology, not just about technology”. By combining the best of traditional learning with the unprecedented information and resources made available through technology, teachers can better prepare their students to succeed.

In order to accomplish the goal of training all teachers to effectively infuse technology across the curriculum, this proposal has examined data regarding the overall profile of technology usage in each middle school (Appendix C) as well as teachers’ self-assessment of technology skill attainment (Appendix D and E). While professional development continues to be Englewood Schools’ greatest challenge, future plans call for specific job-embedded training on district standards and technology infusion into the classroom supported by district general funds. Modules are currently being developed to offer teachers the following district delivered courses:

- Level I courses:        Legal, Ethical & Responsible use of technology  
                              Basic Use, Maintenance and Care for the MAC or PC  
                              Web Browsers I (Internet, CEO)
- Level II courses:        Power School/PowerGrade I, II, III  
                              Microsoft Office Suite (Word, Excel, PowerPoint)  
                              Web Browsers II - Internet in the classroom (courses for specific content areas)
- Level III courses:      Curriculum Integration/Infusion
- Teacher Tools / Technology Integration and Intel’s ‘Teach to the Future’ Program
  - Multimedia Software/Hardware
  - Digital Portfolios
  - Inspiration, Kidspiration

# Technology Group Classes



**Yellow, Basic • Green, Intermediate • Brown, Advanced**

### **Leadership Focus:**

Leadership is the focal point for addressing how the Englewood Schools leaders will guide the school system in setting a new direction for creating and sustaining Educational Technology/Information Literacy environments. Leaders at all levels, from the classroom level to the central office, must create an empowered system that engages all stakeholders based upon clear values and high performance expectations. The leaders play a crucial role in the development of a student-focused, learning-oriented climate. It is essential that the leadership set and communicate a clear and visible direction with high expectations. The leaders must also show evidence of a visible commitment to continual improvement based upon quality principles and practices.

### **Instructional Focus:**

A school's success in improving performance depends upon the knowledge, capabilities, skills and motivation of its staff. Staff success depends upon having meaningful opportunities to develop and practice new knowledge and skills. Englewood Schools need to invest in the development of staff through ongoing education, training and opportunities for continuing growth. Accomplishing the task of improving teacher's proficiencies with technology will require a variety of approaches to professional development. Just as students do not all learn in the same way, all teachers do not acquire their teaching and their technology skills in the same way. The goal of this proposal is to recognize teachers as learners and approach professional development from that perspective. Only after teachers have gained enough knowledge and skill about educational technology will they be able to effectively use it with their students. By designing professional development that is individualized to meet the needs of each teacher, the chances of those teachers using technology more effectively with their own students increases.

### **Flexible Training Opportunities:**

#### Basic Training, 4-8 hours

Formally scheduled district level courses in a district-supported piece of software, probably productivity software. Can be basic or more advanced, but may or may not relate directly to the curriculum. Whenever possible, classroom, parent communication, or teacher productivity uses should be modeled, however.

Example: A class in Microsoft Word for teachers. They learn how to use tabs, fonts, basic formatting, inserting graphics, creating newsletters for parents. Teachers take two hours after school, go off and practice for a week or two, then return to get more instruction, ask questions, share what they produced, and then learn more techniques.

#### After school workshops for credit. Single subject:

Grade level implementation (e.g., 3rd grade software integration). Software implementation (e.g., Learn how to use Inspiration ®)  
Software that teaches a strategy /technique (e.g., Learn how to use a science kit, but learn how to integrate a CD ROM on insects)

Advertised as implementing technology in grade 3, or implementing technology in language arts or social studies, or math, or advertised as Science Kit training with a technology component,

Software-centered, 4-6 hours, receive software

Advertised as “Learn the software and take it back to school with you”, this training consists of 2 hours of introduction to the software, 2 to 4 weeks back in the classroom, another 2 hours of training, sharing, recounting experiences in the classroom, The culminating activity is to write a unit of study and share samples of teacher or student products produced with that software title.

Curriculum-Centered, 2 day,

Advertised as “How to incorporate Technology in” 4th grade social studies, 7th grade math, etc. this training consists of one released day of training, two to four weeks back in the classroom, and another day of training, sharing, recounting experiences in the classroom, The culminating activity is to write a unit of study and share samples of teacher or student-produced products.

Technology Pilots

Advertised as an opportunity to try out something new and innovative to see if this software or project should be pursued more generally in the district.

Participants become trainers

Participants evaluate the worthiness, of the endeavor

Example: Learn how to create web pages, publish Multimedia on the web, learn how to produce QuickTime VR projects, etc.

Independent Projects

Advertised as an opportunity to create lessons that will be shared throughout the district. Requirements include fitting the lessons into the district standards and the core curriculum, as well as teaching technology scope & sequence skills.

Projects can include writing lesson plans and creating exemplars of student products for several subjects within a grade level, or for one subject matter throughout the entire year.

One-on-one Mentoring

Teachers need ongoing support when they are trying to implement the integration of technology in their classrooms. A strong mentoring program can make the difference between effective implementation and total frustration. Mentoring coaches are members of the school community who have achieved a higher level of technology infusion expertise and serve as models or guides for novice users. Peer partnerships (as evidenced by the highly successful Tech Links Project) involve two or more teachers with similar technology integration experience who want to work together as they learn how to implement technology into their curriculum.

### Small Group Classes

Small group classes are similar to traditional professional sessions where designated skills and materials are taught to several people at one time. However, the offerings will be designed to meet specific needs of the teachers within each middle school, based upon the information from the Technology Skills Self Assessment Instrument. (Appendix D) Not all teachers will be expected to attend all professional development sessions. They would attend only those sessions that will meet their specific needs.

### Study Groups

Groups of teachers may investigate an area of interest, working together to build skills. Required to demonstrate their learning with a product.

### Self Taught

Teachers who are independent learners can take on-line courses, or read books to learn software. Will create a product to demonstrate their learning and share with someone else

## **Principles of Effective Professional Development Programs**

- Focuses on teachers as central to student learning, yet includes all other members of the school community
- Focuses on individual, collegial, and organizational improvement, achievement and accountability
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community;
- Reflects best available research and practice in teaching, learning, and leadership
- Promotes continuous improvement and inquiry
- Is planned collaboratively by those who will participate in and facilitate that development and recognizes a variety of teaching/learning styles
- Based on a long-term plan.
- Is evaluated on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent professional development efforts.
- Is consciously connection to the curriculum
- Requires substantial time to practice and reflect;
- Provides ongoing follow up and support
- Driven by a well-defined image of effective classroom learning and teaching.
- Provide opportunities to build knowledge and skills.
- Builds a collaborative learning community.
- Support educators in leadership roles.
- Provide links to other education parts.

# **Educational Technology/Information Literacy**

## **Educator Staff Development**

**Course: Collaboration and Leadership Through Educational Technology/Information Literacy**

**Session 1** – Introduce district ETIL plan and explain accountability.

**Session 2** - CSAP/Instruction Alignment and ETIL

**Session 3** - Collaboration/what it looks like, how it works

1. demonstration
1. visitation to model programs
1. process

**Session 4** - Curriculum Integration & Tools (Each level; elementary, middle, and high school, will develop their own in-service based on teacher needs, departmental division, instructional schedule and school culture.

## **INTEL® TEACH TO THE FUTURE**

### **Curriculum Objectives**

#### **Module 1**

##### **TEACHERS WILL:**

- Discuss the goals of the Intel Teach to the Future Program and participant expectations
- View sample unit portfolios that integrate technology effectively and align with state and national standards
- Create a developmentally appropriate unit plan that applies technology-enhanced instructional strategies to support the diverse needs of learners and that addresses student academic and technology standards

#### **Module 2**

##### **TEACHERS WILL:**

- Discuss how copyright and fair use guidelines apply to and affect the publishing of student and teacher technology projects
- Use search engines and directories to perform an effective Web search and locate resources for their unit portfolio
- Create a works cited page documenting Internet resources used in the development of their unit portfolio
- Explore Microsoft\* Encarta\* Encyclopedia and locate resources for their unit portfolio
- Evaluate Web resources for accuracy and suitability

### **Module 3**

#### **TEACHERS WILL:**

- Plan strategies to provide students with Internet access when classroom connectivity is limited
- Create a student sample multimedia presentation for their unit that addresses student academic and technology standards
- Conduct an evaluation to determine if the multimedia project they developed ensures students' appropriate use of technology resources for learning, communication, and productivity
- Create a multimedia evaluation tool for assessing student learning of subject matter

### **Module 4**

#### **TEACHERS WILL:**

- Discuss ways to ensure students will focus on learning objectives when using multimedia
- Create a student publication for their unit that addresses student academic and technology standards
- Conduct an evaluation to determine if the publication they developed ensures students' appropriate use of technology resources for learning, communication, and productivity
- Create a publication evaluation tool for assessing student learning of subject matter

### **Module 5**

#### **TEACHERS WILL:**

- Plan strategies to manage and store computer files so that student may access them from locations outside of the classroom
- Create documents and templates that serve as scaffolds for students to ensure unit objectives are met

### **Module 6**

#### **TEACHERS WILL:**

- Discuss ways students can use technology to communicate and collaborate with peers, mentors, and their community
- Create a student sample Web site for their unit that addresses student academic and technology standards
- Conduct an evaluation to determine if the Web site they developed ensures students' appropriate use of technology resources for learning, communication, and productivity
- Create a Web site evaluation tool for assessing student learning of subject matter

## **Module 7**

### **TEACHERS WILL:**

- Discuss ways to promote the safe use of technology resources when students are using the Internet for research and communication projects
- Create a multimedia presentation, Web site or publication to support their unit

## **Module 8**

### **TEACHERS WILL:**

- Discuss ways to facilitate equitable access to technology resources for all students
- Locate information on grants, academic pricing, and freeware offered to educators

## **Module 9**

### **TEACHERS WILL:**

- Plan strategies to manage students when using technology in the classroom and computer lab
- Assess unit plans of class participants and provide feedback as to whether their peer's unit is developmentally appropriate and applies technology-enhanced instructional strategies to support a diversity of learners and address student academic and technology standards

## **Module 10**

### **TEACHERS WILL:**

- Locate technology resources available for ongoing professional development
- Develop a timeline and plan for implementation of their unit
- Create documents to help manage student learning in a technology-enhanced environment and to assist in implementation of their unit

## **Educational Technology Paraprofessional Training Strand**

### **Computer Basics**

Parts of the computer, technology vocabulary, basic operation skills, file management

### **Classroom Computer Setup**

How to set up a classroom computer, get it on the network, and load network software and server aliases

### **Class management**

Techniques for motivating and controlling student behavior

### **Scheduling of classes**

Create and maintain schedule for classes in the lab accounting for different schedules for MAP testing and keyboarding

### **Maintenance**

Perform ongoing maintenance and virus checks

### **Trouble-shooting**

Learn how to fix common technology problems

### **Network Basics**

Learn both wireless and wired network basics and troubleshooting tips

### **Server setup and management**

Create and manage student and teacher accounts on the server

Manage network applications on the server

### **Technology Curriculum**

Become familiar with technology curriculum and tracking/assessment of student skills

### **Software Programs by grade and subject**

Learn various software programs to offer instruction and support to teachers and students

### **NWEA Measurement of Academic Progress Proctor**

Procedures for proctoring the MAP assessment

### **Web development**

Learn how to update school web site

### **Project ideas for technology integration**

Explore resource manual for project ideas for all subject areas

### **Keyboarding**

Correct reaches and posture for keyboarding

### **Peripherals**

Learn how to operate digital cameras and scanners

## **Information Literacy Paraprofessional Training Strand**

### **1. Juggling Monkeys and Elephants (3 hours)**

- Managing change
- Policies
- Procedures

### **1. Big Brother (3 hours)**

- Introduction to library management systems
  - Library Pro
  - Electronic databases
  - Internet

**3. If it's Tuesday it must be Kindergarten (1 \_ hours)**

- Flexible scheduling options
- Management

**4. Building Blocks (3 hours)**

- Big 6 research model
- Graphic organizers

**4. Where do we go from here? (2 hours)**

- Scope and sequence
- Library skills
- Lesson plans

**4. Mardi Gras (3 hours)**

- Stress management
- Celebrations

**4. Weaving a Plan (1 \_ hours)**

- Collaboration process
- Forms

**4. Who's this Marc guy anyway? (3 hours)**

- Cataloging
- Marc records
- Importing and exporting files

**9. Bake and Shake (1 hours)**

- Processing books and materials
- Procedures

## IX. Budget:

### Costs:

It is anticipated that the cost of fully implementing this proposal falls into two major categories – equipment and staff development. The total costs of purchasing necessary hardware, software, instructional materials, and professional development can be accommodated under the District’s 1999 Technology Bond Funds, using Consolidated Title Funds (Title II, Title IID, Title VI), and through Mill Levy resources.

### Funding Sources:

The Board of Education approved \$200,000 annually, for technology expenses. Most of the amount is currently tied up in technology leases that were necessary to begin modernizing the District’s technology. Computer labs, libraries and administration technology will be refreshed as these leases expire, along with upgrades of local and wide-area-networks.

Annual Interest Tech Bond					
Location	Classroom Teachers	Additional Classroom	Other Teachers	Printers	Office
sub total					252
\$ each					1,070
TOTAL					269,640
div 5-yrs					<b>53,928</b>

The first Bond interest was released in December 2000. The accumulated amount was \$242,000. This was budgeted in 2000 to automate middle school media centers, refresh desktop computers for teachers, and complete small technology projects as requested from the technology survey. A small amount was reserved for infrastructure upgrades. It is anticipated that at least \$250,000 will become available annually. This amount will be directed to classrooms for technology integration and refresh and for local administration.

Current technology status is listed below.

- Hardware.

Englewood Schools’ is a multi-platform district. The infrastructure is designed to accept any platform that the District chooses to support. This gives more choices to teachers for integrating technology into their curriculum. By January 2001, almost all of the district’s teachers will have desktop computers no more than two years old. The rest will have acceptable computers that can run all

district standard software, and those teachers will have new computers by January 2002. Also in January 2002, more classrooms will have multiple computers based on schools' plans to integrate technology into curriculum.

- Software.

Following is a list of the District's current software standards. The District currently has Microsoft Office licenses for all teachers, administrators, school libraries and secondary computer labs. A few licenses are available for primary school labs, and more will be purchased as needed. Other software standards include: Internet Explorer and Netscape browsers, Inspiration for flow-charting, Access and FileMaker Pro relational databases, Macromedia Dreamweaver for web page construction, and PageMaker for desktop publishing. As with hardware, other software is supported when it best serves individual and classroom needs.

- Telecommunications.

CEO, Colorado Education Online, is the District's e-mail service provider. It is reasonably stable and feature laden. Although there is an annual member cost, it is currently more economical for the District to outsource mail services than to provide its own.

Other sources of funding, particularly with regard to professional development are available through grants that the district is pursuing or has been awarded. Training for science teachers through the Goals 2000 Tech Links Grant has invigorated and enhanced the science programs at both middle schools and the high school. Model instructional units have been developed that engage the learner in problem solving through the scientific method using probes and computer applications. This grant will continue through the end of the 2002 school year. A new program that the district is involved with is Intel's Teach to the Future Program. With funds received through Intel Corporation and the Bill Gates Foundation, master teachers are trained with the expectation that they in turn train a cohort group of 20 teachers each year. Using a collaborative learning model, these teachers learn how to effectively integrate technology within content areas and create classroom Educational Technology/Information Literacy environments.

