

West Iron County Public Schools Long Range Technology Plan

Section 1

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Tech Plan Start Date: July 1, 2009	Tech Plan End Date: June 30, 2012	

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Section 2 – Introductory Material

Mission Statement

In concordance with the community, West Iron County Public Schools is committed to provide a safe, positive learning environment that recognizes and develops our children's social, emotional, physical, and intellectual qualities. In achieving his/her fullest potential, each student will become a productive citizen.

District Background and Socioeconomic Status

The District serves an area of 574 square miles and is eighth in geographic size in a state with nearly 600 school districts. It has a population density of 2.4 students per square mile.

In 1940 there were fifteen operating mines in West Iron County. The community was financially robust and energetic. By 1969 the mines were closed, and Iron County was without industry and jobs. As time passed, the economy of Iron County did not improve. On the contrary, in 2003 over seventeen percent of the county's children lived in poverty (US Census Bureau data). In 2005, fifty-three percent of WIC's students are eligible for free or reduced hot lunch.

WIC has long believed that technology holds the key to unlocking the limitations that plague our students and staff because of our isolation and poverty.

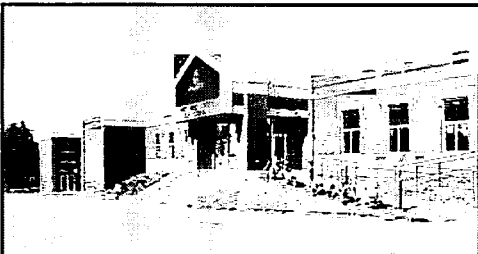
District Demographics



Stambaugh Elementary School
700 Washington Avenue
Iron River, MI 49935
906-265-6141
K-6th Grade
Principal: Mrs. Carol Brunswick
2009-2010 Projected Enrollment – 464



West Iron County Middle School
701 Garfield Avenue
Iron River, MI 49935
906-265-0016
7th -8th grade
Principal: Mr. Mike Berutti
2009-2010 Projected Enrollment – 158



West Iron County High School
701 Garfield Avenue
Iron River, MI 49935
906-265-5184
9-12th Grade
Principal: Mr. Chris Thomson
2009-2010 Projected Enrollment – 290

Section 3 – Vision and Goals

Vision for Technology Program

West Iron County Public Schools' vision for technology is the strategic use of diverse, evolving technologies for enhancement of the teaching/learning process, both within and beyond school walls, which will allow students, staff, and the community to successfully interact in continually advancing technological environments to achieve personal, educational, and workplace goals.

Technology Background

In the fall of 1993, the superintendent of West Iron County Public Schools established the *Technology Task Force* with the purpose of studying the future of technology in this school district. One year later, in cooperation with the Upper Great Lakes Educational Technologies Inc., the Task Force began work on a formal technology plan. The first draft of that plan was finished in the spring of 1995.

The opportunity for a financially feasible direct internet connection emerged in the winter of 1996. Through an agreement with the Baraga Telephone Company, WICPS installed modems and other equipment to make a direct Internet connection available to the high school building. We are continuing to assess and update our bandwidth needs.

2009-2012 Technology Task Force

Members:

Chris Thomson, Superintendent of Schools—Acting Superintendent
Roy Polich, WIC Board of Education Representative
Mike Berutti, Middle School Principal
Carol Brunswick, Stambaugh Elementary Principal
Chris Thomson, High School Principal
Brian Rippey, Technology Director
Renee Beauchamp, Technology Facilitator
Lee Rometti, High School Business Teacher
David Becker, Middle School Computer Teacher
Terri O'Donnell, Middle School Teacher
Michelle Thomson, Elementary School Teacher
Parent/Community Members – to be determined for 2009-2012

Technology Task Force member duties:

The members of the technology committee will review the technology plan and make improvements as needed annually. The committee will also make recommendations as to curriculum relating to technology. Staff members on the technology committee will make recommendations for professional development classes to offer. They will be able to make informed recommendations due to their integration with the other teachers and staff.

Our planning process starts with reviewing the current technology plan, our current progress for implementation, recommendations to improve the plan and adjust as our needs and goals change.

Goals for Technology

Using technology for the resolution of specific instructional and administrative objectives makes sense. Using technology as the most cost effective method of solving previously unsolved agency problems makes even more sense. West Iron County is dedicated to buying technology that accomplishes specific, identified objectives rather than buying technology and then deciding what to do with it.

Technology at WIC will be integrated into each of the following goals of the school improvement plan, and will support learning and teaching:

District School Improvement Goals (summarized):

1. All students will improve communication skills (reading and writing)
2. All students will improve scientific literacy skills
3. All students will improve social studies literacy skills
4. All students will improve mathematics literacy skills
5. All students will improve technology literacy skills

The technology goals and objectives that appear here dictate all that follows in this plan.

Technology is used in public education in three ways:

1. Technology is used by teachers as an instructional tool.
2. Technology is used to teach students how to use the technology and how to apply technology in the pursuit of authentic learning opportunities.
3. Technology is used to streamline administrative tasks.

Technology as an Instructional Tool

West Iron County Public School believes that technology is an essential link in improving student learning and achievement. Instruction can be made more efficient through computer aided instruction, student research of electronically stored data and the classroom presentation of information using sound, graphics, video and databases. We also believe that distance learning is essential in bringing advanced level course work to both our current students and our graduates. These beliefs lead naturally to the following specific objectives:

1. Students in the lower academic third of grades one through five will receive elementary technology education which involves keyboarding instruction.
2. Students in grades 9-12 will have access to advanced level course work through distance learning.
3. There will be at least one computer in every classroom – elementary, middle and high school, unless financial resources dictate otherwise.
4. Every classroom will have access to a multi-media overhead that will allow the projection of the teacher's computer screen so that the screen will be visible to the entire class, unless financial resources are not available.
5. All classrooms will be networked with direct Internet connections.
6. All students in grades 6-12 will have access to a computer lab for the purpose of classroom computer projects.
7. All buildings will have access to basic maintenance of their technology within a forty-eight hour period with more complex problems being addressed within one week.
8. Every teacher who desires will have assistance and/or training in developing their own interactive multimedia and video.

Teaching Students How to Use the Technology

Those who are a part of the West Iron County Public School District believe that high school graduates must know how to use technology to compete effectively in today's world. Therefore, all of our graduates must be computer literate as a minimum with advanced level training available for those who desire such training. The following objectives flow directly from this broad goal.

1. All students in grades kindergarten through fifth will have scheduled time each week to develop technology skills in alignment with *Michigan Educational Technology Standards*.
2. All classes, K-12, will have the services of a technology integration coordinator whose assignment will be to help teachers and students use technology for learning projects.
3. Students in grades 3-4 will receive intensive keyboarding instruction with a review provided in grade 5.
4. All sixth, seventh, and eighth grade students will have one semester of computer instruction each year. The computer instruction will be *METS*-aligned with the goal of meeting *Eighth Grade Technology Literacy Certification* requirements.

5. High school students will have the option of taking computer classes that teach business productivity software, computer-aided drafting/manufacturing, computerized retail point-of-sale, computerized accounting, graphic design, page layout, website design, and/or the development of interactive multimedia.
6. High school students will improve their skills in the use of productivity software through a series of required projects, which involve the use of such software. These projects will be integrated into the traditional curriculum.

Technology Is Used to Streamline Administrative Tasks

If the business world can use technology effectively in reducing the cost of administrative tasks, then certainly education should be able to do the same. We believe that every teacher-minute saved translates to increased instructional time.

1. Every teacher will be provided instruction and support to allow them to be able to submit their lunch count, attendance report, grades, transportation requests and other simple paperwork from their own desk.
2. Every teacher will be provided the tech support necessary to expand their efficient use of scope and sequence curriculum, lessons plans and communications.

Implementation Proposals

Consistent with West Iron County Public School's *Goals for Technology*, we propose to:

1. Provide instructional and administrative staff with technical support from our own technology director and technology integration coordinator to insure that equipment and software perform as they were engineered to perform and that teachers have prompt help with any instructional use of the technology with which they themselves are not yet familiar.
2. Provide training and support in the area of technology for all instructional staff to extend their ability to use technology as an instructional tool, and we will ensure that all of our technology director and technology integration coordinator receive advanced level training from the hardware and software companies that supply our school.
3. Link to a consortium of schools for the purpose of delivering two-way interactive television (ITV) instruction to our students and staff. We are working with Iron County Community Hospitals, which has a current ITV infrastructure in place, and with the ISD to develop our own distance learning infrastructure.
4. Provide resources and equipment for teachers to develop their own digital instructional materials. This will include technology to digitize sound, photographs, graphics and video. Multimedia development software and digital video editing software will also be available. Additional computer screen projection units will be purchased to ensure that all teachers have access to a means of enhancing their instruction through technology.
5. Periodically expand the bandwidth of our current Internet direct connect to keep up with demand.