## **X. Policies and Procedures:**

### **6600 Instructional Extensions and Resources**

#### **6630 INSTRUCTIONAL EQUIPMENT, MATERIALS AND MEDIA**

#### **6634 Electronic Media**

- A. Electronic Media shown during scheduled school classes must have a clear educational value, support adopted subject area standards or outcomes, and be in accord with community standards of acceptability for school use.
- B. Occasionally, staff may use a Electronic Media as a reward for student work accomplishment or for meeting behavioral expectations/goals. Electronic Media for this purpose shall be in accord with community standards of acceptability for school use. Class time may be used with the Principal's prior approval.
- C. Copyright laws must be strictly observed. Electronic Media which are illegally copied shall not be shown to students. (See Policy 6631)
- D. Electronic Media with an "X" rating shall not be shown.
- E. Showing of an R rated or non-rated movie may occur at the high schools when the movie meets the criteria in Paragraph A. of this policy and when the following conditions have been met:
  - 1. The Principal approves the use of the Electronic Media based upon a clear understanding of the content and of the educational value of the Electronic Media, as well as its accordance with community standards of acceptability for school use. The approval must be in writing and a copy sent to the Executive Director of Instruction.
  - 2. Parents have been notified of the content of the media including notification about controversial or "adult" language, violence, or nudity, and have given written permission for their daughter/son to view the film or video. One parent or guardian's signature is sufficient. Students 18 years of age or older do not need to obtain permission.
  - 3. Students who do not have permission are provided a purposeful, educationally sound alternative experience during the time the film or video is being shown.
- F. PG-13 or PG movies may be shown at the high school level if the criteria listed in paragraph A. of this policy have been met.
- G. Electronic Media with a PG rating may only be shown at elementary or middle schools when the movie meets the criteria in paragraph A. of this policy, and when the following conditions have been met:
  - 1. The Principal approves the use of the Electronic Media based upon a clear understanding of the content and of the educational value of the Electronic Media, as well as its accordance with community standards of acceptability for school use. The approval must be in writing and a copy sent to the Executive Director of Instruction.
  - 2. Parents have been notified of the content of the media and have given written permission for their daughter/son to view the film or video. One parent or guardian's signature is sufficient.
  - 3. Students who do not have permission are provided a purposeful, educationally sound alternative experience during the time the Electronic Media is being shown.

**6600 INSTRUCTIONAL EXTENSIONS AND RESOURCES**

**6630 INSTRUCTIONAL EQUIPMENT, MATERIALS AND MEDIA**

**6635 Networking and the Internet**

- A. The Board is committed to connecting teachers, administrators, and support staff with each other and with resources around the world for improved collaboration and fast access to current information.
- B. In pursuit of these commitments, the Board has directed the superintendent to create and maintain a computer network as resources permit, which interconnects all district facilities. Furthermore, the district shall provide access to computers connected to this network, and that access is subject to terms and conditions detailed in a separate document\*. Network and Internet use are privileges the Board wants to offer staff and students, but these privileges are subject to certain standards of use.
- C. Each prospective user of the network and the Internet must complete and submit an application for access. Applications submitted by qualified users will be processed when facilities permit. An approved application will serve as a contract for individual use of the district's Internet connection, and it will signify the user's acceptance of any terms and conditions published now or later by the Englewood Board of Education. The Board reserves the right to withhold or withdraw Internet privileges and/or network access from any user or prospective user due to access or use of services which do not comply with the current terms and conditions for such access or utilization.
- D. The network will be managed by the Director of Technology.

\*The accompanying documents are "Approved Practices for Use of the Internet", "Rules of Use for Access to the Internet and the Powerschool/Power Grade Site" and "Approved Practices for Use of the Internet and E-Mail"

**See also**

Englewood Schools Policy 3701 - Business and Non-Instructional Services - Networking and the Internet

**ENGLEWOOD SCHOOLS**  
**"APPROVED PRACTICES FOR USE OF THE INTERNET"**  
**Terms and Conditions**

For the purpose of this document the Englewood Schools are hereinafter referred to as "the District." The District is committed to connecting teachers, administrators and parents with each other and with resources around the world for improved collaboration and fast access to current information for the parent/guardian to view about their specific child.

Guidelines and "approved practices" pertain to the current forms of Internet access. Thus, these rules of access are designed for parent/guardian seeking to utilize the Internet to obtain academic/attendance data about their child and only their child.

**RULES OF USE FOR ACCESS TO THE INTERNET  
AND THE POWERSCHOOL/POWER GRADE SITE**

1. The sole purpose for this Internet connection is to provide academic/attendance data for only their child.
2. The parent/guardian will be given a password and PIN specific for their child. It is the sole responsibility of the parent/guardian to protect the security of this password and PIN. The district will accept no responsibility in the event this password/PIN is shared, given, stolen or any other way becomes possession of a person other than the parent/guardian.
3. Only the parent/guardian will be given the access information. The District will not give this information via phone or fax. The parent/guardian will be handed this information and sign this agreement for it.
4. Internet access and any District Internet connection may not be used to access, download, store and/or distribute any material which is defamatory, abusive, known to be untrue, obscene, profane, threatening or sexually explicit.
5. Access may not be used in any fashion which would result in violation of District policy, city, county, state, or federal law. Each user is responsible for knowing and abiding by his/her obligations and restraints within the law and District policy. This includes any and all District Board of Education policies and attachments, including specifically Policy 6635.
6. Users must realize that e-mail and other communications via the Internet are not guaranteed to be private.
7. Users shall not attempt to use a password, e-mail name, or Internet address which has been assigned for the use of another individual.
8. These rules may be modified by the District at any time without prior notice.
9. Should misuse of an Englewood/PowerSchool/PowerGrade access to the Internet include an action or actions which are punishable under city, state, or federal law, denial of use and Internet access will constitute only the first step of action against a user. Law enforcement officials will be notified if appropriate.

This application must be signed and dated by the person receiving the access information data. By signing this agreement you acknowledge that you have received and read the terms and conditions for access.

STUDENT'S NAME (Please print) \_\_\_\_\_  
PARENT/GUARDIAN NAME (Please print) \_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE \_\_\_\_\_  
DATE: \_\_\_\_\_

# Attachment to Policy 6635

Internet Access for Staff and Students

## ENGLEWOOD SCHOOLS "APPROVED PRACTICES FOR USE OF THE INTERNET, AND E-MAIL" Terms and Conditions

**For the purpose of this document the Englewood Schools are hereinafter referred to as "the District." The Board is committed to connecting teachers, administration, and support staff with each other and with resources around the world for improved collaboration and fast access to current information. Guidelines and Approved Practices pertain to the current forms of Internet access. Thus, these rules of access are designed for individuals seeking to utilize the Internet in the educational setting.**

### HOW TO GAIN ACCESS

**Only employees of the District and students enrolled in the District may enter into an Internet usage contract (attached). Each must have a contract on file with the Director of Technology or designated authority. Before funds can be allocated for Internet Services and before any student can utilize "free or grant" services through libraries or individual classrooms, their contract must be approved and on file. Student applications are kept on file at school and will transfer with students from school to school.**

### RULES OF USE FOR ACCESS TO THE INTERNET IN AN ENGLEWOOD PUBLIC SCHOOL

1. Internet access and any District Internet connection including e-mail via Internet or modem, may not be used to access, download, store and/or distribute any material (text graphic, photo, audio) which is (or which contains material which would be classified as) defamatory, abusive, known to be untrue, obscene, profane, threatening or sexually explicit
2. Access may not be used in any fashion which would result in violation of District policy, City, County, State, or Federal law. Federal copyright regulations are a particular concern. Each user is responsible for knowing and abiding by his/her obligations and restraints within the law and District policy.
3. No user is permitted to use an Englewood Schools access to the Internet to promote illegal or immoral behavior or activity, nor to promote actions which violate school District policy and adopted procedures.
4. During school hours, Englewood Schools access may not be used for excessive entertainment, games, real time chat groups unrelated to instructional activities, personal gain, or commercial enterprise. During these hours, it exists essentially for communication and access to valuable educational information. Parents, employees, and school board members may use District computers and Internet access outside their work hours for non-school activities that do not violate the District's Internet policy. Such access must be pre-approved by the principal or appropriate administration building administrator.
5. E-mail and communication via the Internet are not guaranteed to be private. Any Internet or e-mail communication may be monitored by another computer, District or other authorized non-District persons, and/or stored on magnetic media. All Internet connectivity shall be filtered by Internet filtering software.

6. Users shall not interfere with or in any way damage the data, programs, files, network or network bandwidth, including downloading from audio and/or video streaming sites that are not for educational purposes.
7. Users shall not attempt to use a password, e-mail name, or Internet address which has been assigned for the use of another individual
8. Personnel who have District e-mail accounts (CEO) may use CEO at home by connecting through their own Internet provider.
9. All correspondence originating from District e-mail (CEO), whether at home or school, will be professional in nature. E-mail content is subject to the attached “approved practices for use of the Internet.” Personal items for sale may be posted in the CEO “Englewood Schools” folder or the CEO “miscellaneous items folder” located within the CEO “Ed Resources” folder—not through an e-mail.
10. These rules may be modified by the District at any time without prior notice.

### **COST OF USE**

Any user who incurs cost for access of services to the Internet without prior authorization by the Executive Director of Business Services and the Executive Director of Instruction is personally responsible for payment of all such costs.

The District accepts no liability or other responsibility for costs related to long distance phone calls, commercial services accessible on Internet, flat or metered surcharges, or any other costs which might be related to the use of the Internet. Individual users are not to incur charges which may, in any fashion, be invoiced to the District without prior purchase order.

### **DENIAL OF USE AND OTHER LEGAL ACTIONS**

Should misuse of an Englewood Schools access to the Internet include an action or actions which are punishable under City, State, or Federal law, denial of use and Internet access will constitute only the first step of action against a former network user. For instance, if software theft is suspected, evidence will be turned over to a law enforcement official. If corruption of District data or other sabotage is suspected, the District may seek prosecution.

### **RESPONSIBILITIES OF THE DISTRICT**

There is no guarantee that there will be a ) no interruptions in service; b) no drops in performance; c) a continuation of funding to support Internet access. Also, the District makes no warranties, expressed or implied, that software installed on any user station or network server or any hardware or wiring installed by the District will provide the functions of performance expected by any user, nor that data is error free.

### **RESPONSIBILITIES OF THE USER**

Each contracted and approved user is responsible for using an Englewood Schools access to the Internet responsibly and in a manner which complies with the aforementioned rules. The user is responsible for all of his or her actions on the Internet. Signing the contract acknowledges and accepts that liability. In the case of a student who is granted a contract to use a District computer and Internet access, a parent must agree to accept responsibility for any action said student takes while using these resources. That responsibility extends to any resultant financial or other legal liability, to the extent permitted and limited by Colorado law.

Neither the District nor an Internet provider accepts any responsibility for material which is accessible on the Internet or for improper use of the Internet by anyone accessing either by use of a District site. Although the District will seek to exclude improper use, each user is liable for his/her own actions.

**ENGLEWOOD SCHOOLS  
INTERNET USAGE CONTRACT  
(STUDENTS)**

**NAME:** \_\_\_\_\_  
**STREET ADDRESS:** \_\_\_\_\_  
**CITY, STATE, ZIP:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_  
**HOME PHONE:** \_\_\_\_\_

(This contract must be signed and dated before it will be considered. By signing this contract, you acknowledge that you have received and read the attached terms and conditions for access. As a contracted user, you will agree to abide by those terms and conditions and all revisions thereof.)

**APPLICANT'S SIGNATURE:**

**DATE:**

\_\_\_\_\_

\_\_\_\_\_

**PARENT SIGNATURE:**

**DATE:**

\_\_\_\_\_

\_\_\_\_\_

(Parent or guardian signature is required for a student contract. Signing releases the Englewood Schools District from any and all liability for any use of the District's access to the Internet which violates our terms and conditions for access. Students will be held responsible for using these resources responsibly, but constant supervision of that usage is not possible. The student's parent or guardian hereby agrees to share with the student all such responsibility and any and all resulting liabilities within the limits of Colorado law.)

**SPONSORING TEACHER:**

**TEACHER'S NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

I have read the terms and conditions for Englewood Schools Internet Usage and agree to promote this agreement with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student's use of the network. As a sponsoring teacher, I do agree to instruct the student on acceptable use of the network and proper network etiquette.

**ENGLEWOOD SCHOOLS  
INTERNET USAGE CONTRACT  
(TEACHERS)**

**NAME :** \_\_\_\_\_  
**STREET ADDRESS :** \_\_\_\_\_  
**CITY, STATE, ZIP :** \_\_\_\_\_  
**SCHOOL :** \_\_\_\_\_  
**HOME PHONE :** \_\_\_\_\_

(This contract must be signed and dated before it will be considered. By signing this contract, you acknowledge that you have received and read the attached terms and conditions for access. As a contracted user, you will agree to abide by those terms and conditions and all revisions thereof.)

**DISTRICT WEB SITE**

- A. There will be only one District Web Site, and it will reside on the officially designated web server.
- B. Student names or photos may be posted on the District Web Site only with a signed approval from a parent/guardian.
- C. Faculty and School Board Member's names and photos may be posted only with approval from each person.
- D. The District Web Site may contain hyperlinks to school web sites and educational web resources as approved by the Director of Technology.

**SCHOOL WEB SITES**

- A. There will be only one school web site for each school in the District, and it will reside on the, officially designated web server.
- B. Student names and recognizable photos will not be posted on any Englewood school web site without a signed Englewood Schools Photograph Release Form for each student.
- C. School web sites may contain hyperlinks to educational web resources only and must be approved by the Principal.
- D. All information on a school web site must be approved by the Principal prior to posting, with the exception of school sponsored publications. (See Policy 5430, Student Rights and Responsibilities, Student Publications).
- E. There will be no links to student web sites.
- F. There may be e-mail links to faculty members and the school webmaster.

**E-COMMERCE WEB SITES**

- A. Schools may engage in e-commerce if the projects are related to instructional goals and are pre-approved by the Principal and Director of Technology.

**STUDENT WEB SITES**

- A. The District has no legal control over, or responsibility for, student web sites that exist outside Englewood schools' property.
- B. Students may develop web pages as class assignments on district computers. The pages must be closely monitored by the teacher and removed after the assignment is completed.

**GENERAL**

- A. *All information posted on Englewood Schools' web pages must observe the legal copyrights for that data.*
- B. *All web pages that appear on the Internet are protected by copyright. HTML code for each page cannot be cloned for use by others.*

**Englewood Schools' Photograph Release Form**

Arapahoe County School District 1 (Englewood Schools) maintains a District World Wide Web Site with links to each of the District's school Web Sites. These Web Sites promote positive images of the schools and students, and honor the members of our academic community. The District and school sites are updated frequently to keep information current.

We often place photographs of our students on Web Sites, including the students' names when possible and appropriate. However, we need your permission to do this. Photographs are always limited to posed shots or photos taken during school activities, including sports. A faculty member approves all photos before they appear on an official Englewood Schools' Web Site.

**This release form provides permission for Englewood Schools to place photos on any of Englewood Schools' Web Sites. For your convenience, this form releases a student for the entire time the student is enrolled in Englewood Schools. Once signed, it remains in effect until the student leaves Englewood Schools or until it is revoked in writing.**

School: \_\_\_\_\_

Student Name: \_\_\_\_\_

Current Grade Level: \_\_\_\_\_

I hereby give Englewood Schools permission to include the above-named student's photograph and name on any of Englewood Schools' Web Sites. I understand that this permission continues for the entire time that the student is enrolled in Englewood Schools, unless I revoke this permission in writing.

\_\_\_\_\_  
Signature of Parent of Guardian

\_\_\_\_\_  
Date

**6600 INSTRUCTIONAL EXTENSIONS AND RESOURCES**

**6640 INSTRUCTIONAL MEDIA CENTERS**

A. Each school shall have an Instructional Media Center.

The School Instructional Media Center is much more than the traditional school library. It is more comprehensive, wider in scope and function, and deeper in resources of many types, with great diversity, richness, and applicability. This newer concept has the I.M.C. as the center and hub of the total school educational program, to provide not only materials but also all needed and possible services. The I.M.C. is people - activities - materials - equipment. Its range ultimately is to be without narrow time constraints or area limitations, extending beyond the school itself and its residents, into the broader community. The I.M.C. is the source and matrix out of which come knowledge, aesthetics, and satisfaction to students, teachers, parents, and others. As well, it is the place into which these groups can come for activities, contacts, relationships, and sharings on social and emotional as well as educational bases.

*Reference: [See Policy 6632 (E)]*

B. MISSION AND GOALS FOR SCHOOL INSTRUCTIONAL MEDIA PROGRAM

THE BOARD OF EDUCATION OF ENGLEWOOD PUBLIC SCHOOLS AFFIRMS THE MISSION AND GOALS FOR SCHOOL INSTRUCTIONAL MEDIA PROGRAMS AS PRESENTED IN "INFORMATION POWER" PUBLISHED IN 1988 AND 1998 BY THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS.

THE MISSION OF THE LIBRARY MEDIA PROGRAM IS TO ENSURE THAT STUDENTS AND STAFF ARE EFFECTIVE USERS OF IDEAS AND INFORMATION. THIS MISSION IS ACCOMPLISHED:

- BY PROVIDING INTELLECTUAL AND PHYSICAL ACCESS TO MATERIALS IN ALL FORMATS
- BY PROVIDING INSTRUCTION TO FOSTER COMPETENCE AND STIMULATE INTEREST IN READING, VIEWING, AND USING INFORMATION AND IDEAS
- BY WORKING WITH OTHER EDUCATORS TO DESIGN LEARNING STRATEGIES TO MEET THE NEEDS OF INDIVIDUAL STUDENTS

*- INFORMATION POWER: GUIDELINES  
FOR SCHOOL LIBRARY MEDIA PROGRAMS  
(1988), P.1*

THE INSTRUCTIONAL MEDIA CENTER'S GOALS ARE:

1. TO PROVIDE INTELLECTUAL ACCESS TO INFORMATION THROUGH LEARNING ACTIVITIES THAT ARE INTEGRATED INTO THE CURRICULUM AND THAT HELP ALL STUDENTS ACHIEVE EDUCATIONAL TECHNOLOGY/INFORMATION LITERACY BY DEVELOPING EFFECTIVE COGNITIVE STRATEGIES FOR SELECTING, RETRIEVING, ANALYZING, EVALUATING, SYNTHESIZING, CREATING, AND COMMUNICATING INFORMATION IN ALL FORMATS AND IN ALL CONTENT AREAS OF THE CURRICULUM.
2. TO PROVIDE PHYSICAL ACCESS TO INFORMATION THROUGH:
  - A. A CAREFULLY SELECTED AND SYSTEMATICALLY ORGANIZED LOCAL COLLECTION OF DIVERSE LEARNING RESOURCES THAT REPRESENT A WIDE RANGE OF SUBJECTS, LEVELS OF DIFFICULTY, AND FORMATS;
  - B. A SYSTEMATIC PROCEDURE FOR ACQUIRING INFORMATION AND MATERIALS FROM OUTSIDE THE LIBRARY MEDIA CENTER AND THE SCHOOL THROUGH SUCH MECHANISMS AS ELECTRONIC NETWORKS, INTERLIBRARY LOAN, AND COOPERATIVE AGREEMENTS WITH

OTHER INFORMATION AGENCIES; AND INSTRUCTION IN USING A RANGE OF EQUIPMENT FOR ACCESSING LOCAL AND REMOTE INFORMATION IN ANY FORMAT.

3. TO PROVIDE LEARNING EXPERIENCES THAT ENCOURAGE STUDENTS AND OTHERS TO BECOME DISCRIMINATING CONSUMERS AND SKILLED CREATORS OF INFORMATION THROUGH COMPREHENSIVE INSTRUCTION RELATED TO THE FULL RANGE OF COMMUNICATIONS MEDIA AND TECHNOLOGY.
4. TO PROVIDE LEADERSHIP, COLLABORATION, AND ASSISTANCE TO TEACHERS AND OTHERS IN APPLYING PRINCIPLES OF INSTRUCTIONAL DESIGN TO THE USE OF INSTRUCTIONAL AND INFORMATION TECHNOLOGY FOR LEARNING.
5. TO PROVIDE RESOURCES AND ACTIVITIES THAT CONTRIBUTE TO LIFELONG LEARNING WHILE ACCOMMODATING A WIDE RANGE OF DIFFERENCES IN TEACHING AND LEARNING STYLES, METHODS, INTERESTS, AND CAPACITIES.
6. TO PROVIDE A PROGRAM THAT FUNCTIONS AS THE INFORMATION CENTER OF THE SCHOOL, BOTH THROUGH OFFERING A LOCUS FOR INTEGRATED AND INTERDISCIPLINARY LEARNING ACTIVITIES WITHIN THE SCHOOL AND THROUGH OFFERING ACCESS TO A FULL RANGE OF INFORMATION FOR LEARNING BEYOND THIS LOCUS.
7. TO PROVIDE RESOURCES AND ACTIVITIES FOR LEARNING THAT REPRESENT A DIVERSITY OF EXPERIENCES, OPINIONS, AND SOCIAL AND CULTURAL PERSPECTIVES AND TO SUPPORT THE CONCEPT THAT INTELLECTUAL FREEDOM AND ACCESS TO INFORMATION ARE PREREQUISITE TO EFFECTIVE AND RESPONSIBLE CITIZENSHIP IN A DEMOCRACY.

C. Fees/Fines

1. Fines may be charged for books/library materials which are not returned on or before the due date.
2. Students are held financially responsible for lost or damaged library books. Procedures shall be established for the payment of the costs of library books that are damaged or not returned by student.

**5400 STUDENT RIGHTS AND RESPONSIBILITIES**

**5410 FAMILY RIGHTS AND PRIVACY**

I. Custody

A. Guardianship

1. The enrollment records of the district shall include information regarding the status of guardianship of the student. The guardians will be informed that this information is requested solely to protect their rights as parents.
2. If the school is aware that the student's parents are divorced or separated and there is no restriction regarding guardianship, school personnel will provide both parents with full access to the student and the student's records.
3. A student will not be denied admission to school on the basis of absence of legal documentation regarding guardianship status.
4. If two inconsistent Colorado court orders are presented to the school, the most current order will govern.
5. Joint custody stipulations in a divorce decree will be read carefully in order to understand the rights and privileges allowed each parent. The school will review such a decree for residency and visitation rights purposes. Students may be allowed by such a decree to attend two schools on a rotation basis corresponding to custody arrangements.
6. Contact from an attorney on behalf of a parent may be referred to the school attorney on advice of the superintendent.

B. Student Release

1. Englewood Schools shall give full rights under the Family Educational rights and privacy Act as specified in 34 CFR sec. 99.4 to either parent, unless Englewood Schools has been provided with evidence that there is a court order, State statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.
2. If a person whom the principal does not recognize appears at school requesting the release of a student, the Principal will ask for identification such as a driver's license.
3. If there is a documented restriction regarding a student's custody, school personnel will be guided by the restriction in the release of a student.
4. The school official should request positive identification of any individual making a request for release or visitation of a student. If a school official is in doubt about the validity of a request or documentation presented, the official will contact the superintendent.
5. If individuals who are restricted from visiting a student or from gaining a student's release refuse to leave the school premises at the principal's request, the principal will contact the appropriate law enforcement agency.

II. Student Records

- A. Student education records may contain, but will not necessarily be limited to, the following information: identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data,

- Continued on Next Page -

family background information, teacher or counselor ratings and observations, and reports of serious or recurrent behavior patterns.

1. All requests for inspection and review of education records and requests for copies of such records, as well as disclosure of personally identifiable information except as provided by law, shall be maintained as a part of each individual's record. (Such request/inspection record shall be made available to the parent or eligible student upon request in accordance with the following requirements.)
2. The Building Principal is the official custodian of the records of students in his or her building. The School Secretary will keep a file easily accessible to the Principal to flag the files of students whose parents are divorced or legally separated or have other special custody arrangements.
3. Parents or guardians shall be able to inspect and review the student's education files. The disclosure of such information to others must be authorized by a custodial parent, except as listed in section D. below. The district may presume the parent who enrolls a student in school is the student's custodial parent, and has authority to exercise the rights inherent in this policy, unless the custodian of the student's educational records has been provided with evidence in the form of a certified copy of the court order which curtails these specific rights.
4. Unless a Colorado court specifies otherwise, the custodial parent shall be the one the school district holds responsible for the education and welfare of that child. The Board, unless informed otherwise, assumes that there are no restrictions regarding the non custodial parent's right to be kept informed of the student's school progress and activities.
5. Access to the records will be provided within three days (working days) after the date of the request. However, if a student is eighteen years old or older, the student may inspect his own records and his written permission shall be necessary in order for his parents or guardian to inspect them. Such student, eighteen years old or older, shall be known as an eligible student.
6. The Building Principal shall provide such personnel as is necessary to give explanations and interpretations of the student records when requested by parents or the eligible student.
7. In all cases where access to student records is requested, except as provided in this policy, a written request to see the files must be made by the parent or eligible student. The Principal, upon receipt of the written request, will provide access to inspect and preview the records and set a date and time for such inspection and review. In no case will the date set be more than three working days after the request has been made. The parent or eligible student shall examine the student's records in the presence of the principal and/or other person(s) designated by him. Only certificated personnel, such as the vice-principal or a counselor, may be so designated.
8. The record itself shall not be taken from the school building. However, upon request, one copy of the records shall be provided within a reasonable time to the parent or eligible student at a cost of \$1.00 per page. (Note, this may not exceed \$1.25 per page.)

**B. Disclosure Without Written Consent**

The School District will disclose personally identifiable information from student records without written consent of the parent or eligible student only to:

1. Other school officials within the school system who have legitimate educational interest in it. For the purposes of this policy, "legitimate educational interest" is interpreted as

- Continued on Next Page -

meaning the interest of any certificated or classified employee charged with the responsibility for providing education programs and/or services to the individual student.

2. To officials of another school or school system in which the student seeks or intends to enroll. In this case, disciplinary information may be included. (SB 96-63)
3. Authorities named in the "Family Educational Rights and Privacy Act" (FERPA) and accompanying federal regulations. These include: Comptroller General of the United States, Secretary of HEW, U.S. Commissioner of Education, Director of NIE, Assistant Secretary for Education, state educational authorities, and authorities investigating or providing emergency service involving the health and safety of students.
4. To state and local officials who are required to get specific information pursuant to state law enacted prior to November 19, 1974.
5. To anyone offering financial aid to a student.
6. To accrediting institutions.
7. To testing and research organizations as long as confidentiality is maintained and such organizations are required to destroy records after they are no longer needed.
8. To anyone if required by a court order or subpoena. The school shall inform the parent or eligible student prior to complying with the subpoena or court order.

C. Disclosure to Other Parties

The school shall not disclose student records to other individuals or parties without prior written consent of the parent or students 18 years of age or older. Names, addresses and home telephone numbers of secondary school students will be released to military recruiting officers within 90 days of the request unless a student submits a written request that such information not be released. If a secondary student/parent/guardian does not wish to have the student's address, and home telephone number released to military recruiting officers, that student/parent/guardian must notify the counseling office of the high school of attendance in writing. This notification will remain on file and in effect from year to year until a student /parent /guardian changes the notification. Information on this opportunity shall be placed in all high school handbooks. (See attached letter).

D. Disclosure of Directory Information

1. The School District may disclose directory information without written consent of the parent or eligible student. The parent or eligible student has the right to refuse to permit the designation of any or all or the categories of information, provided such refusal is received in writing in the office of the Principal, where the student is in attendance no later than September 7, or the following Monday if September 7 is a Saturday or Sunday.
2. Directory information which may be released may include the student's name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent and previous education agency or institution attended by the student, and other similar information. Student telephone numbers and addresses will not be disclosed pursuant to this section.

E. Annual Notification of Rights

The School District, at the beginning of each academic year, will notify the parents or eligible student of their rights pursuant to this policy. Copies of this policy or forms may be obtained from the office of the Superintendent at any time during normal business hours. Complaints regarding violations of rights

accorded parents and eligible students pursuant to FERPA may be submitted to the local Office for Civil Rights of the Department of Health, Education and Welfare.

F. Waivers

A parent or eligible student may waive any or all of their rights protected by this policy. A waiver shall not be valid unless in writing and signed by the parents or eligible student. The District does not require a waiver but may request a waiver. Any waiver under this provision may be revoked at any time in writing.

G. Requests to Amend Education Records

1. Parents or eligible students who believe that information contained in the education records of a student is inaccurate or misleading or violates the privacy or other rights of the student may request that the District amend the records. Parents may make such requests of the Building Principal or by a formal hearing if the request has been denied by the Principal. The request of the Building Principal to amend a student's records must be made in writing within ten school days of the date the records were first examined. If the Principal denies the request to amend, the parent may make a written appeal to the Superintendent. This appeal must be answered within ten school days by the Superintendent in writing. If the first two steps have not resulted in a record change, then the parent or eligible student may request a formal hearing. A request for a formal hearing must be made in writing and addressed to the Superintendent of Schools. The response to the request must be mailed within ten school days. The hearing will be held in accordance with the following:

- a. The hearing shall be held within fifteen school days after receipt of the request. Notice of the date, place, and time of the hearing will be forwarded to the parent or eligible student by certified mail.
- b. The hearing will be conducted by a Building Principal or high administrative official as designated in writing by the Superintendent. The official conducting the hearing shall not have a direct interest in the outcome of the hearing.
- c. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
- d. The official designated above shall make his decision in writing within ten school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
- e. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
- f. The decision shall include a statement informing the parents or eligible students of their right to place in the student records a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained as a part of the records as long as the record itself is maintained by the School District.  
If the student record is disclosed by the school to any other party, the explanation shall be also disclosed to that party.

*References:*

20 U.S.C. 1232g (*Family Educational Rights and Privacy Act of 1974 - PL 93-380*).  
34 C.F.R. 99.1, et seq. (*Family Educational Rights and Privacy Act of 1974 -- Regulations*)  
41 Fed. Reg. 9062 (3/2/76), *Fed. Reg., Part II, No. 99.36 (6/17/76)*  
CRS 24-72-204 (3). SB 96-63.