Sections 4 and 5

Curriculum Integration and Student Achievement

Integration of Acquired Technologies

As was indicated earlier (Goals for Technology), West Iron County Public Schools subscribes to a plan in which student training in the use of technology advances through the following stages:

- Awareness and Exploration (Grades K-2)
- Keyboarding and Internet Exposure (Grades 3-4)
- Formal Training in Productivity Tools, the Internet and Multimedia (Grades 5-8)
- Advanced Technology Training (Grades 9-12)

The technology curriculum is described in Appendices A-1 and A-2.

As students advance through these stages, they attain technology-integrated curriculum goals that are directly aligned with state and national standards to improve academic achievement and technology literacy:

- technology curriculum mapping is being utilized by all K-8 teachers
- technology is being integrated into each curricula using the Technology Content Standards and Benchmarks and the Michigan Department of Technology Standards and Benchmarks from the Michigan Department of Education Curriculum Framework

These goals ensure that the technology we acquire:

- supports the active involvement of students in the learning process
- allows students to learn independently when appropriate
- builds students' skill level in technology use
- provides students experience in using technology to solve problems
- incorporates the use of technology as an instructional tool in both the remediation of learning deficits as well as in the extension of learning opportunities for our most able learners

Curriculum and Instruction Integration / Timeline

Strategy 1: Integrate technology into the curriculum at all levels

<u>Action Required</u>	<u>Timeline</u>
Continue to support the district Technology Integration Plan	2009-2012

Strategy 2: Provide access to online learning to expand the courses that are offered at WIC High School

<u>Action Required</u>	<u>Timeline</u>
Continue to subscribe to Michigan Virtual High School so that any student 9-12 can have the opportunity to learn using a computer and online distance learning instruction	Continuing
Utilize video-streaming resources from educational websites to enhance existing curriculum	Continuing

Strategy 3: Combine technology coursework across the curriculum

<u>Action Required</u>	<u>Timeline</u>
Curriculum mapping by all staff K-12 including computer teachers, business teachers, PE teachers, music teachers, special education teachers, industrial tech teachers	2009-2012
Refine curriculum maps to include new technology standards and benchmarks	2009-2012

Strategy 4: Technology will be used to provide communication between parents and teachers, students, staff and the community

<u>Action Required</u>	<u>Timeline</u>
Continue to make improvements to district website with timely information about the schools, and which showcases student work in art, multimedia, web design or any curricular area	Continuing
Provide access to District Technology Plan on website	Continuing
Provide all staff with voicemail / e-mail	Continuing
Provide PowerSchool access for all parents and students	Continuing
Develop school TV channel in collaboration with Iron River Cable	2009-2012

Section 6 – Technology Delivery

Distance Learning Technologies

It has been established that distance learning is an important component of instruction. Therefore, WIC offers course content by distance learning through *Michigan Virtual High School*.

West Iron County Schools has implemented wireless connectivity throughout the district. This technology allows increased access in different locations, such as the multi-purpose rooms, to allow more students to be included.

The Internet is utilized throughout the district and curriculum to provide enhanced and up-to-date instruction in all areas. *United Streaming* by Discovery Education is one example of the resources available. *United Streaming* currently provides video clips, teacher lesson plans, and student activities. We propose to maintain our subscription and implement mobile technology carts in each building to allow access in any room throughout the district.

We are working diligently to develop a distance learning infrastructure throughout the schools in our ISD and local universities. We have been pursuing this goal through a Public Telecommunications Facilities Planning grant and will be pursuing other options for grants and funding sources to purchase the hardware and other infrastructure necessary for this technology.

Section 7 – Parental Communications & Community Relations

Disseminating the Educational Technology Plan

West Iron County Public Schools uses a variety of methods to communicate with our staff, students, parents and community members, and encourages feedback on our technology initiatives. Our District website provides links to both our Technology Plan and curriculum maps. Hard copies of the Technology Plan are available to the public at the administration office building.

Developing goals for technology are presented regularly at board of education meetings; public response/comment is welcomed.

Dissemination of Related Information

- Teachers and administrators arrange newspaper write-ups on special technology integration projects
- Schedules for all school staff in-services are publicized in the newspaper
- Board of Education meetings are covered by the local newspaper and radio station; the public is informed that their attendance/involvement at these meetings is welcomed
- Administration contacts local media concerning special announcements or programming
- A school TV channel is in the planning stages (cooperative effort with IR Cable Co.)
- Interactive Television and distance learning implementation is currently being developed by the Dickinson-Iron ISD in cooperation with all of the schools within the ISD

Parental Communication

Communication between home and school has been improved dramatically at WIC through the use of the *PowerSchool Student Management System*. Through *PowerSchool*, parents/guardians have comprehensive access to information regarding school records, grades, attendance, and school announcements. The system also provides an effective communication route between parent and teacher through direct e-mail links.

Parents receive orientation and instruction in the *PowerSchool* system during “*PowerSchool* Parent Nights.” WIC’s technology director provides both an instruction session and a question-and-answer period to ensure that users have a clear understanding of *PowerSchool*’s features and are comfortable using the system.

Community Involvement

West Iron has parents and community members involved in each phase of the development of our Technology Plan and School Improvement Plan. These members are also involved in the implementation, assessment and revision of these plans on a regular, continuing basis.

West Iron County High School's business education teacher has relied on guidance from a community advisory board for the past several years. Community business owners and managers provide valuable information regarding what they'd like students who graduate from West Iron, as prospective employees, to be able to do technologically. This helps the teacher decide what's pertinent for the students to learn, and also provides more a more employable pool of job applicants to our community. This information garnered from local professionals is utilized in the formation of new, and the revision of existing, technology plan goals, and also in the assessment of how well the plan is meeting the needs of both students and businesses in our community.

Section 8 – Collaboration

Our outside collaborations help us both in our endeavor to realize technology growth, and in our desire to use our successes to benefit the surrounding community.

Existing Collaboration with Technology Educators/Providers

Dickinson-Iron Intermediate School District

WIC communicates with the Dickinson-Iron Intermediate School district on a regular basis to share technology innovations and ideas. Through the ISD, WIC is able to exchange technology ideas with other schools in the Upper Peninsula.

Existing Collaboration with Adult Literacy Providers

Community Schools

We have collaborated with Iron County Community Schools to increase adult literacy through a wide variety of adult education and enrichment classes. Computer education and application classes are consistently offered through community schools programming to advance technology literacy. WIC provides and maintains the hardware, software, and connection that make these advancements in adult literacy possible.

GED Certification Program

GED Testing Services are provided locally through the Iron County GED Testing Center. Most of those attempting to obtain certification are from Iron County, but the GED Testing Center services people from the entire west end of the Upper Peninsula. Tests are scored at the Oklahoma Scoring Service in Norman, Oklahoma; results and certificates are disseminated through the Internet. Again, WIC provides and maintains the hardware, software, and connection that make this service possible.

Section 9 – Professional Development

Sustained Professional Development

WIC supports on-going professional development in the area of technology, and plans to:

- provide sustained technical support and technology development opportunities to our staff so that they can gain the confidence and skills to integrate and effectively use technology in the classroom
- establish minimum levels of technology proficiency
- provide access to vast resources

A staff that is comfortable with technology will have few qualms about integration. To pursue our technology goals, we have created the *WIC Technology Skills Continuum for Professional Development*. Our teaching staff completes the *WIC Technology Skills Continuum for Professional Development Survey (Appendix B-1)*. Responses from this survey determine what our future professional development offerings should entail. The results will also form the basis for each teacher's individual *Skills Continuum*. Teachers also complete a *Professional Development for Technology Request (Appendix B-2)* annually and as needed to request help and training with specific equipment, processes, or projects.

Professional Development Strategies

Strategy 1: Provide staff with experience using the computer as a tool

<u>Action Required</u>	<u>Timeline</u>
Provide technical training in using new or updated software	Yearly
Provide staff with instruction in using various types of projection equipment	On-going
Provide administrative staff with community training to update skills	On-going

Strategy 2: Encourage and support interdisciplinary projects and thematic instruction utilizing technology

<u>Action Required</u>	<u>Timeline</u>
Encourage and support staff interested in implementing Interdisciplinary projects and thematic instruction	On-going
Provide in-service and technology to dept/grade levels desiring to begin implementing interdisciplinary and thematic instruction	On-going

Strategy 3: Enhance instruction with multi-media use

<u>Action Required</u>	<u>Timeline</u>
Provide instruction in creation of multi-media projects	On-going
Provide training in PowerPoint and multi-media software	On-going
Provide training in creating web pages	On-going

Strategy 4: Designate person(s) responsible for identifying and coordinating routine, frequent, and on-going in-service opportunities within the district

<u>Action Required</u>	<u>Timeline</u>
Assign technology director the responsibility for technology and staff development/training	2009; On-going
Utilize district technical support person for individualized instruction in computer use	2009; On-going

Strategy 5: Provide specific opportunities for routine, frequent, and on-going in-services within the district for departments, grade levels, and all staff

<u>Action Required</u>	<u>Timeline</u>
Provide in-services with planning/hands-on time for staff	On-going
Provide district-wide in-service for staff twice yearly	On-going

Strategy 6: Support and encourage staff to do annual visitations to see new technologies

<u>Action Required</u>	<u>Timeline</u>
Obtain release time for staff (technology days)	On-going
Make information on seminars, workshops, etc. readily available	On-going

Strategy 7: Correlate departmental/grade-level planning K-12

<u>Action Required</u>	<u>Timeline</u>
Curriculum mapping to be used and maintained throughout District using computer programs, e-mail, etc.	On-going
Provide courses in curriculum that use multi-media and other technologies as part of the subject	On-going

Strategy 8: Educate staff in the state and national technology standards for students

<u>Action Required</u>	<u>Timeline</u>
Integrate technology standards and bench marks into the curriculum mapping process	On-going
Utilize tools for evaluating teacher and student levels of technology expertise	On-going

Section 10 – Supporting Resources

Technology Program Supporting Resources

WIC is committed to providing or obtaining resources that support teaching and learning with technology. We utilize the following:

- District website
- *PowerSchool Student Management System*
- Instructions for using *PowerSchool*
- Electronic access to *Michigan Dept. of Education Benchmarks*
- E-mail for all WIC Staff
- Internet content filtering software
- Internet virus protection software
- *United Streaming*: lesson plans, course content, video
- Voice mail
- Acceptable Use Policy
- REMC support
- Intermediate School District support

Software

Our current network servers are using *Microsoft Windows Server System*[®]. We will continue the use of this network software with periodic upgrades. Many high school and middle school classes are currently using software specific to their needs. More than forty different types of software are in use throughout the district. The process of upgrading and adding to this software will continue as needed.

Print Resources

Beyond the print materials that are already in place, there will be no need to add any significant amount of print materials. Support of the network and other areas of complicated technology will come from accompanying manuals and contracted experts. There may be a need for textbooks used in conjunction with Internet instruction. However, this will be dealt with as past practices relating to textbook acquisition.

Section 11 – Infrastructure Needs / Technical Specification and Design

Description of Current Status

- Complete connectivity between all networked computers in the district
- Current Network Operating Software (NOS)
Microsoft Windows 2003 Server
Windows XP Professional
- High speed fiber connections between all main buildings
- 10/100/1000 switches to provide connectivity
- Internet account management through *Microsoft Server, Cisco PIX Firewall, Secure Computer Corporation's SmartFilter*
- Assure adequate power protection from electrical issues by the use of UPS devices on all essential network hardware
- Environmental control, static reduction, and security control of main server room
- Cisco VOIP Phone System

Future Acquisitions

- Create gigabit backbone connecting all main access switches, buildings and servers
- Replace servers every 3-5 years. Replace connectivity hardware as needed and as bandwidth requirements dictate
- Distance learning technology
- Upgrade/maintain support on Phone system

Interoperability Strategy

West Iron will continue to purchase and maintain compatible technology systems throughout the district.

Strategy 1: Make necessary acquisitions and related implementations necessary for ensuring the interoperability of equipment.

Strategy 2: Provide all staff the technology tools to do routine, instruction-related tasks.

Action Required

Timeline

Continue to provide access for teachers to *PowerSchool* and *PowerTeacher* for grading, attendance, student management

2000-2012

Upgrade or purchase new software for interested staff to Manage and update teacher/class websites with lesson plan, assignment, and classroom information. Upgrade phone system.

2009-2012

Description of Technical Support

Technical support will be provided to all staff. We propose to develop our intranet to incorporate support requests and include self-help resources. Staff should complete the proper request forms to schedule service and upgrades in their classrooms. The staff can also contact their building office to request and schedule service. The technical support metrics shall be monitored by the technology committee at each regular meeting. Technical support will incorporate the guidelines as developed under the Michigan State Technology Plan.

West Iron is moving its seventh and eighth grade students from the current Middle School to the High School Complex, and fifth and sixth graders to Bates School, a satellite of Stambaugh Elementary School, beginning with the 2009-2010 year; the current Middle School building will be closed. With declining enrollment, the fiscal status of the district will severely restrict the goals of this plan. All avenues of grants and supplemental income to further these goals will be a high priority of Staff and Administration.

Section 12 – Increase Access

Increase Access Strategy

Strategy 1: Increase access to all technology for students and teachers

<u>Action Required</u>	<u>Timeline</u>
Replace computers and servers on a 3/5 year rotational basis	Ongoing
Add a high school open lab available throughout the day for MS classes	2009
Projector/overhead for each teacher	2009-2012

Strategy 2: Increase access to shared resources and online information

<u>Action Required</u>	<u>Timeline</u>
Replace/upgrade network switches on rotational basis	Ongoing
Develop/maintain school TV channel	2009-2012
Maintain out-of-school public access system for <i>PowerSchool</i>	Ongoing

Strategy 3: Increase access to students requiring assistive technology

<u>Action Required</u>	<u>Timeline</u>
Continue ZoomText software and oversized monitors for visually impaired students	Ongoing
Continue <i>Magnisight Explorer</i> magnification readers for visually impaired students	Ongoing

Section 13 – Budget and Timetable

Technology Budget – Projected Costs

Item	2009-2010	2010-2011	2011-2012	2012-2013
Technology Personnel Salaries & Benefits	\$45,000	\$55,000	\$55,000	\$55,000
Software Licensing	\$15,000	\$15,000	\$15,000	\$15,000
Computer Lease	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance and Software Support	\$20,000	\$20,000	\$20,000	\$20,000
Other Hardware/Software		\$33,000	\$42,500	\$42,500
Internet/Fiber Lease*	\$18,000	\$18,000	\$18,000	\$18,000
Internet Filtering	\$2,910	\$2,910	\$2,910	\$2,910
In-service/Professional Development	\$10,500	\$10,500	\$10,500	\$10,500
Network Maintenance/Upgrades	\$15,000	\$15,000	\$15,000	\$15,000
Telephone – Local and Long Distance*	\$17,000	\$17,000	\$17,000	\$17,000
Totals	\$135,400	\$186,410	\$195,910	\$195,910

*Before USF reimbursement

Section 14 – Coordination of Resources

Long-Term Financial Plan

West Iron County Public Schools has and will continue to dedicate a percentage of its budget to technology acquisitions and upgrades.

Coordination with Available State and Local Grant Resources

By far, the most important grant resource for the acquisition of technology at this time is the "Universal Service Fund (USF)." West Iron County has made every effort to use this source to the fullest extent possible, and will continue to do so on a yearly basis.

We have also received Title grant money and several other grants relating to technology. West Iron County Public Schools is dedicated to actively pursuing available grants including, but not limited to, technology that can be utilized in instruction and administrative tasks. We will also explore consortium projects that may reduce costs to members because of cooperation.

All major technology items that are purchased go through a competitive bid process. The REMC purchasing program is used when possible to find the best price for technology equipment and supplies.