**5400 STUDENT RIGHTS AND RESPONSIBILITIES**

**5420 RESEARCH STUDIES**

- A. Participation of students in research studies authorized by the district (see Policy 2410) shall only be with informed and written parent consent.
- B. District pilot programs, surveys, accountability studies and testing to evaluate the curriculum or instruction shall not be considered to be research and parent consent for student participation shall not be required.
- C. No student shall be required to submit to psychological or psychiatric examination for research purposes nor to reveal information concerning ...
  - ... political affiliations;
  - ... mental and psychological problems potentially embarrassing to the student or the student's family;
  - ... sex behavior and attitudes;
  - ... illegal, anti-social, self-incriminating and demeaning behavior;
  - ... critical appraisals of other individuals with whom respondents have close family relationships;
  - ... legally recognized privileged and analogous relationships such as those of lawyers, physicians and ministers;
  - ... income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

*References: [20 U.S.C. 1232h]  
[34 C.F.R. Part 98]  
[C.R.S. 22-32-109.2]*

## XI. Evaluation

<b>Educational Technology And Information Literacy Evaluation Rubric</b>			
<b>In progress</b>	<b>Minimal</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Curriculum</b>			
Some library skills are taught to students during the library block period. The computer lab is used as a "special" where students learn computer skills independent of class work and without classroom teacher participation.	Information Literacy and Technology Standards are taught in the elementary grades by the classroom teacher or in scheduled library classes.	Information Literacy and Technology Standards are coordinated with the content standards and taught by the Library Media Specialist or classroom teacher.	Information Literacy and Technology standards are integrated into regular content areas and are team taught with the Library Media Specialist and classroom teacher. All students are taught skills necessary to use information and technology resources available to them.
<b>Teacher Collaboration</b>			
Teacher initiates planning and the Library Media Specialist (LMS) and/or Technology Integration Specialist (TIS) plans with faculty only occasionally. The LMC staff gathers media materials for teachers only as requested. Literacy skills programs and classroom collections are developed independently of the LMC	The Library Media Specialists (LMS) and/or Technology Integration Specialists (TIS) meets with the faculty to plan lessons on how to use LMC resources and information literacy skills. Joint planning, teaching and lesson evaluation occurs infrequently.	The Library Media Specialists(LMS) and/or Technology Integration Specialists (TIS) meets regularly with the faculty to plan, teach, and evaluate lessons. Planned lessons make adequate use of the LMC resources or computer lab. Library Media Specialist participates with grade-level teams to plan curriculum related activities and instructions.	The Library Media Specialists (LMS) and/or Technology Integration Specialists (TIS) meets regularly with all teachers to plan learning strategies and activities. Designed lessons make extensive use of LMC resources, outside resources, appropriate technologies and information literacy processes. The Library Media Specialist actively participates in curriculum development at the district level.

<b>Scheduling</b>			
<p>Less than 30% of students and faculty utilize the LMC weekly. The LMC is open fewer hours than the total school day. The LMC operates on a fixed schedule or one that includes a few flexible hours per week. Non-scheduled students are not permitted to visit the LMC.</p>	<p>30-50% of students and faculty utilize the LMC weekly. The LMC is open only during school hours excluding lunch hour. One class is permitted in the LMC at a time. The LMC has a flexible schedule one half of every day.</p>	<p>50-75% of the students and faculty utilize the LMC weekly. The LMC is open during school hours including lunch and for 30 minutes before and after school. Full classes are scheduled with small groups and individuals accommodated throughout the day.</p>	<p>More than 75% of the students and faculty use the LMC weekly. The LMC is available for scheduling based upon student, teacher and curricular need. There is a full schedule of classes, small groups and individuals using the facility on a daily basis.</p>
<b>Library Collection</b>			
<p>Less than 8 volumes per student or 2000 total volumes. Average age is older than 12 years of current date. Collection does not reflect current curricular needs. The only weeding is that of damaged materials.</p>	<p>Minimum book collection of 8 to 14 volumes per student or 3000 volumes. Book budget per student is \$3-5. Average age is within 8 to 12 years of current date. Collection reflects some of the recent curriculum changes.</p>	<p>Total book titles held is 15-19 volumes per student. Book budget per student per year is \$6-9. Average age of the collection is within 6-8 years of current date. Collection supports current curricular practices and subject areas.</p>	<p>Total book titles held is 20-27 volumes per student. Book budget per student per year is \$10-12. Average age of the collection is within years of current date. Collection meets or exceeds current curricular practices and subject area needs. A 3-5 year collection plan is in place. Weeding is practiced regularly.</p>
<b>Library Automation</b>			
<p>No automation system in place.</p>	<p>A self-contained library automation system allowing patron access, checkout and record keeping.</p>	<p>a self contained library automation system or centrally housed system that allows remote access and system management. Centralized cataloging.</p>	<p>Library automation system that allows remote access from outside the LMC and to other collections, boolean searching, and centralized union catalog. Centralized cataloging and book processing. Web catalog available.</p>

<b>Budget</b>			
No budget planning process in place.	The Library Media Specialist (LMS), Technology Integration Specialists(TIS), paraprofessionals and teaching staff have input into the building budget plan. There is evidence of a yearly budget plan for the LMC.	There is both short term and long term budget planning evident. The LMS prepares an annual budget with written justifications and discusses it with the principal and the site team. The LMS and TIS seeks grant and fundraising opportunities to supplement the budget.	There is both a short and long term budget plan in place. The LMS and/or TIS serves on the site team to determine budget allocations. The LMS and TIS is actively engaged in grant writing and fundraising to provide money for resource-based instructional programs.
<b>Staff Development</b>			
The LMS and TIS conducts no organized staff training and has no professional growth plan. The LMS and TIS attends professional growth opportunities only when required.	The LMS and TIS remains current in new technologies and shares information with the staff at training sessions.	The LMS and TIS remains current in new technologies through in-district and out-of-district training and sharing. The LMS and TIS provides leadership and coordinates on-going training, based on a building plan, for staff in educational technologies and integrate information literacy skills. Professional days are provided for learning and training. Building technology expectations for staff are established.	The LMS and TIS remains current in new technologies through a systemic district training program, collegial sharing with teachers and professional conferences and workshops. The LMS and TIS provides leadership and coordinates on-going training based upon a building plan, for staff in educational technologies and integrated information literacy skills. Building technology expectations for staff are established and assessed.

## **XII. Timeline for Implementation:**

The following timeline represents immediate short-term outcomes to build capacity and promote systematic and systemic change:

- May 2003 Submit the Comprehensive ET/IL Plan to CDE for review and feedback
- June 2003 Present an overview of the ET/IL Plan to the Englewood Board of Education  
Provide initial training for administrators on the revised School Improvement Plan (SIP) during the end-of-year retreat.  
Provide exemplars of high quality goals, measures and strategies that integrate ET/IL Goals.  
Review and revise the newly developed Educator Evaluation Rubric (including educator tech standards) with Administrators during then end-of-year retreat. Discuss processes and procedures for 2003-2004 field testing.  
Train two Library/Media Specialists and two Technology Integration Specialists as Master Teachers in the Intel ‘Teach to the Future’ Professional Development Program. Each Master Teacher will recruit and train ten participant teachers during the 2003-2004 school year through job-embedded professional development opportunities. It is anticipated that a minimum of 10 high school teachers, 20 middle level teachers and 10 elementary teachers complete the Level III training program.
- July 2003 Train eight classroom teachers in collaboration skills through the Colorado Critical Friends Leadership Training
- August 2003 Provide an overview of the expectations for the revised ET/IL Plan to administrative staff during the fall retreat. Discuss the teacher evaluation instrument, SIP plans and administrative roles and responsibilities. Solicit feedback for continuous improvement.  
Complete Level I Tech training for new employees during district orientation.  
Provide initial ‘Teach to the Future’ Orientation for 2003-2004 Participant teachers during pre-service week. Establish a Master Teacher year-long calendar of training opportunities.
- September 2003 Provide a full day district training focused on ‘Teach to the Future’ content and ET/IL professional development goals  
Provide principals and School Improvement Planning teams with initial feedback regarding the 2003-2004 SIP goals, measures and strategies
- October 2003 School Improvement Plans are submitted for District Accountability Committee review and feedback.
- November 2003 – May 2004 Monitor progress on SIP goals, measures and strategies that incorporate ET/IL Goals and objectives  
Attend CDE sponsored ET/IL network meetings to discuss progress, resolve issues and improve strategies  
Evaluate progress through formal surveys and performance results
- June 2004 Analyze data and revise for continuous improvement

The integration focus for technology and information literacy should align with the 2003-2007 district curriculum implementation plan as follows:

1 <sup>st</sup> Tier	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Language Arts	<b>Implement</b> K-12	<b>Revise</b> K-8	<b>Adopt</b> Resources K-8 (Spelling, Phonics, Penmanship)	<b>Implement</b> K-8	<b>Revise</b> 9-12 <b>Adopt</b> 9-12
<b>Budget Est.</b>			<b>\$ 50,000</b>		<b>\$ 20,000</b>
Math	<b>Implement</b> 6-12 <b>Revise</b> K-8 <b>Adopt</b> K-5	<b>Implement</b> K-5	<b>Implement</b> K-12	<b>Implement</b> K-12	<b>Revise</b> K-12
<b>Budget Est.</b>	<b>\$ 85,000</b>				
Science	<b>Revise</b> 6-8	<b>Adopt</b> 6-8 <b>Implement</b> 6-8	<b>Revise</b> K-5, 9-12	<b>Adopt</b> K-5, 9-12 <b>Implement</b> K-12	<b>Implement</b> K-12
<b>Budget Est.</b>		<b>\$ 30,000</b>		\$ 85,000	
Social Studies	<b>Revise</b> K-12	<b>Adopt</b> 6-8 <b>Implement</b> 6-8 <b>Revise</b> K-5, 9-12	<b>Adopt</b> K-5 <b>Implement</b> 6-12	<b>Implement</b> K-12	<b>Implement</b> K-12
<b>Budget Est.</b>		<b>\$ 40,000</b>	<b>\$ 60,000</b>		

2 <sup>nd</sup> Tier	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Art	<b>Revise</b> K-8	<b>Implement</b> K-12	<b>Revise</b> K-12		<b>Adopt</b> K-12
Music	<b>Revise</b> K-8	<b>Implement</b> K-12	<b>Revise</b> K-12		<b>Adopt</b> K-12
Physical Ed	<b>Revise</b> K-8	<b>Implement</b> K-12	<b>Revise</b> K-12		<b>Adopt</b> K-12
<b>Budget Est.</b>					<b>\$ 50,000</b>
Foreign Language	<b>Implement</b> 8-12	<b>Implement</b> 9-12	<b>Implement</b> 9-12	<b>Implement</b> 9-12	<b>Revise</b> 9-12 <b>Adopt</b> 9-12
<b>Budget Est.</b>					<b>\$ 10,000</b>

### **XIII. Standards for Educators:**

The following technology standards provide the criteria used in evaluating the performance of professional staff across the district:

#### **Performance-Based Standards for Englewood School District Teachers**

##### Standard Seven: Knowledge of Technology Tools and Information Literacy

#### **7.1 The teacher applies technology to the delivery of standards-based instruction. He/She will:**

7.1.1 Select and employ specific technology tools and resources available at the school and district, such as:

- Computers and digital cameras
- Calculators and probes
- Software
- Peripherals
- World Wide Web-based, satellite and cable resources

7.1.2 Orchestrate efficient and effective use of technology resources to support student learning.

7.1.2 Design, implement and assess standards-based lessons that infuse District Educational Technology/Information Literacy Benchmarks and Indicators.

7.1.2 Demonstrate the use of existing and emerging technologies and resources to create lessons and deliver instruction.

#### **7.2 The teacher uses technology and information literacy standards to increase student achievement. He/She will:**

7.2.1 Use appropriate technology tools for differentiating instruction to respond to individual student learning needs such as:

- Collaborative learning
- Self-directed learning
- Problem solving
- Individualized learning
- Higher order thinking skills
- Distance and distributed learning
- Project based learning

7.2.2 Adapt instruction to accommodate the use of assistive technologies enabling all students, regardless of special needs, to engage in learning.

**7.3 The teacher will utilize technology tools to manage and communicate information. He/She will:**

7.3.1 Integrate and implement the district computer information management standards into professional practice including:

- PowerSchool
- CEO
- Microsoft Office Suite
- Alpine Achievement
- Library Pro and other electronic resources
- Intranet (school-based networks)

7.3.1 Use a variety of information management tools such as:

- Spreadsheets
- Databases
- Student information management systems

7.3.1 Apply appropriate tools for various information management tasks by creating, storing, accessing, distributing, presenting and integrating information.

7.3.1 Employ a variety of communication tools, such as:

- Web pages
- Desktop publishing
- E-mail
- Voice mail
- Presentation software
- Word processing
- Video
- Evolving technologies

7.3.1 Select and apply appropriate tools to communicate information with various audiences, such as:

- Staff members
- Administrators
- Students
- Community members
- Parents

**7.3 The teacher applies technology to data-driven assessments of learning. He/She will:**

7.3.1 Select appropriate technologies to access or collect and analyze data for student performance.

7.3.1 Create technology-based assessment tasks used to validate and verify student learning.

- 7.3.1 Use technology tools to access, collect and analyze student achievement data, using the district assessment portfolio for student performance information and:
- State assessments
  - District assessments
  - Classroom assessments
- 7.3.1 Use technology tools to interpret information, analyze trends, recognize patterns and draw conclusions about classroom performance to improve instructional practice.