Section 15 – Evaluation

Monitoring and Evaluation

West Iron County Public Schools has the following plan for continuous monitoring and evaluation of the technology plan and progress:

1. Yearly assessment/modification of technology curriculum
2. Use of survey instruments to assess staff needs, professional development requirements, and other technology concerns
3. Professional development appropriate with the needs of the current staff
4. Evaluation of teachers by building administrators on how well they use electronic resources such as e-mail, *PowerSchool*, etc., and on how appropriately they incorporate technology into their curriculum
5. Regular technology committee meetings to discuss changing technology and to evaluate the appropriateness of the current situation/budget
6. Maintenance/improvement of technical support available within the district
7. Active pursuit of funding for technology
8. Maintenance/improvement of operations for administrative staff and tasks

In addition, items that require funding will be submitted to the technology director; a staff proposal will be written for each technology request. Approval for funding will be based upon 1) the extent to which the teacher has used technology to enhance student learning; and 2) the teacher's plan to incorporate the added technology to enhance student learning.

These plans will be implemented on a district-wide and building-level basis. We will include members from each building to oversee and report the use of technology in that building. They will also be responsible for gathering general information from the staff regarding technology implementation.

Goals and objectives will be monitored to the degree which computers are integrated into the daily life of students, teachers, support staff, volunteers and administration. Specific areas to be monitored include curriculum integration, administration and technology, staff competency, and funding sources.

Monitoring is a non-ending process. Technology reports will be made monthly to administration and to the school board. An annual technology report will be made at the end of the school year.

Quantitative and qualitative data will be obtained on a continual basis. Data will include, but is not limited to: MEAP scores, reading assessments, grade level assessments, graduate follow-up surveys, student surveys, staff surveys, and student projects.

Student Evaluation

West Iron County Public Schools' use of technology has three major objectives for students:

1. To improve student mastery of the state learning standards
2. To ensure that each student completing 8th grade has achieved mastery of the technology standards (*Eighth Grade Technology Literacy Certification*)
2. To deliver advanced course work to our high school students using technology
3. To prepare our students for the use of technology in college or the world of work

Student Mastery of the State Learning Standards

WIC has elected to employ the Computer Curriculum Corporation's *Success Maker Management System*[™] and the *Success Maker Courseware*[™] to attack our current problems with elementary-age student mastery of the state's learning objectives. The *Success Maker Management System*[™] provides for the individualized monitoring of the objectives mastered by each student. WIC will use the statistics that are generated by that management system to modify the instruction each student is receiving through the software to more adequately address his or her strengths and/or deficiencies. These statistical reports will be utilized on a daily, weekly, or monthly basis, depending on the type of report generated.

STAR Reading and STAR Math are also used for student evaluation and monitoring purposes, making possible real-time curriculum modifications.

Grade-level and content-area meetings are held to evaluate MEAP gaps and weaknesses. Plans are developed to strengthen student attainment of the state and national standards.

Student mastery of the 8th Grade Technology Literacy Standards

Methods for evaluating the 8th grade technology standards have been developed by the 6th - 8th grade technology teacher and the director of technology. The *Michigan Educational Technology Standards (METS) Checklist* and the *Educational Technology Standards & Expectations (ETSE)* were the reference documents used in the creation of our 8th grade mastery assessment.

All 8th graders take a computer class for one semester during their 8th grade year. Students will be evaluated at the completion of the computer class. The technology teacher is responsible for the evaluation of the students. Students may receive remedial training in areas for which they do not meet the benchmarks.

Advanced High School Course Work

Currently WIC offers high school course work through the Michigan Virtual High School. Within the next few years, we expect to be offering other courses through a two-way interactive television network. These two different forms of distance learning will open new doors for our students.

Preparing Students for Technology Use Following High School

WIC instructional staff wishes to ensure that all of our students are prepared to use technology effectively when they graduate from our school system. Consequently WIC has established graduation requirements that require certain basic computer projects to be placed in the student's portfolio. The quality of these student projects will stand as a demonstration of our level of success in meeting this objective. Objectives are covered throughout the curriculum and students will have opportunity for remedial instruction.

Teacher Evaluation

We have also set as a technology benchmark the provision that all of our teachers will have easy access to the Internet and use of the district's technology services. We have incorporated the State and national standards for teacher competencies in our professional development plan; see *Appendix B-1 – WIC Technology Skills Continuum for Professional Development Survey*. Principals and the technology director will monitor and track teachers' advancement along the *Skills Continuum* both annually and as teachers take advantage of professional development offerings.

Building administrators will also evaluate teachers annually on how well they use electronic resources such as e-mail, *PowerSchool*, etc., and on how appropriately they incorporate technology into their curriculum. Needed improvements will be incorporated into the individual development plan.

Evaluation Monitoring

A *Technology Evaluation Form (Appendix C)* will be completed annually by an evaluation team consisting of teachers, principals, and the technology director. Weak areas will be discussed and modified. This form will be used by the technology committee as part of its annual evaluation of the goals and processes set for the district. If expectations are not met, reviews and revisions will be made accordingly. Unmet goals will be addressed by the technology committee and administration.

Section 16 – Acceptable Use Policy

Acceptable Use Policy

West Iron County Public Schools' acceptable use policy can be found in Appendix D.

We realize that state and national standards are rapidly changing with technology and commit to updating and revising our policy in accordance with national AUP models. We propose to update and inform our staff through in-services on issues relating to ethics, safety and appropriate use. We will monitor these policies accordingly.

Internet access filtering is performed by *Secure Computing's Smartfilter* CIPA-compliant content filter server and multiple firewalls. All student Internet access is filtered.

APPENDIX A-1

K-8 Technology Curriculum Summary 14 Key Technology Concepts

TechWorks, <http://www.teachercreatedmaterials.com/technology/techworks>, the K-8 technology curriculum used at West Iron County, is aligned with the NETS, http://www.teachercreatedmaterials.com/curriculum_files/pdfs/techworks/nets.pdf, and covers 14 key technology concepts. The table below indicates at which levels individual concepts are covered.

Technology Concept	Grade Level								
	K	1	2	3	4	5	6	7	8
Technological Awareness	X	X	X	X	X				
Keyboarding	X	X	X	X	X	X	X	X	
Paint, Draw and Graphics	X	X	X	X	X	X	X	X	
Word Processing		X	X	X	X	X	X	X	X
Information Systems/CD-ROM		X	X	X	X	X	X	X	
Network Awareness			X	X	X	X			
Internet/Telecommunications				X	X	X	X	X	X
Multimedia				X	X	X	X	X	X
Video				X	X	X	X	X	
Electronic Presentations					X	X	X	X	X
Databases					X	X	X	X	X
Spreadsheets					X	X	X	X	X
Desktop Publishing						X	X	X	X
Programming						X	X	X	X

APPENDIX A-2

BUSINESS EDUCATION/COMPUTER CLASS DESCRIPTIONS

BUSINESS COMPUTER APPLICATIONS (1 credit)

BU102

Prerequisite: None

This is a one credit course emphasizing technological skills used in the business world and everyday life. Students will learn to use a variety of software packages including: Microsoft Word, Excel, PowerPoint, and Internet Explorer. Students will also learn to make basic web pages using Microsoft FrontPage and will create videos using our digital video equipment and the iMovie software. Students will also complete many projects that use the skills learned in each program. This class is for anyone interested in the business field or general computer applications.

WEBSITE DESIGN: (1/2 credit)

BU103

Grades 9, 10, 11, and 12

Prerequisite: None, but Desktop Publishing is recommended.

This class at ½ credit does not fulfill your computer credit.

This introductory course will emphasize both the creative design and technical aspects of making web pages. Students will learn to use Adobe Photoshop and Frontpage. They will learn principles that will guide in making a good and attractive site. Students will create their own websites with the possibility of having them posted on the school site.

DESKTOP PUBLISHING (1 credit)

BU202

Grades 10, 11, and 12

Prerequisite: None

This course will allow students to learn and practice laying out graphic designs using the computer. Students learn the programs Adobe InDesign and PhotoShop and use them to layout designs and manipulate graphics. After students learn to use the programs and the basics of desktop publishing, they will complete practical projects using these skills. The projects include: a cd cover, business cards, movie posters, menus, a children's book, a calendar, etc. **Skills learned in this class will help those taking publications, video productions, and website design classes.**

MULTIMEDIA/VIDEO PRODUCTIONS (1 credit)

BU203

Grades 10, 11, and 12

Prerequisite: None, but Desktop Publishing is recommended

May be taken a second year for credit. Students will learn to tape, capture, edit,

and output digital video to vhs and dvds. The course will begin by focusing on learning to use the camera and take great camera shots. Early projects will be edited with iMovie and with Windows Movie Maker. Skills learned include storyboarding, camera operation, lighting, scripting, voiceovers, and other editing techniques that enhance the video production process. In addition students will learn to create their own graphics to use in the video editing process with Photoshop. More advanced digital video editing techniques will use Final Cut and Adobe Premier. Students will make videos from the following: short films, music videos, highlight videos, documentaries, commercials, and more. *There is a possibility of starting a school television channel that would broadcast over a local cable network.*

FUNDAMENTALS OF DIGITAL WEB DESIGN (2 credits)

BU204

Grades 10, 11 and 12

Class meets at Forest Park (transportation is provided)

This course introduces students to web design and the use of Macromedia Studio MX 2004 together with Adobe Photoshop CS while learning the foundations of building a Web site. Macromedia Studio MX 2004 is Web design software that allows students to create interactive, dynamic Web sites in an intuitive way, without the need for extensive programming knowledge. Photoshop CS is an image-editing program. Both the Macromedia and Photoshop programs are considered web design standards for the web industry. This is a year long, block class (2 hours) that meets in Forest Park.

ADVANCED DESKTOP PUBLISHING (1 credit)

BU303

Grades 10, 11, and 12

Prerequisite: Desktop Publishing

This course will continue where Desktop Publishing ended. Students will learn advanced features of Adobe InDesign and PhotoShop and they will also learn to use Adobe Illustrator. They will gain a deeper understanding and greater skills in the area of design. A focus will be made toward creating more professional-looking documents. A great deal of time will be spent creating "real" documents (those created for local businesses, organizations, school staff, and others).

Students may repeat the class for additional credits. For students taking the class again, you will have a choice of doing a new business plan, improving your original business plan, starting and running your business from the class, or working with projects from local business organizations. Your options can be discussed with the instructor.

PUBLICATIONS (1 Credit)

BU305

Grades 11 and 12

Prerequisite: Teacher approval required

Class Limit: 20 is the goal

In this course students will work on all phases of the yearbook. The skills gained from this class include: business (bookkeeping, sales, marketing, advertising, etc.); writing (headlines, body copy, captions, short news stories); design (layouts and computer graphics); video productions (plan, record, capture, edit, and produce video); photography (learn photography skills and then take all pictures for the yearbook). Students will create the entire yearbook, a video yearbook and may create a quarterly newspaper. Only dependable, self-motivated students should sign up for this class.

COMPUTER SCIENCE

COMPUTER SCIENCE I (1/2 credit)

CS101

Prerequisite: None

Through this course, students are introduced to the world of computers and data processing. Students will use integrated applications software in the Microsoft Office Suite, performing word processing (MS Word), presentations (Power Point), spreadsheet (MS Excel) and database (MS Access) tasks. A short unit on the Internet and an Introduction to Web Site Design (MS FrontPage) will also be taught.

APPENDIX B-2

**West Iron County Public Schools
Professional Development for Technology Request**

Name: _____

Date: _____

I would like help designing or implementing the following specific project(s) with my class, and would like the project(s) to begin (indicate approximate date):

I would like to be able to utilize technology in the following way(s):

I would like my students to be able to utilize technology in the following way(s):

Other training requests: _____

APPENDIX B-1

West Iron County Public Schools Technology Skills Continuum for Professional Development Survey

Staff Self-Evaluation for Technology Skills

Name: _____ Date: _____

Building(s): _____

Grade Level(s) You Teach: _____

Subject(s) You Teach: _____

The results of these staff self-evaluations will be used to formulate a long-range strategy for professional development in our district.

Please judge your level of achievement in each of the following competencies. Circle the number which best reflects your current overall level of skill attainment. If there are specific tasks that you are confident in performing within a skill level other than the one you have circled, please underline those. Do not be discouraged if you are not familiar with many of the skills listed. We have included a large number of items in order to try to capture as much information as possible.

Teacher Computer Use – Administrative Tasks

I. Basic computer operation (NETS I.A., I.B.)

Level 1 I do not use a computer.

Level 2 I know the basic operations of using a mouse, clicking, and working with windows. I can use the computer to open, run and close a few specific, preloaded programs. The computer use has little effect on how I work. I am somewhat anxious when using the computer.

Level 3 I can set-up my computer and peripheral devices, load software, print, and use most of the operating system tools like the clipboard, clock, note pad, find command, and trash can (recycling bin). I can format a data disk, connect to my school's network, and run programs that require a CD. I have a virus protection program that scans my files on a regular basis.

Level 4 I can run several programs simultaneously, and have multiple windows open at the same time. I can customize the look and sounds of my computer. I use techniques like shift-clicking to work with multiple files. I look for programs and techniques such as using virtual memory to maximize my computer system. I feel confident enough to teach others some basic operations.

II. File management (NETS I.A., I.B.)

Level 1 I do not save any documents I create using the computer.

Level 2 I save documents I've created but often have difficulty finding them. I do not store duplicates of my files on disks or servers for back-up purposes.

Level 3 I have a filing system for organizing my files, and can locate files quickly and reliably in folders and subfolders. I back-up my files to disk, file server, or Internet storage site on a regular basis. I use the district's networked file storage server when provided so I can access my files from any computer, including my home computer. I save my files with the appropriate extension (.txt, .jpg, .doc, .cwk, etc.) to facilitate cross-platform use.

Level 4 I regularly run a disk-optimizer on my hard drive, and use a back-up program to make copies of my files on a weekly basis. I have a system for archiving files which I do not need on a regular basis to conserve my computer's hard drive space.

III. Time management and organization (NETS V.C.)

Level 1 I do not use electronic tools or devices to help me keep a calendar or organize my tasks and address book.

Level 2 I can access the school's calendar for basic schedule information.

Level 3 I use an electronic calendar program, to-do list, and address book that includes email address to help organize and schedule my professional activities. I can synchronize the information on my computer with that in my PDA (personal digital assistant).

Level 4 I store my calendar, task manager, web bookmarks, and address book online so it can be accessed from any Internet-worked computer. I help my students with using technology for time management and organizational purposes.

IV. Word processing (NETS I.A., I.B., V.C.)

Level 1 I do not use a word processor, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I occasionally use the word processor for simple documents that I know I will modify and use again. I generally find it easier to handwrite or type most written work I do.

Level 3 I use the word processor for nearly all my written professional work: memos, tests, worksheets, and home communication. I can edit my document using commands like copy and paste, find, undo, and "save as." I can spell check, and change the format of a document. I can paginate, preview and print my work. I can use tables within my documents. I feel my work looks professional.

Level 4 I can save my document as a text or rtf document so it can be opened by others who may use the same word processor I use. I take advantage of collaborative writing/editing environments when available. I use the word processor not only for my work, but have used it with students to help them improve their own communication skills.

V. Spreadsheet use (NETS I.A., I.B., V.C.)

Level 1 I do not use a spreadsheet, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I understand the use of a spreadsheet and can navigate within one. I can create a simple spreadsheet that adds a column of numbers.

Level 3 I use a spreadsheet for several professional applications such as keeping a budget or analyzing student data. My spreadsheets use labels, formulas and cell references. I can change the format of the spreadsheets by changing column widths and text style. I can use the spreadsheet to make a simple graph or chart.

Level 4 I can import a spreadsheet into a word processing document or presentation program when needed. I use the spreadsheet not only for my work, but have used it with students to help them improve their own data keeping and analysis skills.

VI. Database use (NETS I.A., I.B., V.C.)

Level 1 I do not use a database, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I understand the function of a database and can locate information within one that has been pre-made. I can add or delete data in a database.

Level 3 I use databases for professional applications. I can create a simple original database that has a professional application such as an address book by defining fields and creating layouts. I can find, sort and print information that is useful to me. I can use my building's student information system database to find information about students in my class.

Level 4 I can use formulas with my database to create summaries of numerical data. I can use database information to do mail merge in a word processing document. I use the database not only for my work, but have used it with students to help them improve their own data keeping and analysis skills.

VII. Graphics and digital image use (NETS I.A., I.B., V.C., V.D.)

Level 1 I do not use graphics in my word processing or presentations, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 I can open and create simple pictures with painting and drawing programs. I can use programs like *PrintShop* or *CardShop*.