**7.3 The teacher will facilitate students' mastery of the District's Educational Technology and Information Literacy Standards.**

- 7.3.1 Collaborates with school professionals to deliver high quality, developmentally appropriate, instruction in:
- Navigate technology systems using appropriate methods and tools
  - Exhibit ethical, legal and responsible behavior
  - Communicate effectively, efficiently and creatively
  - Demonstrate research, problem solving and decision-making skills

# XIV. Self Assessment Rubrics:

## Technology Proficiency Rubric (Teacher)

Identify yourself as Basic, Proficient or Advanced in each of the 8 categories. *(Keep this rubric to track your growth in these areas)*

	Basic	Proficient	Advanced		Basic	Proficient	Advanced
<b>Operations and Concepts</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Start and shut down computer</li> <li><input type="checkbox"/> Identify and use icons, windows, menus</li> <li><input type="checkbox"/> Start an application and create a document</li> <li><input type="checkbox"/> Name and save a document</li> <li><input type="checkbox"/> Print a document</li> <li><input type="checkbox"/> Insert and eject floppy disk and CD-ROM</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retrieve and revise a document</li> <li><input type="checkbox"/> Set printing options</li> <li><input type="checkbox"/> Choose between different printers</li> <li><input type="checkbox"/> Copy document from hard disk to floppy disk and vice versa</li> <li><input type="checkbox"/> Save, open, place documents inside subdirectories/folders</li> <li><input type="checkbox"/> Create and name/rename subdirectories/folders</li> <li><input type="checkbox"/> Run programs from CD ROMs</li> <li><input type="checkbox"/> Make backup copies of documents and files</li> <li><input type="checkbox"/> Perform standard printer upkeep (e.g.: add paper, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Open and work with more than one application at a time</li> <li><input type="checkbox"/> Exchange disks and files among platforms</li> <li><input type="checkbox"/> Initialize, name/rename floppy disk and hard disk</li> <li><input type="checkbox"/> Access network programs</li> <li><input type="checkbox"/> Save, open, and back up to a network server</li> </ul>	<b>Integration of Technology</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select and create technology learning experiences that are appropriate for curriculum goals, relevant to learners, based upon principles of effective teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporate the use of media and technology for teaching where appropriate, and support learner expression in a variety of media using a variety of media communication tools</li> <li><input type="checkbox"/> Access resources for planning and instruction via the Internet and other telecommunications channels (e.g., experts, lesson plans, authentic data, curriculum materials)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with technology and library resources to infuse technology into curriculum</li> </ul>
<b>Word Processing</b> <small>(Microsoft Word, Appleworks)</small>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enter and edit text</li> <li><input type="checkbox"/> Change font size and face</li> <li><input type="checkbox"/> Check spelling and grammar</li> <li><input type="checkbox"/> Change between landscape and portrait layout</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cut, copy and paste text</li> <li><input type="checkbox"/> Change format and style, set margins, tabs, etc.</li> <li><input type="checkbox"/> Insert graphics into a document</li> <li><input type="checkbox"/> Change alignment and line spacing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create headers and footers</li> <li><input type="checkbox"/> Insert date, time, page number</li> <li><input type="checkbox"/> Add columns to a document</li> <li><input type="checkbox"/> Create and edit tables in a document</li> <li><input type="checkbox"/> Do mail merges</li> <li><input type="checkbox"/> Use and create style sheets and templates</li> <li><input type="checkbox"/> Import/insert data from other applications</li> <li><input type="checkbox"/> Convert documents to PDF and HTML</li> </ul>	<b>Multimedia</b> <small>(powerpoint, hyperstudio,</small>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up and operate video media (e.g.: videotape recorders, laser disk players, and DVD)</li> <li><input type="checkbox"/> Add text and graphics to slides in a presentation program</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Connect computer to projector</li> <li><input type="checkbox"/> Use painting, drawing and authoring tools</li> <li><input type="checkbox"/> Format slide backgrounds, color schemes</li> <li><input type="checkbox"/> Create simple animations and transitions between slides</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Add video and sound to presentations</li> <li><input type="checkbox"/> Burn CD-ROM</li> <li><input type="checkbox"/> Burn DVD</li> <li><input type="checkbox"/> Use imaging devices such as scanners, digital cameras, and video cameras with computer systems and software</li> <li><input type="checkbox"/> Produce a videotape</li> </ul>
<b>Spreadsheet</b> <small>(Microsoft Excel)</small>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret and communicate information in an existing spreadsheet</li> <li><input type="checkbox"/> Enter data into an existing spreadsheet</li> <li><input type="checkbox"/> Create a spreadsheet with rows, columns, headings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify a spreadsheet</li> <li><input type="checkbox"/> Sort data</li> <li><input type="checkbox"/> Create a graph from spreadsheet data</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create reports</li> <li><input type="checkbox"/> Create and copy formulas and functions to perform calculations</li> </ul>	<b>Student Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Record student attendance electronically</li> <li><input type="checkbox"/> Record student grades electronically</li> <li><input type="checkbox"/> Access student demographic information electronically</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access Alpine website for student CSAP scores</li> <li><input type="checkbox"/> Access Alpine website for student MAP scores</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sort and filter student assessment data</li> </ul>
<b>Internet</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a web browser to access and use resources on Internet and World Wide Web</li> <li><input type="checkbox"/> Download and print resources from the WWW</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use Internet search engines</li> <li><input type="checkbox"/> Use URL management tools (e.g.: "bookmarks" and/or "favorite sites")</li> <li><input type="checkbox"/> Communicate with parents and students electronically</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create classroom, instructional web pages</li> <li><input type="checkbox"/> Post student expectations, class resources on the web</li> <li><input type="checkbox"/> Effectively use distance learning, desktop video conferencing, and tele-teaching technologies</li> </ul>	<b>Email</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use electronic mail (compose, send, retrieve, read, reply to sender, reply to all, and forward)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retrieve and use attachments (e.g.: view, read, save, and print)</li> <li><input type="checkbox"/> Attach files to e-mail messages</li> <li><input type="checkbox"/> Create and use group addresses for electronic mail</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborate with peers through available tools (e.g.: e-mail, conferences, threaded and other on-line discussions)</li> </ul>



# Technology Proficiency Rubric (Admin)

Identify yourself as Basic, Proficient or Advanced in each of the 8 categories. *(Keep this rubric to track your growth in these areas)*

	Basic	Proficient	Advanced		Basic	Proficient	Advanced
<b>Internet</b>	<ul style="list-style-type: none"> <li>Use a web browser to access and use resources on Internet and World Wide Web</li> <li>Identify and use icons, windows, and print resources from the WWW</li> <li>Start an application and create a document</li> <li>Name and save a document</li> </ul>	<ul style="list-style-type: none"> <li>Use Internet search engines and URL management tools (e.g., "bookmarks" or "favorites")</li> <li>Communicate with parents and students electronically</li> <li>Save, open, place documents inside subdirectories/folders</li> <li>Create and name/rename subdirectories/folders</li> <li>Run programs from CD ROMs</li> <li>Make backup copies of documents and files</li> <li>Perform standard printer upkeep (e.g.: add paper, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Create school web pages</li> <li>Effectively work with time sharing, applications, conferencing and tele-teaching</li> <li>Exchange data and files using file formats</li> <li>Initialize, name/rename floppy disk and hard disk</li> <li>Access network programs</li> <li>Save, open, and back up to a network server</li> </ul>	<b>Email</b>	<ul style="list-style-type: none"> <li>Use electronic mail (compose, send, retrieve, read, provide support for technology integration)</li> <li>Facilitate the development of a vision for technology</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve attachments (e.g., view, read, export)</li> <li>Support teachers to use technology in their classrooms</li> <li>Archive and use group addresses for electronic mail</li> <li>Use data in making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with peers through available technology (e.g., mail conferences, threaded and other on-line discussions)</li> <li>Advocate for research-based effective practices in use of technology</li> <li>Provider for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology</li> <li>Maintain awareness of emerging technologies and their potential uses in education</li> </ul>
	<b>Operations and Co</b>	<ul style="list-style-type: none"> <li>Print a document</li> <li>Insert and eject floppy disk and CD-ROM</li> </ul>	<ul style="list-style-type: none"> <li>Save, open, place documents inside subdirectories/folders</li> <li>Create and name/rename subdirectories/folders</li> <li>Run programs from CD ROMs</li> <li>Make backup copies of documents and files</li> <li>Perform standard printer upkeep (e.g.: add paper, etc.)</li> </ul>		<ul style="list-style-type: none"> <li>Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning</li> <li>Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, and problem-solving skills</li> </ul>	<b>Technology Leader</b>	<ul style="list-style-type: none"> <li>Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning</li> <li>Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, and problem-solving skills</li> </ul>
<b>Word Processing</b> (Microsoft Word, Appleworks)	<ul style="list-style-type: none"> <li>Enter and edit text</li> <li>Change font size and face</li> <li>Check spelling and grammar</li> <li>Change between landscape and portrait layout</li> </ul>	<ul style="list-style-type: none"> <li>Cut, copy and paste text</li> <li>Change format and style, set margins, tabs, etc.</li> <li>Insert graphics into a document</li> <li>Change alignment and line spacing</li> </ul>	<ul style="list-style-type: none"> <li>Create headers and footers</li> <li>Insert date, time, page number</li> <li>Add columns to a document</li> <li>Create and edit tables in a document</li> <li>Do mail merges</li> <li>Use and create style sheets and templates</li> <li>Import/insert data from other applications</li> <li>Convert documents to PDF and HTML</li> </ul>	<b>Multimedia</b> (PowerPoint, Hyperstudio, etc)	<ul style="list-style-type: none"> <li>Set up and operate video media (e.g.: videotape recorders, laser disk players, and DVD)</li> <li>Add text and graphics to slides in a presentation program</li> </ul>	<ul style="list-style-type: none"> <li>Connect computer to projector</li> <li>Use painting, drawing and authoring tools</li> <li>Format slide backgrounds, color schemes</li> <li>Create simple animations and transitions between slides</li> </ul>	<ul style="list-style-type: none"> <li>Add video and sound to presentations</li> <li>Burn CD-ROM</li> <li>Burn DVD</li> <li>Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software</li> <li>Produce a videotape</li> </ul>
	<b>Spreadsheet</b> (Microsoft Excel)	<ul style="list-style-type: none"> <li>Interpret and communicate information in an existing spreadsheet</li> <li>Enter data into an existing spreadsheet</li> <li>Create a spreadsheet with rows, columns, headings</li> </ul>	<ul style="list-style-type: none"> <li>Modify a spreadsheet</li> <li>Sort data</li> <li>Create a graph from spreadsheet data</li> </ul>		<ul style="list-style-type: none"> <li>Create reports</li> <li>Create and copy formulas and functions to perform calculations</li> </ul>	<b>Student Assessment</b>	<ul style="list-style-type: none"> <li>Check/report student data electronically</li> <li>Access student demographic information electronically</li> </ul>

# Appendix A

## Englewood Schools Information Literacy Grade Level Expectations

LIBRARY CIRCULATION, CARE, AND BEHAVIOR	IL STANDARD	K	1	2	3	4	5
Knows that material in library has specific arrangement	1	Introduce	Emphasize	Emphasize	Target	Reinforce	Reinforce
Knows why material in library has specific arrangement.	1		Introduce	Emphasize	Target	Target	Reinforce
Develop an understanding of self-responsibility for keeping order	1		Introduce	Emphasize	Emphasize	Target	Reinforce
Knows the function of a spine label.	1		Introduce	Emphasize	Target	Reinforce	Reinforce
Knows that books are borrowed and used for limited period.	1	Introduce	Introduce	Emphasize	Target	Target	Reinforce
Will learn proper care for library books.	1	Introduce	Emphasize	Emphasize	Target	Target	Reinforce
Knows consequences for lost and damaged library material.	1		Introduce	Emphasize	Emphasize	Reinforce	Reinforce
Can follow circulation procedure. (Check in and out.)	1	Introduce	Introduce	Emphasize	Emphasize	Target	Reinforce
Knows that library is a shared facility and is considerate to others.	7	Introduce	Introduce	Emphasize	Target	Target	Reinforce
Participates in group discussion by following rules.	7		Introduce	Introduce	Emphasize	Target	Reinforce
Can choose a book with assistance from librarian	1	Introduce	Introduce	Introduce	Emphasize	Target	Reinforce
Can select books for personal pleasure	1,4	Introduce	Introduce	Emphasize	Target	Target	Reinforce
Locate picture book section without help.	1	Introduce	Target	Reinforce			
LITERARY FORMS-FICTION	IL STANDARD	K	1	2	3	4	5
Can recognize award winning Caldecott and Newbery books.	5				Emphasize	Emphasize	Target
Understands the difference between fiction and nonfiction.	5		Introduce	Introduce	Emphasize	Target	Target
Is developing ability to attend to sights and sounds of read-alouds.	5	Introduce	Emphasize	Reinforce			
Can respond appropriately to what is seen and heard during read-aloud	5	Introduce	Emphasize	Reinforce			
Is familiar with character, plot, and setting of fiction.	5			Introduce	Emphasize	Emphasize	Target
Can recognize 6-Trait elements in literature.	5					Introduce	Emphasize
Can define and distinguish historical fiction.	5				Introduce	Emphasize	Emphasize
Can define and distinguish science fiction.	5				Introduce	Emphasize	Emphasize
Can define and distinguish fantasy.	5				Introduce	Emphasize	Emphasize
Can define and distinguish mystery.	5				Introduce	Emphasize	Emphasize
Can define and distinguish dramatic fiction.	5			Introduce	Emphasize	Emphasize	Target

Can define and distinguish humor.	5			Introduce	Emphasize	Emphasize	Target
Can define and distinguish poetry.	5			Introduce	Introduce	Emphasize	Emphasize
Can define and distinguish short stories.	5				Introduce	Introduce	Emphasize
Can define and distinguish diaries and journals.	5				Introduce	Emphasize	Emphasize
<b>LITERARY FORMS-NONFICTION</b>	<b>IL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>STANDARD</b>						
Knows that books on specific subjects are located in nonfiction.	1		Introduce	Emphasize	Emphasize	Emphasize	Target
Is acquainted with the ten main Dewey Decimal classes.	1			Introduce	Emphasize	Emphasize	Target
Can define and distinguish biography.	2			Introduce	Introduce	Emphasize	Target
Can locate reference material.	1				Introduce	Emphasize	Target
Can determine reference source appropriate for specific purpose	2					Introduce	Emphasize
<b>RESEARCH SKILLS</b>	<b>IL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>LOCATION AND SELECTION</b>	<b>STANDARD</b>						
Understands letter by letter alphabetical order.	1		Introduce	Emphasize	Target	Reinforce	Reinforce
Understands word by word alphabetical order.	1			Introduce	Emphasize	Emphasize	Target
Can locate fiction book by author's last name.	1			Introduce	Introduce	Emphasize	Target
Takes information from multimedia presentation.	3				Introduce	Introduce	Emphasize
Evaluates a book for quality	2				Introduce	Introduce	Emphasize
Is acquainted with a variety of authors and their work.	2				Introduce	Introduce	Emphasize
Understands the use of decimals and numerical order.	1				Introduce	Introduce	Emphasize
Locates materials on specific topics in nonfiction area.	1			Introduce	Emphasize	Emphasize	Target
Can select material for a purpose.	2			Introduce	Emphasize	Target	Reinforce
Knows biography books are shelved alphabetically by subject's last name.	1				Introduce	Emphasize	Target
Can identify the cover both front and back	2,3		Introduce	Emphasize	Emphasize	Target	Target
Can identify the spine and spine label	1			Introduce	Emphasize	Target	Reinforce
Can identify and define purpose of the title page.	3			Introduce	Emphasize	Emphasize	Target
Can identify the title, author and illustrator of book.	2	Introduce	Introduce	Emphasize	Target	Reinforce	Reinforce
Can identify the dedication.	2		Introduce	Emphasize	Target	Reinforce	Reinforce
Can identify and know the purpose of the table of contents.	2,3			Introduce	Emphasize	Emphasize	Target
Can identify publisher, place of publication and date of publication.	2,3				Introduce	Emphasize	Emphasize
Can identify the preface of a book	3					Introduce	Emphasize
Can identify and use the appendix of a book	3					Introduce	Emphasize

Can identify and use the glossary of a book	3					Introduce	Emphasize	
Can identify the bibliography of in a book.	3					Introduce	Emphasize	
Can identify and use the index of a book.	3			Introduce	Introduce	Emphasize	Target	
Is familiar with concept of skimming and scanning.	2				Introduce	Emphasize	Emphasize	
Can locate information in encyclopedia by using index.	1				Introduce	Emphasize	Emphasize	
Understands that all books are entered in computer and can be searched.	1			Introduce	Emphasize	Target	Reinforce	
Can perform a subject search to locate library material.	1					Introduce	Emphasize	
Can locate materials using call number on computer search.	1					Introduce	Emphasize	
Knows there is information in computer entry that tells about the book.	1					Introduce	Emphasize	
Knows that descriptive information can used to locate a book using a keyword.	3					Introduce	Emphasize	
Knows that an almanac is a source of statistics and current facts.	3				Introduce	Emphasize	Target	
Can use the almanac to locate statistics and facts.	3				Introduce	Emphasize	Target	
Knows that an atlas is a book of maps.	2				Introduce	Emphasize	Target	
Can use the atlas to locate places.	1,3				Introduce	Emphasize	Target	
Can locate encyclopedias in reference section of library.	1			Introduce	Emphasize	Emphasize	Target	
Can use encyclopedia as starting point for research.	3			Introduce	Introduce	Emphasize	Emphasize	
Can use encyclopedia as an overview for a subject.	2					Introduce	Emphasize	
Can use index to locate information in index of encyclopedia.	3					Introduce	Emphasize	
Can locate information on CD-ROM or online encyclopedia.	1					Introduce	Emphasize	
Can locate dictionaries in reference section.	1					Introduce	Emphasize	
Can use alphabetical order and guide words in dictionary.	3					Introduce	Emphasize	
Can obtain definitions from dictionaries.	3					Introduce	Emphasize	
<b>INTERNET AND ONLINE DATABASES</b>		<b>IL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
		<b>STANDARD</b>						
Can identify search strategies to locate information	1,2					Introduce	Introduce	Emphasize
Uses search engines or predetermined web links for location of information.	1,2						Introduce	Emphasize
Knows internet safety guidelines.	8					Introduce	Emphasize	Emphasize
Can distinguish between advertising and content on internet.	2						Introduce	Emphasize
Can evaluate source and validity of internet content.	2						Introduce	Emphasize
Can save text and graphics to individual folder for later use.	1,3						Emphasize	Emphasize