Level 3 I use both pre-made clip art and simple original graphics in my word-processed documents and presentations. I can edit clip art, change its size, and place it on a page. I can use most of the drawing tools, and can group and un-group objects. I can use the clipboard to take graphics from one application for use in another. I can take, import, edit, and use images from a digital camera in my work. I can use a scanner. The use of graphics in my work helps clarify or amplify my message.

Level 4 I use graphics not only for my work, but have used them with students to help them improve their own communications. I can use graphics and digital images to create a professional looking newsletter. I can do basic editing of digital video production.

VIII. Hypermedia/presentation software use (NETS I.A., I.B.)

Level 1 I do not use hypermedia or presentation software, nor can I identify any uses or features it might have which would benefit the way I work.

Level 2 I can navigate through a pre-made hypermedia program or presentation program. I can create a simple presentation using a program's templates or wizards.

Level 3 I can create my own hypermedia stacks and computer presentations that can be used to accompany a lesson in my classroom. These stacks use navigation buttons, sounds, dissolves, graphics, and text fields. I know some basic rules of graphic design that can apply when designing the presentation. I can use an LCD projection device to display the presentation to a class. The computer generated slides help reinforce or amplify my message.

Level 4 I can link to other programs and to websites from my hypermedia stacks or presentations. I use hypermedia and presentation programs with students in their own information keeping and communication efforts.

IX. Network and Internet use (NETS I.A., I.B., V.A., V.D.)

Level 1 I do not use the on-line resources available in my building, nor can I identify any uses or features they might have which would benefit the way I work.

Level 2 I understand that there is a large amount of information available to me as a teacher that can be accessed through networks, including the Internet. With the help of the media specialist, I can use the resources on the network in our building.

Level 3 I use the network to access professional and personal information from a variety of sources including networked CD-ROM reference materials, on-line library catalogs and periodical databases, and the World Wide Web. I have an email account that I use on a regular basis to communicate with parents and other professionals. I use the district-specific networked resources that are available to me such as file storage space, student information, IEP forms, curriculum guides, and online forms. I have a strategy for analyzing the quality of information I find online.

Level 4 Using telecommunications, I am an active participant in on-line discussions, can download files and programs from remote computers. I use the network to share documents with my colleagues for collaborative review and editing. I accept student work sent to me electronically. I use telecommunications activities with my students.

X. Student Assessment (NETS IV.A.)

Level 1 I do not use the computer for student assessment.

Level 2 I use some options within an electronic grade book to keep track of student data. I keep some student-produced materials on the computer, and write evaluations of student work and notes to parents with a WP.

Level 3 I effectively use an electronic grade book to keep track of student data. I keep portfolios of student-produced materials on the computer, and use the electronic data during parent-teacher conferences. I use the networked grading, attendance, reporting, and discipline system provided by my district.

Level 4 I rely on the computer to keep track of outcomes and objectives individual students have mastered. I use that information in determining assignments, teaching strategies, and groupings.

XI. Ethical use understanding (NETS VI. A, D, F.)

Level 1 I am not aware of any ethical issues surrounding computer use.

Level 2 I know that some copyright restrictions apply to computer software.

Level 3 I clearly understand the difference between freeware, shareware, and commercial software and the fees involved in the use of each. I know the programs for which the district or my building holds a site license. I understand the school board policy on the use of copyrighted materials. I demonstrate ethical usage of all software and let my students know my personal stand on legal, moral, and safety issues involving technology. I know and enforce the school's technology policies and guidelines, including its Internet Acceptable Use Policy. I have a personal philosophy I can articulate regarding the use of technology in education.

Level 4 I am aware of other controversial aspects of technology use including data privacy, equitable access, and free speech issues. I can speak to a variety of technology issues at my professional association meetings, to parent groups, and to the general community.

Teacher Computer Use – Instruction

I. Instructional software use (NETS III.A., III.D.)

Level 1 I do not use instructional software as a part of my instructional program, nor am I aware of any titles that might help my students meet their learning goals.

Level 2 I use a few computer programs as an instructional supplement, as a reward, or with special needs children.

Level 3 I use several programs (drill and practice, simulations, tutorials, etc.) chosen by my department or grade level to help all my students meet specific, identified learning objectives. The software allows me to teach and/or reinforce concepts more effectively than traditional methods. When it is available, I use the software's management system to help assess individual student performance. I use the school's integrated learning system in a purposeful way and help assess its overall effectiveness.

Level 4 I seek out new programs for evaluation and adoption. I know sources of software reviews and keep current on developments in computer technologies through professional reading and conference attendance. I share my findings with other professionals.

II. Using technology to improve student writing (NETS II.B.)

Level 1 I am not familiar with any technologies that would allow me to help my students improve their writing skills.

Level 2 I ask that the final draft of some student writing assignments be word-processed. I do not expect or encourage my students to compose or edit using the computer.

Level 3 I help students use the computer in all phases of the writing process from brainstorming to editing. This may include the use of idea generators, graphic organizers, portable writing computers, outlining tools, spelling and grammar checkers, desktop publishing tools, and webpage generators. I use technology to help students share their work for a wide reading audience. I can find and use best practices data on improving writing with technology.

Level 4 I store portfolios of my students' work electronically. I share successful units with others through print and electronic publishing and through conference presentations and workshops. I look for specific technology tools for helping my students improve their writing skills.

III. Information literacy skills - secondary sources (NETS III.A., II.C.)

Level 1 I am not familiar with the term information literacy, nor do I know why such skills are important.

Level 2 As a part of my curriculum, I have library research projects, and I support the library skills taught by the media specialist. I am aware that there are electronic resources available to my students.

Level 3 My curriculum includes at least two information literacy projects, team-taught with the media specialist. I understand the Big 6 or a similar information literacy process and design student projects so that they require higher level thinking skills, use and cite electronic information sources, require the use of computer productivity software, and are authentically assessed. I ask students to use technology to help them share the results of their research with others. I reinforce information literacy skills on a daily basis as opportunities arise.

Level 4 I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require information literacy skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops.

IV. Information literacy skills - primary sources (NETS III.A., II.C.)

Level 1 When asking students to do research, I expect them to only use secondary resources like books, magazines, or reference materials.

Level 2 As a part of my curriculum, I have some units which require the collection and use of original data. I generally can predict the outcome of such experiments.

Level 3 My curriculum includes at least two information literacy projects that require the collection of original data to answer a genuine question. I may use tools to collect data like computerized probes and sensors, on-line surveys, interviews, or digitized sources of historical records, as well as tools to record, organize, and communicate the data such databases and spreadsheets. I ask students to use technology to help them share the results of their research with others.

Level 4 I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require information literacy skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops.

V. Modification of instructional delivery (NETS II.A., III.D.)

Level 1 I have one or two effective methods of delivering content to my students. I do not use technology that requires that I change my instructional methodology.

Level 2 I have tried units or projects that are student-directed, use small groups, or are highly individualized, but I primarily use teacher-directed, whole group instruction.

Level 3 I use a variety of instructional delivery methods and student grouping strategies routinely throughout the year. I can design activities and approaches that both best fit the learning objectives and the availability of the technology available to me. I can use small groups working cooperatively or in rotation to take advantage of student to equipment ratios of greater than one to one.

Level 4 I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to engage my students and meet curricular goals. I work with a team of fellow teachers to create, modify and improve my practices in this area.

VI. Assessment of student performance (NETS IV.A., IV.B., IV.C.)

Level 1 I evaluate my students using objective tests only.

Level 2 I evaluate some student performances or projects using subjective criteria. I save some student work for cumulative folders and parent conferences, and print some electronically produced student work.

Level 3 I use a wide range of assessments to evaluate student projects and performances. I can use technology to help create assessment tools like checklists, rubrics, and benchmarks that help the student assess his own performance and allow me to objectively determine the quality of student work. I ask students to keep both a physical and electronic portfolio of their work. I have a computerized means of aggregating performance data for my class that I use to modify my teaching activities and strategies.

Level 4 I continuously try new approaches suggested by research or observation to discover the most effective means of using technology to help assess student learning. I work with a team of fellow teachers to create, modify, and improve my work in this area.

VII. Individualization of instruction and educational program (NETS III.B., V.B., VI.B.)

Level 1 I modify my curriculum or instructional methods only for students with identified special needs.

Level 2 I occasionally give students the choice of assignments in my class, but all class members (unless they are in special education) must meet in the same learning objectives within the same time frame. Skill remediation is done during summer school or informally during or after school.

Level 3 With the assistance of the student, parents, and appropriate specialists, I create a learning plan for each of my students. I track the accomplishment of learning goals in the plan using a computerized tool. I use this tool during parent conferences and for school or state reporting.

Level 4 I provide suggestions about the content and design of the individualized computerized planning and report tools.

VIII. Fostering home-school communications (NETS V.D.)

Level 1 I use the traditional methods of communication with the home: telephone, report cards, progress reports and printed school or classroom newsletters.

Level 2 I send email to parents who request it in response to specific inquiries. I use my district or building's generic parent/guardian mailing list to distribute messages of general interest.

Level 3 I maintain a parent/guardian mailing list to distribute information about happenings in my classroom. I maintain a classroom webpage that has basic information about my classroom and curriculum including study guides, notification of upcoming evaluations, assessment criteria of projects, class expectations, etc.

Level 4 I use a webpage or web interface to my grade book to provide real-time information to parents about individual student's progress in my class. I formally work with parent organizations to teach parents how to access school information electronically.

IX. Adaptive technologies (NETS V.B., VI.C., VI.E)

Level 1 I am not aware of how technology can help students with physical or mental limitations.

Level 2 I work with students who may bring with them special devices that allow them to work and communicate in the classroom.

Level 3 I use technology when appropriate to help students with special learning needs. This includes detailed individualized education plans, specialized communications devices, etc.

Level 4 I provide professional growth opportunities for other teachers in the use of adaptive technologies.

X. Professional growth and communication (NETS V.A., V.B., V.D.)

Level 1 I do not use electronic resources for professional growth or communication.

Level 2 I can find lesson plans and some research in on-line databases. I correspond with parents and other teachers using e-mail.

Level 3 I use the Internet and other on-line resources to obtain research, teaching materials and information related to the content of my classes. I read electronic newsletters and journals to keep current on educational practices. I participate in electronic discussion groups and chat rooms that are related to my area of education. I use a computerized presentation program when giving workshops or speaking at conferences. I take part in distance learning opportunities using technology.

Level 4 I organize professional growth opportunities for other teachers and feel comfortable teaching other staff members about the use of technology.

XI. Research and evaluation of technology use (NETS IV.B., V.B.)

Level 1 I have not yet attempted to determine whether the use of instructional technology has made a difference in my student's learning or classroom climate.

Level 2 I gather, use, and share information and observations about student use of technology in my classroom.

Level 3 I use action research and aggregated data to accurately determine whether the technology and methodology I am using has an impact on how well my students learn and on school climate.

Level 4 I participate in formal studies of the impact of technology on student learning conducted by professional groups and academics. I have designed such studies as part of my own professional education. I report electronically and in print the findings of my research to other professionals.

Teacher Computer Use – Internet

I. Internet basics and history

Level 1 I do not understand how networks work, nor can I identify any personal or professional uses for networks, including the Internet. I do not have an account on any network nor would I know how to get one.

Level 2 I can identify some personal or professional uses for networks, and understand they may have a value to my students and to me. I've read some articles about the Internet in the popular press. I can directly use a network to access a library catalog or CD-ROM, etc.

Level 3 I can describe what a computer network does and how it can be useful personally and professionally. I can distinguish between a local area network, a wide area network, and the Internet and can describe educational uses for each. I can describe the history of the Internet, recognize its international character, and know to a degree the extent of its resources. I know the purpose and historical significance of newsgroups, gophers, and telnet. I have personal access to the Internet that allows me to receive and send email, download files, and access the World Wide Web. I know that I must protect my password, and should restrict access by others to my account.

Level 4 I use networks on a daily basis to access and communicate information. I can serve as an active participant in a school or organizational planning group, giving advice and providing information about networks. I can recommend several ways of obtaining Internet access to others.

II. Email and electronic mailing lists

Level 1 I do not use email.

Level 2 I understand the concept of email and can explain some administrative and educational uses for it.

Level 3 I use email regularly and can:

- read and delete messages
- send, forward and reply to messages
- create nicknames, mailing lists, and a signature file
- send and receive attachments
- use electronic mailing lists and understand the professional uses of them
- read and contribute to a professional electronic mailing list

Level 4 I can send group mailings and feel confident that I could administer an electronic mailing list. I use activities that require email in my teaching. I can locate lists of subject-oriented mailing lists.

III. The World Wide Web

Level 1 I do not use the World Wide Web.

Level 2 I am aware that the World Wide Web is a means of sharing information on the Internet. I can browse the Web for recreational purposes.

Level 3 I can use a Web browser like *Explorer* or *Netscape* to find information on the World Wide Web, and can list some of the Web's unique features. I can explain the terms: hypertext, URL, http, and html. I can write URLs to share information locations with others. I can use Web search engines to locate subject specific information and can create bookmarks to Web sites of educational value.

Level 4 I can configure my web browser with a variety of helper applications. I understand what "cookies" do and whether to keep them enabled. I can speak to the security issues of on-line commerce and data privacy.

IV. Search tools and evaluation strategies

Level 1 I cannot locate any information on the Internet.

Level 2 I can occasionally locate useful information on the Internet by browsing or through remembered sources.

Level 3 I can conduct an efficient search of Internet resources using directories like Yahoo or search engines like Google, Lycos, or Infoseek. I can use advanced search commands to specify and limited the number of hits I get. I can state some guidelines for evaluating the relevance of sites and the quality of the information I find on the Internet. I can write a bibliographic citation for information found.

Level 4 I can identify some specialized search tools for finding software and email addresses. I can speculate on future developments in on-line information searching including know-bots and other kinds of intelligent search agents.

V. Newsgroups and electronic mailing lists (NETS I.A., H.C., V.A.,V.B., V.D.)

Level 1 I have no knowledge of newsgroups or electronic mailing list functions.

Level 2 I know that there are resources in a variety of formats available on the Internet, but cannot confidently access them.

Level 3 I read the newsgroups that interest me on a regular basis, and I can contribute to newsgroups. I can subscribe, unsubscribe and contribute to electronic mailing lists (listservs) related to my educational field.

Level 4 I know how to find, configure, and use the specialized tools for newsgroups and mailing lists. I can access and search mailing list archives. I use the resources found in these areas with my students.

VI. Obtaining, decompressing, viewing and using files

Level 1 I cannot retrieve files from remote computers.

Level 2 I know that documents and computer programs that are useful to my students and me are stored on computers throughout the world. I cannot retrieve these files. I can open a .pdf file with a browser plug in.

Level 3 I understand the concept and netiquette of "anonymous FTP" sites. I can transfer files and programs from remote locations to my computer, and can use programs or plug-ins that help me do this. I can extract compressed files, and know some utilities that help me view graphics and play sounds and movies. I understand the nature and danger of computer viruses, and know how to minimize my risk of contracting a computer virus.

Level 4 I use information that I have retrieved as a resource for and with my students. I understand the concept of a network server, and the functions it can serve in an organization. I can use an ftp client to upload files to a server. I can create a .pdf document.

VII. Real-time, streaming and push technologies

Level 1 I use only static documents and files I retrieve from the Internet. (Files & Webpages that do not change, no video)

Level 2 I have some information sent to me on a regular basis through email and I check some sites on a regular basis for information.

Level 3 I use chat-rooms, instant messaging, and customized news and information feeds. I can listen to audio streamed from the web. I know the hardware and software requirements for web-based videoconferencing. I can install the plug-ins necessary to hear and view multimedia resources.

Level 4 I can use real-time applications to design a “virtual” classroom or interactive learning experience. My students use videoconferencing for communication with experts and project collaboration with other students.

VIII. Webpage construction

Level 1 I cannot create a page which can be viewed with a web browser.

Level 2 I can save text I’ve created as an html file with a command in my word processor. I know a few, simple html commands.

Level 3 Using hand-coded html or a web page authoring tool. I can:

- view web pages as a source documents
- create a formatted web page with background color, font styles, alignment, graphics, tables
- include links to other parts of my document or other Internet sites in my page
- know basic guidelines for good web page construction and the district’s web policies

Level 4 I can use the web as an interface to databases. When appropriate, I can register my pages with search engine sites. I can help write web creation policies for design, content, and use.

IX. Learning opportunities using the Internet

Level 1 I am not aware of any ways the Internet can be used with students in my classroom.

Level 2 I occasionally allow my students to use the Internet to find information.