<b>Research strategies</b>		IL STANDARD	K	1	2	3	4	5
Brainstorm to develop a question or problem to be solved.	6				Introduce	Emphasize	Target	Target
Relate question to what is already known.	6				Introduce	Emphasize	Emphasize	Target
Brainstorm and record questions or keywords needed to gather information.	6				Introduce	Emphasize	Emphasize	Target
Brainstorm to develop question or problem to be explored.	6				Introduce	Emphasize	Emphasize	Target
Use questioning, brainstorming and webbing to identify what is needed.	6					Introduce	Emphasize	Emphasize
Identify keywords related to topic.	6					Introduce	Emphasize	Emphasize
Identify types of information needed.	4,6					Introduce	Emphasize	Emphasize
Brainstorm possible sources of information.	6					Introduce	Emphasize	Emphasize
Consider and prioritize possible sources of information.	2,6						Introduce	Emphasize
Identify and understand why there can be conflicting information.	2,6							Introduce
Distinguish between inference, fact and opinion.	2,6						Introduce	Introduce
Identify biases, point of view and value judgements.	2,6							Introduce
Read view or listen to sources to identify main ideas and supporting facts.	2					Introduce	Emphasize	Target
Use webbing, mapping, and simple outlining to organize information.	3					Introduce	Emphasize	Emphasize
Interpret information, develop contrasts and comparisons.	2							Introduce
<b>Presentation Skills</b>		IL STANDARD	K	1	2	3	4	5
Can word process a simple document.	3					Introduce	Emphasize	Emphasize
Create a multimedia product with support.	3						Introduce	Emphasize
Use technology tools for writing, communication and publishing activities.	3					Introduce	Emphasize	Emphasize
Can choose appropriate presentation based on audience.	3							Introduce
<b>Evaluation</b>		IL STANDARD	K	1	2	3	4	5
Identify what worked in the research process.	6						Introduce	Emphasize
Identify strengths and weakness of project using simple rubric.	6						Introduce	Emphasize
Set a goal for improvement.	6							Introduce
Identify what areas need improvement.	6							Introduce
Identify effectiveness of communication using a rubric.	6							Introduce
Identify strengths and set goals for improvement.	6							Introduce

Ethical Use		IL STANDARD	K	1	2	3	4	5
Recognize difference between copying and using own words.	9					Introduce	Emphasize	Target
Is aware of legal issues related to copyright.	9							Introduce
Use technology appropriately in accordance with acceptable use policy.	9						Introduce	Emphasize

Secondary Information Literacy Scope & Sequence 2003		Standard	6	7	8	9	10	11	12
1. Basic Skills Students will understand the basic operation of the library.	1.1 Students will demonstrate respectful behavior.	7,8	T	R	R	R	R		
	1.2 Students will understand circulation procedures.	1,4,5	T	R	R	R	R		
	1.3 Students will assume responsibility for materials they use.	1,5,6,7,8	T	R	R	R	R	R	R
	1.4 Students will know library terminology.	1,3,4,6	T	R	R	T	R		
	1.5 Students will understand the physical layout of the library.	1,4,6	T	R	R	T	R		
2. Retrieval Skills Students will know how to find materials in the library.	2.1 Students will use the online database to locate materials.	1,3,4,5,6,8	E	T	T	T	R	R	R
	2.2 Students will know how to access electronic information .	1,2,3,4,6,7,8	I	E	T	T	T	R	R
	2.3 Students will understand how to use a variety of print information.	1,2,3,4,5,6,8	I	E	T	T	R	R	R
	2.4 Students will identify sources of information outside the library.	1,2,3,4,5,6,7,9	I	E	E	T			
3. Research Skills Students will use best practices in research.	3.1 students will use a research model or strategy, ie. Big6	1,2,3,4,6,7,8,9	I	E	E	E	E	T	T
	3.2 Students will define the task.	1,2,4,7	I	E	E	T	R	R	R
	3.3 Students will seek out and use best sources.	1,2,3,6,8	I	E	E	T	R	R	R
	3.4 Students will locate sources.	1,2,3,6,8	E	T	T	R	R	R	R
	3.5 Students will use the information.	1,2,3,6,7,8	E	T	T	T	R	R	R
	3.6 Students will synthesize and present the information.	1,2,3,6,7,8	R	R	R	T	T	R	R
	3.7 Students will evaluate the project.	2	E	E	E	E	E	E	E
4. Interpretation Skills Students will select materials for a purpose.	4.1 Students will choose appropriate materials for interest and ability.	1,4,5,6				T			
	4.2 Students will be aware of the value of award winning books.	4,5,7	I	E	T				
	4.3 Students will appreciate exposure to a variety of viewpoints.	2,4,5,7,8	I	E	E	T	R	R	R
	4.4 Students will practice ethical use of materials both print and electronic.	1,3,6,8				T	T	T	T
	4.5 Students will use and evaluate content specific resources ie. Literacy criticisms, culturegrams, contemporary authors, ect.	5,6					I	E	T

**Standard 1: The student operates technology-based equipment**  
**Benchmark: Understands and uses basic computer operations.**

<b>SKILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Hardware</b>									
• Identifies physical components of the computer(e.g. monitor, keyboard, mouse, CD ROM drive).	I	R	R	R	R	R	R	R	R
• Identifies peripherals used with computer (printer, scanner, headphones).	I	R	R	R	R	R	R	R	R
• Knows how to insert and remove CD ROM			I	R	R	R	R	R	R
• Uses grade level appropriate software.	I	R	R	R	R	R	R	R	R
• Knows how to turn on and shut down a computer.	I	R	R	R	R	R	R	R	R
<b>Uses fundamental computer vocabulary</b>									
• menu, icon, window, trash		I	R	R	R	R	R	R	R
• cursor, launcher, desktop			I	R	R	R	R	R	R
• open, highlight, folder, save, highlight				I	R	R	R	R	R
• server, application, Internet					I	R	R	R	R
• URL, copyright						I	R	R	R
<b>Basic computer operation</b>									
• Opens and quits applications.	I								
• Opens, scrolls, and closes application windows.			I						
• Uses fundamental computer operating system (e.g. desktop, cursor, menu bar, folder).				I	R	R	R	R	R
• Locates and retrieves prior work. Acces????????????>?+????????????					I	R	R	R	R
• Collects and organizes files.							I	R	R
• Uses common keyboard commands.							I	R	R
• Uses Undo				I	R	R	R	R	R
• Knows how to print				I	R	R	R	R	R
• Knows how to save and retrieve files in a program.				I	R	R	R	R	R
• Uses appropriate printing etiquette.					I	R	R	R	R

• Uses application menu to move between open applications.					I	R	R	R	R
• Locates and retrieves prior work. Acces????????????>?+????????????					I	R	R	R	R
<b>Keyboarding</b>									
• Identifies letters on keyboard	I	R	R						
• Uses a basic keyboard to type simple input		I	R						
• Uses spacebar, letter and number keys, shift, delete, return, and arrow keys as appropriate.			I	R	R	R	R	R	R
• Uses both hands on a basic keyboard with a mouse.				I	R	R			
• Uses home row placement for hands on keyboard.				I	R	R	R	R	R
• Locates and uses upper and lowercase letters, numbers, symbols, and special keys (e.g. Command, Option, CapsLock).				I	R	R	R	R	R
• Uses home row on the computer proficiently (10 wpm).					I	R	R		
• Uses all alphabet keys to at least 15 wpm with 90% accuracy.						I	R	R	R
• Uses all alphabet keys to at least 20 wpm with 90% accuracy.							I	R	R
• Uses all alphabet keys to at least 25 wpm with 90% accuracy.								I	R
• Uses all alphabet keys to at least 30 wpm with 90% accuracy.									I

**Standard 2: The student understands social and ethical issues relating to technology**  
**Benchmark: Practices responsible use of technology systems, information, and software**

<b>SKILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
• Knows that the use of technology requires personal responsibility.		I							
• Knows the difference between personal work and the work of others including peers.			I	R	R	R	R	R	R
• Knows the importance of giving credit to a source when using electronic data (e.g. text and graphics).					I	R	R	R	
• Practices safety when involved with use of the Internet (e.g., personal information, privacy, security).						I	R	R	R
• Begins to use appropriate citation formats for electronic information.						I	R	R	R
• Demonstrates understanding of individual ownership of computer work (e.g., copying other's work and/or ideas).						I	R	R	R

• Knows the concepts of software piracy and copyright violation.						I	R	R	R
• Understands and uses appropriate practices on school network and the Internet.							I	R	R
• Understands the issues and consequences of copyright violation.							I	R	R
• Independently uses appropriate citation formats for electronic information.							I	R	R
• Discriminates between ethical and unethical access								I	R
• Distinguishes between public and private data.									I
• Takes responsibility for all network activity							I	R	R
• Practices responsible use of technology systems, information, and software							I	R	R

<b>Standard 3: The Student uses technology tools to enhance learning, increase productivity and promote creativity.</b>									
<b>Benchmark: Uses a word processing program to create products</b>									
<b>SKILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
• Uses beginning writing applications with assistance. (locate letters on keyboard, space, delete)	I	R							
• Creates an illustration and writes a sentence with assistance.	I	R	R						
• Uses beginning writing applications that include both words and pictures. (Upper and lower case, period, question mark, correct use of spaces)		I	R	R					
• Creates an illustration and writes a paragraph.		I	R	R					
• Composes and prints a paragraph, story, or poem.			I	R					
• Manipulate graphics in a word processing document (move, resize, rotate, flip)			I	R	R	R	R	R	R
• Indents using the TAB key.				I	R	R	R	R	R
• Edits and enhances text (font, size, color, alignment, style).				I	R	R	R	R	R
• Demonstrates navigation and editing skills in a word document (scrolling, cursor placement, removing unwanted space or lines)				I	R	R	R	R	R

• Uses word processing application to create, print, and publish a variety of writing types.					I	T	R	R	R
• Cuts, copies, and pastes objects and/or text.					I	R	R	R	R
• Uses spell check to correct work.					I	R	R	R	R
• Appropriately formats punctuation in text (e.g. no space before comma, single space after comma, double space after period).					I	R	R	R	R
• Uses text alignment (justification) appropriately (e.g. center a title).					I	R	R	R	R
• Import Student created graphics into word processing document					I	R	R	R	R
• Uses graphic organization software to prewrite documents.					I	R	R	R	R
• Edits and revises documents using appropriate tools (thesaurus, spell check).						I	R	R	R
• Uses templates for outlining, journal writing, report writing, newsletters, flyers).							I	R	R
• Edits and proofreads document drafts using appropriate tools and functions (thesaurus, dictionary, word count, spell check, grammar check, cut and paste, copy).							I	R	T
• Uses text wrap with graphics in documents.							I	R	R
• Uses a variety of page layouts (e.g. landscape, portrait, margins, columns, page size).							I		
• Adds a table to organize and display data. (borders and shading)							I	R	R
• Uses font animation, spacing, and position where appropriate (e.g. H2O).							I	R	R
• Uses a variety of line spacing formats.							I	R	R
• Inserts header, footer, footnotes							I	R	R
• Correctly types bibliographical information.							I	R	R
• Constructs table of contents using tab settings and alignment features.								I	R
• Adds tabular information as appropriate.								I	R
• Creates and adds more complex tables to documents (e.g. merge/split cells).								I	R
• Independently prepares and formats multi-page documents and reports including page numbers, table of contents, cover page, bibliography.									T

**Benchmark: Uses graphics to enhance products**

• Uses paint and draw tools (Pencil Tool, Color Palette, Fill Tool, Stamp Tool Eraser Tool)	I	R	R	R	R	R	R	R	R
• Uses paint and draw tools independently (Line Tool, Circle Tool, Box Tool)			I	R	R	R	R	R	R
• Uses paint and draw tools to select and manipulate objects/graphics (e.g. modify templates).				I	R	R	R	R	R
• Use Selection Tools (Lasso, Circle Rectangle)					I	R	R	R	R
• Inserts or imports an image (graphic object) from clipart, CD, or the Internet) independently.						I	R	R	R
• Uses drawing toolbar as appropriate to enhance documents							I	R	R
• Takes digital images using digital camera							I	R	R
• Manipulate graphic/digital photo using graphics editing program							I	R	R
• Scans an image to use in a document.								I	R

**Benchmark: Uses a spreadsheet to manipulate data.**

• Enters data and creates a chart .							I	R	
• Enters data and creates a chart from a spreadsheet.								I	R
• Uses spreadsheet to create a graphs.								I	R
• Creates a spreadsheet using simple formulas.									I
• Understands graph styles and selects graph styles that correctly represent data.									T

**Standard 4: The student uses a variety of media and formats to effectively communicate and share information and ideas**

**Benchmark: Uses multimedia program to communicate ideas.**

SKILL	K	1	2	3	4	5	6	7	8
• Navigates through a prepared multimedia product.	I	R	R	R	R	R	R	R	R
• Uses a multimedia tool		I	R	R	R	R	R	R	R

• Adds (sound (narration or sound effect) to presentation			I	R	R	R	R	R	R
• Uses multimedia tools to create an individual or group project.				I	R	R	R	R	R
• Animates graphics or text to enhance presentation.						I	R	R	R
• Adds prerecorded sounds and transitions to presentations							I	R	R
• Inserts graphics, photos, original sound files into presentations.						I	R	R	R
• Uses multimedia tools to create a report					I	R	R	R	R
• Understands aesthetic rules for presentations (e.g. backgrounds, slide clutter, font size, sound effects).								I	R
• Submits an individual or group project to the teacher’s web page.								I	R
• Independently creates and refines multimedia presentations.							I	R	R
• Introduced to digital video technology when creating multimedia presentation.							I	R	R
• Independently imports digital images and sound into multimedia projects.							I	R	R
• Independently uses digital video camera, where appropriate, for multimedia projects.							I	R	R
• Independently uses scanned images in projects.							I	R	R
• Examines all presentation content for accuracy and truth.								I	R
• Sets up hardware for presentation delivery. (e.g. projector, TV, audio).									I
• Align and format text in a multimedia presentation						I	R	R	R
• Add text to a multimedia presentation					I	R	R	R	R
• Work with multiple text boxes on a single slide							I	R	R
• Edit color/pattern of slide background							I	R	R
• Insert slide transitions							I	R	R
• Add slides to multimedia presentation							I	R	R
• Add custom animations to multimedia presentation							I	R	R
• Control slides in a multimedia presentation (Order, Delete, Hide)							I	R	R
• Add Clipart from Internet to a multimedia presentation							I	R	R
• Use AutoShapes							I	R	R
• Preview (using shortcuts: normal, outline, view, slide, sorter,							I	R	R

show)									
Add hyperlinks/weblinks to multimedia presentation							I	R	R
• Use spell check in multimedia presentation							I	R	R
• Create complex presentation with custom animations and timing									T
<b>Benchmark: Uses a electronic communication to send and receive messages</b>									
• Where applicable, communicates with “keypals,” experts, or authors using class/teacher e-mail account.									I

**Standard 5: The student uses technology tools to locate, collect and evaluate information from a variety of sources**

**Benchmark: Uses technology to conduct research.**

<b>SKILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
• Uses the library catalogue				I	R	R	R	R	R
• Understands basic navigation in a web browse (e.g. forward, back, click on underlined link).					I	R	R	R	R
• Knows basic web browsing vocabulary URL, link, favorites/bookmark						I	R	R	R
• Knows that different electronic resources can be used to gather curriculum information.							I	R	R
• Locates resources by accessing an on-line catalogue.								I	R
• Uses appropriate technology resources as needed for accessing curriculum information (e.g. CD ROM, DVD, print media).								I	R
• Uses an online periodical data base to access reference for a topic or current event (e.g. Worldbookonline, )								I	R
• Uses bookmarked sites for information retrieval.							I	R	R
• Searches for appropriate curriculum information within clearly defined guidelines using keyword search strategy.							I	R	R

• Understands the domain of a URL as the source of the information (e.g. .gov, .com, .edu, .org).								I	R	
• Copies relevant information (notes, images) onto open word processing document (i.e. refrains from printing reams of useless information)								I	R	R
• Credits electronic source when using information or graphics in classroom projects.								I	R	R
• Accesses library catalogue from classrooms.							I		R	R
• Understands how various search engines work (e.g. Google, Yahoo, Jeeves).								I	R	R
• Develops simple Boolean search strategies to streamline searches and locate appropriate information more efficiently.								I	R	R
• Evaluates search results to determine relevant sites.								I	R	T
• Critically assesses Internet information used in curriculum projects and multimedia presentations								I	R	T

**Standard 6: The student will develop the critical thinking skills requisite to efficient technology integration**

**Benchmark: Uses higher level thinking skills to produce a quality product.**

<b>SKILL</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
• Selects appropriate formatting for project and audience.						I	I	I	T
• Selects appropriate software tool for the task.					I	I	I	I	I
• Preplans for a report or presentation using graphic organizers and timelines.					I	I	I	I	I
• Integrates the writing process into projects and presentations.						I	I	I	I
• Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information.								I	T
• Understands different purposes, techniques, and outcomes among various electronic search tools (e.g. search engines, databases, CD ROMs).									I
• Understands and uses strategies to select and apply appropriate technology for analyzing, synthesizing and evaluating information.									I

**ENGLEWOOD SCHOOL DISTRICT  
EDUCATIONAL TECHNOLOGY STANDARDS AND INDICATORS**

**1. Navigate Technology Systems Using Appropriate Methods and Tools**

- 1.1 Demonstrate a sound understanding of the nature and operation of technology systems, including networked environments.
  - Navigate computer systems (organize documents into folders on hard drive, move between different applications, use program help and navigation aids.)
- 1.2 Develop sufficient technical skills to successfully use, troubleshoot and maintain the technology and telecommunications tools in daily life, work situations, and learning environments.
  - Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
  - Demonstrate appropriate command of the keyboard using the industry standard format.
- 1.3 Discriminate among a variety of technologies and media to select appropriate technology for specific purposes.
  - Select and use appropriate tools and technology resources to accomplish a variety of tasks.

**2. Exhibit Ethical, Legal and Responsible Behavior**

- 2.1 Practice responsible use of technology systems, information, and software.
  - Cooperate with others while using technology.
  - Care for and safely operate equipment.
- 2.2 Understand the ethical, cultural, environmental, and societal implications of technology and telecommunications.
  - Demonstrate legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
  - Demonstrate understanding of intellectual property and copyright law by properly crediting work of self and others. Identify examples of copyright violations.
  - Research the accuracy and relevance of information sources.

### **3. Communicate Effectively, Efficiently and Creatively**

- 3.1 Use a variety of media and formats to communicate information and ideas effectively to multiple audiences. Examples across disciplines may include:
- Create multi-page documents using writing process steps, word processing skills, and publishing programs.
  - Revise documents using word processing program features, including spell checking, thesaurus, and grammar checker. Use advanced editing and text formatting.
  - Use a spreadsheet to create tables, graphs and charts, and explain what each means.
- 3.2 Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- 3.3 Create, produce, and present ideas in a variety of forms, including text, video, graphics, and conversation.
- Enhance documents with graphics, including clip art and original artwork, using paint, and draw programs.
  - Design, develop, publish, and present products (i.e. presentations, web pages, documents, and videotapes) for a variety of audiences.

### **4. Demonstrate Research, Problem Solving, and Decision-Making Skills.**

- 4.1 Use technology to locate, evaluate, collect, and organize information from a variety of sources.
- 4.2 Review information analytically and transform it into useful knowledge to solve problems.
- 4.3 Construct new meaning and knowledge by combining and synthesizing different types of information.
- 4.4 Use computer modeling, image processing, simulations, and data manipulation to develop understanding.
- Use content-specific tools, software, and simulations (environmental probes, graphing calculators, exploratory environments, Web tools, visual learning aids) to support thinking and learning.
  - Sort, organize, interpret and display information using spreadsheets and databases.

# Appendix B

# Englewood Teacher Survey

1. I teach at: \_\_\_\_\_ school
2. I have taken the following clock hours of technology training within the last 2 years:  
 None       less than 10 hrs       + 10 hrs
3. I use technology to support instructional goals with my students: (*choose one*)  
 Seldom or never       Monthly  
 2-4 times a year       Daily/weekly
4. List the ways your students use technology during class time:  
 curric. based software     presentations     Internet  
 technology skills       word processing     other: \_\_\_\_\_
5. List the ways you use technology regularly as a professional:  
 word processing       grades       presentations  
 student demographics     Internet       other: \_\_\_\_\_
6. District technology training has:  
 Been adequate       Not been adequate  
 Been offered, but not taken       Not been offered
7. In what areas would you like to see additional technology training?  
 CEO       Alpine       PowerSchool  
 PowerPoint       Word       Excel  
 Other: \_\_\_\_\_
8. Do you have Internet access at home?  
 Yes       No
9. I would prefer to learn technology through:  
 (check all that apply)  
 Workshops/Conferences in your content area  
 One-to-one learning with colleague/coach  
 Self-paced instruction materials, online learning, etc...  
 District staff development  
 University or college courses  
 Other: \_\_\_\_\_
10. The percentage of your students having structured weekly use of technology to support student achievement.  
 0-20%       21-40%  
 41-75%       76% or more
11. What are your present technology concerns?
12. Do you have access to the software you need to support your instructional goals? YES/NO *If NO, be specific.*
13. Do you have access to the hardware you need to support your instructional goals? YES/NO *If NO, be specific.*
14. Did your students have adequate access to computers? (lab/classroom) YES/NO *If NO, what do you need?*

**14. Check general response time to your technical needs: (*comments are vital to improving this service*)**

In House Technology Specialist	Mac support	Power School support	PC support	Network support	Excent Support
<input type="checkbox"/> Within the hour					
<input type="checkbox"/> Within 24 hours					
<input type="checkbox"/> Within 48 hours					
<input type="checkbox"/> Within the week					
<input type="checkbox"/> Within the month					
<input type="checkbox"/> No support					
<input type="checkbox"/> N/A					

**Comments:** (*continue on back if needed*)

**15. Check your skill level in these areas using the *Technology Proficiency Rubric***

Operations and Concepts	Word Processing	Spreadsheets	Internet	Integration	Multimedia	Student Assessment	Email
___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic
___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient
___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced



# Englewood Technology Survey

## Administrative Survey

1. What technology integration is happening at your school? (be specific: grade, subject, what type of technology is being used...)
  
2. What is your vision for your school regarding technology?
  
3. What barriers does your school have that may hinder you reaching your vision?
  
4. Describe the level of technology support in your building.
  
5. What percentage of your teachers do you believe are basic, proficient, or advanced at integrating technology into the curriculum?  
 \_\_\_\_\_ basic                  \_\_\_\_\_ proficient                  \_\_\_\_\_ advanced

6. Check your skill level in these areas using the *Technology Proficiency Rubric*

Operations and Concepts	Word Processing	Spreadsheets	Internet	Integration	Multimedia	Student Assessment	Email
___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic	___ Basic
___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient	___ Proficient
___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced	___ Advanced

7. What technology training would you like to see offered for administrators?
  
8. What technology training would you like to see offered for your staff?

# Information Literacy Survey

1. School name:  
\_\_\_\_\_

2. When you have a difficult question to answer and you're looking for information, where do you go first?  
\_\_\_\_\_

3. How often do you personally use a library (either public or at school) per year?

Public

- 1 – 3  
 4 – 6  
 8 – 10  
 12 or more

School

- 1 – 3  
 4 – 6  
 8 – 10  
 12 or more

4. How many times have you taken your class to the library for a research assignment this year?

- None     1 – 4     5 – 10     more

5. Have you participated in collaborative planning for a research assignment with the librarian?

- Yes                                       No

If your answer is yes, what curricular area was researched? \_\_\_\_\_

Was your collaboration successful as related to student achievement?

- Highly successful                       Successful  
 Disappointed                               Needs improvement

What would have improved the results of this research assignment? \_\_\_\_\_

6. Would you use an online database that isn't a website, but contains archived magazine articles, books and reference materials?

- Yes     No

7. Explain what information literacy means to you:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Have you ever had training on how to evaluate websites and other information you find online for reliability and accuracy?

- Yes     No

9. Do your students have adequate library time?

- Yes     No

If no, what prevents adequate access?

\_\_\_\_\_

10. Do you only use the library for internet access for your class?

- Yes     No

Why? \_\_\_\_\_

11. Have you ever visited the EHS library website?

- Yes     No

12. Do you use the library for other activities?

- Yes     No

If yes, what? \_\_\_\_\_

13. Please rate your library's resources as related to your subject area or grade level.

1	2	3	4	5
<ul style="list-style-type: none"> <li>• Minimal library resources available</li> <li>• Minimal relationship to instructional curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate library resources available</li> <li>• Generally related to instructional curriculum</li> </ul>			<ul style="list-style-type: none"> <li>• Exemplary library resources available</li> <li>• Items are selected to align fully with instructional curriculum</li> </ul>

# APPENDIX C

## Englewood Schools Information Literacy/Technology Integration Planning Sheet

Grade Level \_\_\_\_\_ Teacher/Team \_\_\_\_\_ Planning Date \_\_\_\_\_

Content Area(s) \_\_\_\_\_ Unit(s) of Study \_\_\_\_\_ Timeline \_\_\_\_\_

**Content Standards/Benchmarks/Indicators:**

**District Target(s):**

<p><b>Information Literacy Standards:</b></p> <p><u>Information Literacy</u> –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Accesses information efficiently and effectively.</li> <li><input type="checkbox"/> 2. Evaluates information critically and competently.</li> <li><input type="checkbox"/> 3. Uses information accurately and creatively.</li> </ul> <p><u>Independent Learning</u> –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4. Pursues information related to personal interests.</li> <li><input type="checkbox"/> 5. Appreciates lit. and other creative expressions of info</li> <li><input type="checkbox"/> 6. Strives for excellence in information seeking and knowledge generation</li> </ul>	<p><u>Tech Standards</u> –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 7.</li> <li><input type="checkbox"/> 8.</li> <li><input type="checkbox"/> 9.</li> <li><input type="checkbox"/> 10.</li> <li><input type="checkbox"/> 11.</li> <li><input type="checkbox"/> 12.</li> <li><input type="checkbox"/> 13.</li> <li><input type="checkbox"/> 14.</li> </ul>
---	--

Learning Activities/Projects:	Materials/Resources Needed:	Person(s) Responsible:

**How will we facilitate learning?**

**Comments/Evaluation of Unit:**

# Preliminary Needs Assessment— Educational Technology and Information Literacy Programs

District: \_\_\_\_\_

## **Part 1—Use and Incorporation of Educational Technology and Information Literacy**

Use the categories and ratings that follow to derive a rough assessment of how the district uses and applies its educational technology and information literacy. Ratings correspond to the described conditions below the 1-, 3-, or 5-point values.

### Teaching and Learning

*In what ways does the district support incorporation of educational technology and information literacy in standards-based content teaching and learning?*

Av'g Rating for Teaching:  _____
---

Points	1	---	2	---	3	---	4	---	5
<b>Alignment with content standards</b>	- Educational technology and information literacies are minimally aligned with standards-based content-area curricula.		- Educational technology and information literacies are moderately aligned with standards-based content-area curricula.		- Educational technology and information literacies are extensively aligned with standards-based content-area curricula.				
	1	---	2	---	3	---	4	---	5
<b>Contextual use</b>	- Use of educational technology and information tools/skills is minimally incorporated into standards-based content-area instruction.		- Use of educational technology and information tools/skills is moderately incorporated into standards-based content-area instruction.		- Use of educational technology and information tools/skills is extensively incorporated into standards-based content-area instruction.				
	1	---	2	---	3	---	4	---	5
<b>Teacher-librarian collaboration</b>	- Teachers rarely collaborate with library staff in developing curricula.		- Teachers occasionally collaborate with library staff in developing curricula.		- Teachers frequently collaborate with library staff in developing curricula.				
	1	---	2	---	3	---	4	---	5
<b>Teacher-edtech staff collaboration</b>	- Teachers rarely collaborate with educational technology staff in developing curricula.		- Teachers occasionally collaborate with educational technology staff in developing curricula.		- Teachers frequently collaborate with educational technology staff in developing curricula.				

**Discussion Points:**

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**Complete all three sections of Part 1 before filling in this area.**

Average for Literacy Skills Acquisition	=	_____
Average for Systemic Development	=	_____
Average for Teaching & Learning	=	_____

Overall Average Rating:  _____
--

# Literacy Skills Acquisition

Av'g Rating  
for Literacy:

\_\_\_\_\_

*How does the district help students develop skills in the use of technology and information tools?*

Points	1	---	2	---	3	---	4	---	5
<b>Tech literacy incorporation</b>	- Technology literacy skills instruction is minimally linked to content-area curricula.		- Technology literacy skills instruction is moderately linked to content-area curricula.		- Technology literacy skills instruction is extensively linked to content-area curricula.				
	1	---	2	---	3	---	4	---	5
<b>Technology standards</b>	- Technology literacy skills instruction is minimally linked to standards that focus on application/use.		- Technology literacy skills instruction is moderately linked to standards that focus on application/use.		- Technology literacy skills instruction is extensively linked to standards that focus on application/use.				
	1	---	2	---	3	---	4	---	5
<b>Info literacy incorporation</b>	- Information literacy instruction is minimally linked to content-area curricula.		- Information literacy instruction is moderately linked to content-area curricula.		- Information literacy instruction is extensively linked to content-area curricula.				
	1	---	2	---	3	---	4	---	5
<b>Info literacy standards</b>	- Information literacy skills instruction is minimally linked to standards that promote higher order thinking.		- Information literacy skills instruction is moderately linked to standards that promote higher order thinking.		- Information literacy skills instruction is extensively linked to standards that promote higher order thinking.				
	1	---	2	---	3	---	4	---	5
<b>Tech literacy instruction</b>	- Technology staff largely determine their own strategies for teaching technology literacy skills.		- Technology staff work some with other teachers to develop strategies for teaching technology literacy skills.		- Technology staff work extensively with other teachers to develop strategies for teaching technology literacy skills.				
	1	---	2	---	3	---	4	---	5
<b>Info literacy instruction</b>	- Library staff largely determine their own strategies for teaching technology literacy skills.		- Library staff work somewhat with other teachers to develop strategies for teaching technology literacy skills.		- Library staff work extensively with other teachers to develop strategies for teaching technology literacy skills.				