Level 3 I know a variety of projects and activities that effectively use the Internet to instruct and involve students. I know a source for collaborative projects, can direct students to on-line tutorials and learning resources, and encourage a variety of key-pal activities.

Level 4 I can design and implement an Internet project or maintain an educational Internet site.

X. Netiquette, On-line Ethics, and Current Issues Surrounding Internet Use in K-12 Schools

Level 1 I am not aware of any Internet ethics/proprieties nor any issues dealing with Internet use in a school setting.

Level 2 I understand a few rules that my students and I should follow when using the Internet. I understand that the Internet is sometimes a controversial resource which many educators and parents do not understand.

Level 3 I have read a guideline for Internet use such as Rinaldi’s “The Net: User Guidelines and Netiquette” or other source, and follow the rules outlined. I know and read the FAQ files associated with sources on the Internet. I am aware that electronic communication is a new communications medium that may require new sensitivities. I can list some of the critical components of a good Acceptable Use Policy and know and use our district’s. I can identify print and on-line resources that speak to current Internet issues like:

- censorship/site blocking software
- copyright
- legal and illegal uses
- data privacy
- security

Level 4 I can use my knowledge of the Internet to write good school policies and activities that help students develop good judgment and good information skills.

APPENDIX B-2

**West Iron County Public Schools
Professional Development for Technology Request**

Name: _____ Date: _____

I would like help designing or implementing the following specific project(s) with my class, and would like the project(s) to begin (indicate approximate date):

I would like to be able to utilize technology in the following way(s):

I would like my students to be able to utilize technology in the following way(s):

Other training requests: _____

Appendix C - Technology Evaluation Form

Evaluation Year: _____

Required Component	Accomplishments	Progress Toward Goal	Focus Area for Improvement	Notes
Infrastructure				
Curriculum Integration				
Collaboration				
Professional Development				
Technical Support				

Supporting Resources				
Timetable				
Cost / Funding				
Coordination of Funding Resources				
Acceptable Use Policy				
Communications (Optional)				
Impact on Student Achievement				

APPENDIX D

West Iron County Public Schools District Policy

Acceptable Use of Networked Resources

(1) **Introduction:**

(1.1) Filtered Internet access is available to students and staff in the West Iron County Public School District. We are very pleased to bring this access to West Iron County and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing internet and network access is to promote educational excellence in schools, innovation, and communication.

(2) **Philosophy:**

(2.1) The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. On a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (West Iron County) firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the District.

(3) **Acceptable Use:**

(3.1) Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that you are aware of the responsibilities you are about to acquire. In general this requires efficient, ethical, and legal utilization of the network resources. If a WIC student or staff member violates any of these provisions, his or her privilege to access the Internet at school will be immediately terminated and future access could possibly be denied. A violation of this policy is considered insubordination and subject to the discipline code.

(3.2) ***The use of the Internet must be in support of education and research and consistent with the educational objectives of West Iron County Public Schools.*** Use of other organization's networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

(4) Privileges:

(4.1) The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The student's teacher will deem what is inappropriate use, in relation to WIC educational goals, and their decision is to be sent in writing to the Superintendent. Also, a teacher may suspend a student's privileges to use the network/Internet at any time as required. The administration, faculty, and staff of WIC may request teachers to deny, revoke, or suspend a specific student's privilege to access the network/Internet.

(5) Network Etiquette:

(5.1) You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal any personal information (phone number, social security number, address, etc...) or any personal information of students or colleagues.
- Do not use the network in such a way that you would disrupt the use of the network by other users.

(6) Warranty:

(6.1) West Iron County Public Schools and its Internet provider make no warranties of any kind, whether expressed or implied, for the service it is providing. WIC will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. WIC specifically denies any responsibility for the accuracy or quality of information obtained through its services.

(7) Security:

(7.1) Do not use a teacher's computer or lab computer without permission from that teacher, the lab coordinator, or librarian. Attempts to gain access to the Internet without permission of the teacher, lab coordinator, or librarian will result in cancellation of an individual's privilege to access the Internet. Any user identified as a security risk or having a history of problems with other computers may be denied access to the Internet.

(7.2) Defeating the network security and filter systems will result in a loss of network/Internet and/or computer privileges. This includes the use of unauthorized proxy servers, hacking utilities, and web page proxies.

(8) Vandalism:

(8.1) Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or any of the above listed agencies or other networks that are connected to the Internet backbone. This includes, but not limited to, the creation, uploading, downloading, or spreading of computer viruses, hacking or changing network settings, and modifying other users' files without permission.

(9) Restrictions:

(9.1) When on the World Wide Web, if you happen to encounter a page that is not acceptable, simply click the back arrow or the back button and leave that page immediately. Do not wait for the page to load. Immediately contact a teacher, lab coordinator, or librarian and report the incident. If the accidental incident is reported immediately, the incident will not be considered a violation and no disciplinary action will be taken.

(9.2) E-mail is only allowed under direct teacher approval and supervision. All other use of e-mail is strictly prohibited. When receiving e-mail, if the correspondence becomes unacceptable, such as the use of profanity or racial epithets (slurs), simply close the e-mail message. Do not answer or reply to anyone using unacceptable language or terms. Any improper e-mail message needs to be brought to the immediate attention of a teacher, lab coordinator, or librarian.

(9.3) No Internet material, including but not limited to: programs, movie clips, sound bites, graphics, or other data may not be DOWNLOADED or PRINTED without the explicit permission of teacher, lab coordinator, or librarian.

(9.4) Chat groups, chat rooms or any form of chat is only allowed under direct teacher approval and supervision. All other use of chat is strictly prohibited.

(9.5) Any Internet material, including music lyrics, may be viewed only if it is free from questionable language, inappropriate behavior or any other offensive content.

(9.6) Students and staff are provided a storage place on the network referred to as a "home directory." Since storage space on the network is limited, home directories will be limited in size. Music files, audio players, game files, and video files are prohibited. These files may be saved in a shared space with prior teacher approval for assignments/class projects, but they must be deleted after the assignment/class project is completed. Unauthorized files will be deleted from home drives. A first offense will result in a warning and parent notification; a second offense will result in loss of computer privileges.

COMPUTER USE DISCIPLINE GUIDELINES

VIOLATION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Accessing the network of Internet without a parent-signed Acceptable Use Policy.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Illegal access to restricted areas with deliberate modification or damage to files.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Deliberate downloading of virus or other damage to computer files.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Transmitting unreleased stories, pictures, or confidential information reports (i.e., someone's address or phone number without permission).	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Vandalism of equipment.	Loss of access for remainder of year. Parent/guardian notified.	N/A	N/A
Allowing illegal access to the network or Internet by letting someone use your log-in.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Accessing the network or Internet using someone else's log-in.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unauthorized use of account or illegal access to restricted areas.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Bypassing filter system/network restrictions.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A.
Printing non-educational materials, an excess of material, and/or inappropriate material.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.	N/A
Unsupervised use of computers or computer lab.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Unauthorized e-mail or chatting.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Transmitting inappropriate or offensive language.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Downloading of programs or games.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.

Downloading of pictures, sound clips, etc. without staff/teacher approval.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Ripping or downloading music to home drive.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Saving of wallpaper, screen saver, icons, etc. to local workstation or changes to system settings.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Creating/saving inappropriate files or documents to a workstation or network/home drive.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.
Playing games of a non-educational nature.	Verbal warning. Parent/guardian notified.	2 weeks loss of access. Parent/guardian notified.	Loss of access for remainder of year. Parent/guardian notified.

West Iron County Public Schools
Acceptable Use Agreement for Network Resources & Internet

Student: _____
(please print)

Grade: _____ School Year: 200__ - 200__

In consideration of the privileges of using the district and/or network resources, including the Internet, I agree to abide by the acceptable use guidelines which include, but are not limited to, the information attached to this document. I also understand that the misuse of network resources, or the Internet, will result in disciplinary action and the loss of technology privileges at West Iron County Public Schools.

(student signature) (date)

As the student's parent or legal guardian, I agree to the terms of this policy and I hereby release the district, network, their operators and administration from any all claims, fees, expenses or damages incurred as a result of my child's misuse of the network resources or Internet. In addition, I agree to allow photographs of my child to appear on the school's web site in accordance with the district policy outlined in this document.

(parent signature) (date)

Please turn only this page in to the school office.
Retain pages 1-5 for future reference.