# Systemic Development of Educational Technology and Information Literacy

Av'g Rating  
for System:

\_\_\_\_\_

*How does the district support and encourage efforts to develop effective programs for incorporating educational technology and information literacy into the district's educational program?*

Points	1	---	2	---	3	---	4	---	5
<b>Staff development resources and time</b>	- The district provides minimal resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides some resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides abundant resources and time for staff development focused on incorporation of educational technology and information literacy into standards-based content-area curricula.		
<b>Staff development strategies</b>	- Staff development in educational technology and information literacy uses few of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).			- Staff development in educational technology and information literacy uses some of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).			- Staff development in educational technology and information literacy uses many of the most effective practices (e.g., contextual learning, sequential and continuous learning, and cooperative planning time).		
<b>Administrative follow-up</b>	- The district provides minimal follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides moderate follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.			- The district provides substantial follow-up to support incorporation of educational technology and information literacy into standards-based content-area curricula.		
<b>School improvement planning</b>	- Technology and library staff are minimally involved in school improvement planning.			- Technology and library staff are somewhat involved in school improvement planning.			- Technology and library staff are extensively involved in school improvement planning.		
<b>Evaluation plan</b>	- Minimal evaluation occurs in the district on the impact of educational technology and information literacy on learning.			- Some district staff conduct evaluations to determine the impact of educational technology and information literacy on learning.			- The district systematically evaluates the impact of educational technology and information literacy on learning.		
_____									

## Part 2—Educational Technology and Information Literacy Infrastructure

Use the categories and ratings on this page to derive a rough assessment of the district’s infrastructure capacities for educational technology and information literacy. Rate each category from 1 to 5 (1 = poor; 5 = excellent) based on the overall quality, availability, and effectiveness of each resource. You may prefer rating each school separately rather than rating the district as a whole.

Library Resources	Technology Resources
Integrated Library System (Rating: _____) <input type="checkbox"/> Circulation <input type="checkbox"/> Cataloging <input type="checkbox"/> Online catalog	Telecommunications access (Rating: _____) <input type="checkbox"/> Bandwidth of connectivity <input type="checkbox"/> Reliability <input type="checkbox"/> Variety of communications media
Print materials (Rating: _____) <input type="checkbox"/> Reference (encyclopedias, dictionaries, etc.) <input type="checkbox"/> Periodicals <input type="checkbox"/> Fiction, non-fiction <input type="checkbox"/> Book/student ratio <input type="checkbox"/> Age of collection	Labs and classroom computers (Rating: _____) <input type="checkbox"/> Quality of facilities <input type="checkbox"/> Access for individuals, classes <input type="checkbox"/> Processing capacity <input type="checkbox"/> Student/computer ratio
AV materials (Rating: _____) <input type="checkbox"/> Data projectors <input type="checkbox"/> Variety of materials, formats <input type="checkbox"/> Access and usability	Networking and wiring (Rating: _____) <input type="checkbox"/> LAN access for all computers <input type="checkbox"/> WAN access for all computers <input type="checkbox"/> Network access/files for all users
Online materials (Rating: _____) <input type="checkbox"/> Reference (encyclopedias, dictionaries, etc.) <input type="checkbox"/> Periodicals <input type="checkbox"/> Fiction, non-fiction <input type="checkbox"/> Curriculum materials <input type="checkbox"/> Directories, indexes, guides	Software (Rating: _____) <input type="checkbox"/> Real-world applications <input type="checkbox"/> Classroom management vs. learning uses <input type="checkbox"/> Higher order thinking vs. drill-n-kill practice <input type="checkbox"/> Assistive technology <input type="checkbox"/> Assessment support and record-keeping
Facilities (Rating: _____) <input type="checkbox"/> Quality of facilities <input type="checkbox"/> Access for individuals, classes	Specialized equipment (Rating: _____) <input type="checkbox"/> Multimedia and video equipment <input type="checkbox"/> Assistive technology
Staffing and support (Rating: _____) <input type="checkbox"/> Reference desk <input type="checkbox"/> Check-out/check-in <input type="checkbox"/> User support <input type="checkbox"/> Teaching and staff support <input type="checkbox"/> Cataloging <input type="checkbox"/> Maintenance and supervision <input type="checkbox"/> Acquisition, updating, planning	Staffing and support (Rating: _____) <input type="checkbox"/> Troubleshooting <input type="checkbox"/> Network support <input type="checkbox"/> Equipment downtime assistance <input type="checkbox"/> Teaching and staff support <input type="checkbox"/> User support <input type="checkbox"/> Maintenance and supervision <input type="checkbox"/> Acquisition, replacement, upgrade, planning
Budget (Rating: _____) <input type="checkbox"/> Acquisition/update budget <input type="checkbox"/> Maintenance/support budget <input type="checkbox"/> Budget stability and sources	Budget (Rating: _____) <input type="checkbox"/> Acquisition/replacement/upgrade budget <input type="checkbox"/> Maintenance/support budget <input type="checkbox"/> Budget stability and sources
<b>Discussion Points:</b> <hr/> <hr/> <hr/>	

<b>Average for Library Resources</b>	= _____	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                         Overall Average Rating: _____                     </div>
<b>Average for Technology Resources</b>	= _____	

6<sup>th</sup> Grade Technology Skill Sheet: Collaborate with Technology Instructor

<b>Standard 1: Operates technology-based equipment</b>	<b>Project</b>
Collects and organizes files.	
Uses common keyboard commands.	
Understands and uses appropriate practices on school network and the Internet.	
Understands the issues and consequences of copyright violation.	
Independently uses appropriate citation formats for electronic information.	
Takes responsibility for all network activity	
Practices responsible use of technology systems, information, and software	
<b>Standard 3: Uses technology tools to enhance learning, increase productivity and promote creativity.</b>	
Uses templates for outlining, journal writing, report writing, newsletters, flyers).	
Edits and proofreads document drafts using appropriate tools and functions (thesaurus, dictionary, word count, spell check, grammar check, cut and paste, copy).	
Uses text wrap with graphics in documents.	
Uses a variety of page layouts (e.g. landscape, portrait, margins, columns, page size).	
Adds a table to organize and display data. (borders and shading)	
Uses font animation, spacing, and position where appropriate (e.g. H2O).	
Uses a variety of line spacing formats.	
Inserts header, footer, footnotes and endnotes.	
Correctly types bibliographical information.	
Uses drawing toolbar as appropriate to enhance documents	
Takes digital images using digital camera	
Manipulate graphic/digital photo using graphics editing program	
Enters data and creates a chart from a spreadsheet.	
Uses a spreadsheet to create a graph.	
<b>Standard 4: Uses a variety of media and formats to effectively communicate /share information and ideas</b>	
Independently uses scanned images in projects.	
Work with multiple text boxes on a single slide	
Edit color/pattern of slide background	
Insert slide transitions	
Add slides to multimedia presentation	
Add custom animations to multimedia presentation	
Control slides in a multimedia presentation (Order, Delete, Hide)	
Add Clipart from Internet to a multimedia presentation	
Use AutoShapes	
Preview (using shortcuts: normal, outline, view, slide, sorter, show)	
Add hyperlinks / weblinks to multimedia presentation	
Use spell check in multimedia presentation	
<b>Standard 5: Uses technology tools to locate, collect and evaluate information from a variety of sources</b>	
Knows that different electronic resources can be used to gather curriculum information.	
Uses bookmarked sites for information retrieval.	
Searches for appropriate curriculum information within clearly defined guidelines using keyword search strategy.	
Copies relevant information (notes, images) onto open word processing document - refrains from printing excess	
Credits electronic source when using information or graphics in classroom projects.	
Understands how various search engines work (e.g. Google, Yahoo, Jeeves).	
Develops Boolean search strategies to streamline searches and locate appropriate information more efficiently.	
Evaluates search results to determine relevant sites.	
Critically assesses Internet information used in curriculum projects and multimedia presentations	
<b>Standard 6: Develops the critical thinking skills requisite to efficient technology integration</b>	
Selects appropriate formatting for project and audience.	
Selects appropriate software tool for the task.	

Preplans for a report or presentation using graphic organizers and timelines.	
Integrates the writing process into projects and presentations.	

Integrated Project/Unit	Date	Content Area
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

**Comments:** (where you need more support, what went well, what needs improvement...)

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## 7<sup>th</sup> Grade Technology Skill Sheet

### Reinforce ALL sixth grade skills

<b>Standard 1: Operates technology-based equipment</b>	<b>Project</b>
Uses all alphabet keys to at least 25 wpm with 90% accuracy.	
Discriminates between ethical and unethical access	
<b>Standard 3: Uses technology tools to enhance learning, increase productivity and promote creativity.</b>	
Scans an image to use in a document.	
<b>Standard 4: Uses a variety of media and formats to effectively communicate and share information and ideas</b>	
Examines all presentation content for accuracy and truth.	
<b>Standard 5: Uses technology tools to locate, collect and evaluate information from a variety of sources</b>	
Locates resources by accessing an on-line catalogue.	
Uses appropriate technology resources as needed for accessing curriculum information (e.g. CD ROM, DVD, print media).	
Uses an online periodical data base to access reference for a topic or current event (e.g. Worldbookonline, )	
Understands the domain of a URL as the source of the information (e.g. .gov, .com, .edu, .org).	
<b>Standard 6: Develops the critical thinking skills requisite to efficient technology integration</b>	
Selects appropriate formatting for project and audience.	
Selects appropriate software tool for the task.	
Preplans for a report or presentation using graphic organizers and timelines.	
Integrates the writing process into projects and presentations.	
Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information.	

Integrated Project/Unit	Date	Content Area
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

**Comments:** (where you need more support, what went well, what needs improvement...)

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## 8<sup>th</sup> Grade Technology Skill Sheet

### Reinforce ALL sixth and seventh grade skills

	Project
<b>Standard 1: Operates technology-based equipment</b>	
Uses all alphabet keys to at least 30 wpm with 90% accuracy.	
Distinguishes between public and private data.	
<b>Standard 3: Uses technology tools to enhance learning, increase productivity and promote creativity.</b>	
Creates a spreadsheet using simple formulas.	
<b>TARGET:</b> Understands graph styles and selects graph styles that correctly represent data.	
<b>Standard 4: Uses a variety of media and formats to effectively communicate and share information and ideas</b>	
Sets up hardware for presentation delivery. (e.g. projector, TV, audio).	
<b>TARGET:</b> Create complex presentation with custom animations and timing	
Where applicable, communicates with “keypals,” experts, or authors using class/teacher e-mail account.	
<b>Standard 5: Uses technology tools to locate, collect and evaluate information from a variety of sources</b>	
<b>TARGET:</b> Evaluates search results to determine relevant sites.	
<b>TARGET:</b> Critically assesses Internet information used in curriculum projects and multimedia presentations	
<b>Standard 6: Develops the critical thinking skills requisite to efficient technology integration</b>	
<b>TARGET:</b> Selects appropriate formatting for project and audience.	
Selects appropriate software tool for the task.	
Preplans for a report or presentation using graphic organizers and timelines.	
Integrates the writing process into projects and presentations.	
<b>TARGET:</b> Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information.	
Understands different purposes, techniques, and outcomes among various electronic search tools (e.g. search engines, databases, CD ROMs).	
Understands and uses strategies to select and apply appropriate technology for analyzing, synthesizing and evaluating information.	

Integrated Project/Unit	Date	Content Area
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____
• _____	_____	_____

**Comments:** (where you need more support, what went well, what needs improvement...)

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# Collaborative Unit Planning Organizer

Teacher \_\_\_\_\_

Library/Literacy Specialist \_\_\_\_\_

Technology Integration Specialist \_\_\_\_\_

Dates \_\_\_\_\_

Periods \_\_\_\_\_

Subject area:  
Content standards:

Information literacy and technology standards:

Lesson/Unit:

*Resources*

Print materials:

References:

Videos:

Student products:

Activities:

Learning assessment:

*Resources*

Internet URL's:

Databases:

Software:

Evaluation of the lesson:

# Collaborative Lesson for Kindergarten

## Setting the Scene

At a recent library committee, the Library/Media Specialist was asked to plan and model a lesson that merged the information literacy and content standards for primary teachers. The Library/Media Specialist asked a veteran kindergarten teacher, to collaborate on the lesson. They had their first brainstorming planning session on January 31. The Kindergarten teacher wanted to introduce fairy tales, so the Library/Media Specialist suggested that they look at several versions of Cinderella that were recently acquired for the library. They both wanted students to have the experience of locating a book in the library while also being exposed to creative forms of literature. Since many fairy tales can be found in the 398.2 section, they agreed that introducing just one number to kindergarteners would be appropriate.

At the next planning meeting, the Kindergarten teacher and Library/Media Specialists filled in the planning sheet and specified the content and information literacy skills to be addressed. The Library/Media Specialist brought 10 versions of Cinderella that we looked through. Since the teacher knows best what is appropriate for her students, she chose three titles to work with. The books selected include: *Hilary Knight's Cinderella* (traditional), *Dinorella*, a prehistoric fairy tale, and *Cindy Ellen*, a wild western version.

They then determined a sequence of activities and a rubric. Since this was their first experience in collaboration with kindergarten, the Library/Media Specialist asked if she could spend some time in the teacher's classroom before the lesson observing her style and the attention span of her students. Then they will present mini-lessons over 5 days.

**Day 1** – Activate background knowledge, review plot.  
The Kindergarten teacher will read out loud traditional Cinderella.

**Day 2**- Introduce the concept of using numbers to organize books in the library by locating the 398.2 section. Children will browse fairy tale section.

**Day 3**- The Library/Media Specialist will read *Dinorella* out loud and the Kindergarten teacher will record reactions on large comparison chart.

**Day 4** The Library/Media Specialist will read *Cindy Ellen* and Denise will record chart. After discussion, children will be able to draw pictures of their own version of Cinderella identifying her family, what she wears on her feet, and her mode of transportation.

**Day 5** Follow-up with regular visit to library and ask students to describe where they can find fairy tales.

# Similarities and Differences Chart

(Used after read alouds of *Dinorella* and *Cindy Ellen*.)

## Cinderella

What do you know about the story?

Dinorella

Cindy Ellen

Describe "Cinderella"		
Family and relationship		
Type of shoe		
Transportation		
What happened?		
What did you learn?		

## Rubric

	Beginning	Expert
	Remembers number	Can find on shelf
Understands that books can be organized by numbers in library. (IL standard 1)		
	Picture with one detail	Picture with three details
Creates picture of new Cinderella, her family, shoes and her transportation to the ball. (IL standard 5)		

