

2013

STATE OF K-12
TECHNOLOGY REPORT



Draft Version

Nebraska State of K-12 Technology Report 2013

The Nebraska Department of Education has been asking both public school districts and non-public school systems to utilize the Technology Planning tool for the last several years. The majority of Nebraska schools have taken advantage of this planning tool to help them think about how their technology can improve student learning.

The Department of Education has used the information provided in the Technology planning tool to help make decisions that will have an impact on schools across the state. While this information is available to school districts and NDE staff it has never been compiled and distributed in a more meaningful manner.

Starting in the fall of 2013 the Nebraska Department of Education will be releasing a yearly report, based on the information school provide in the Technology Planning tool, to a broader audience. We hope that this information can help support or foster

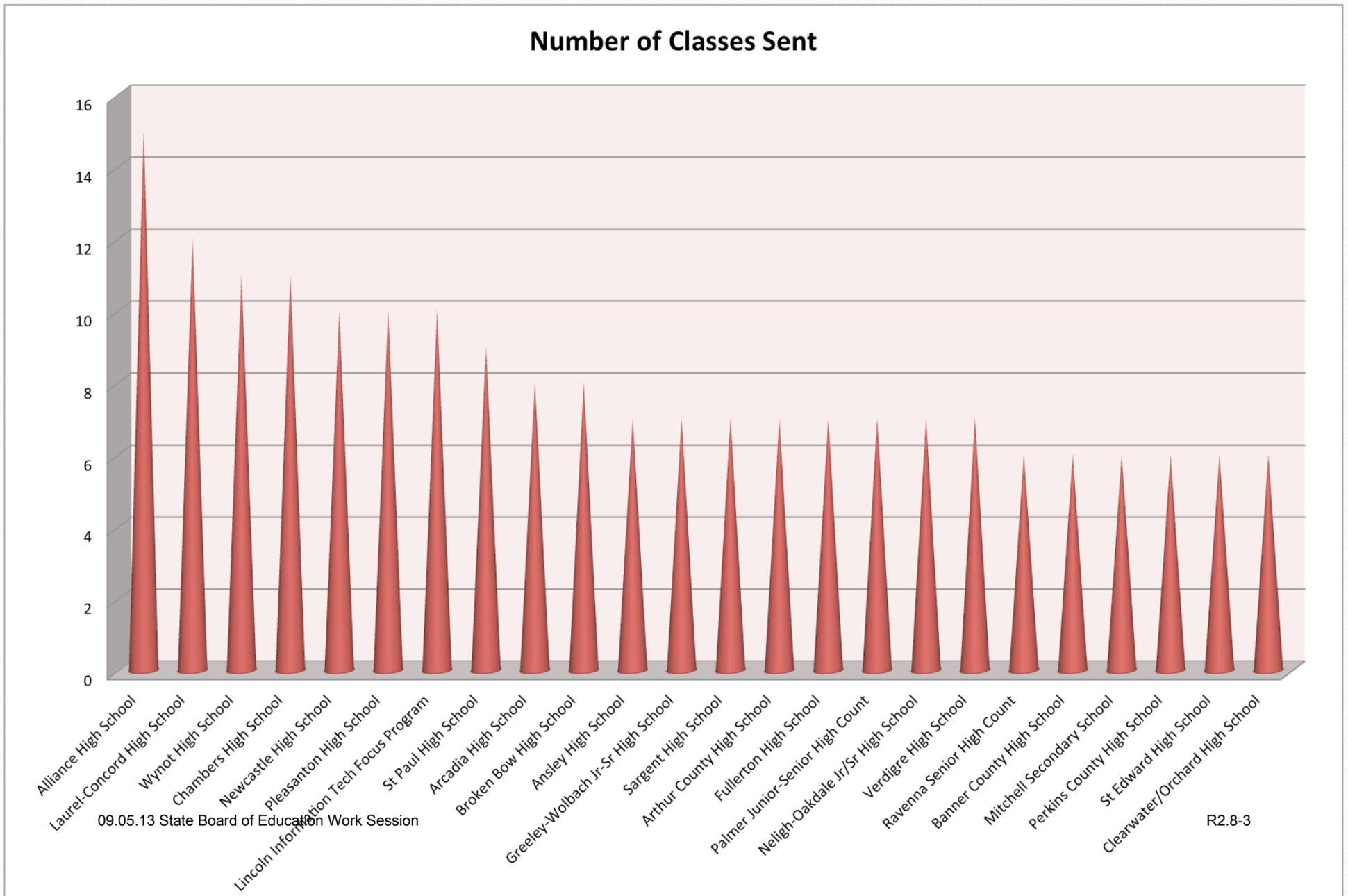
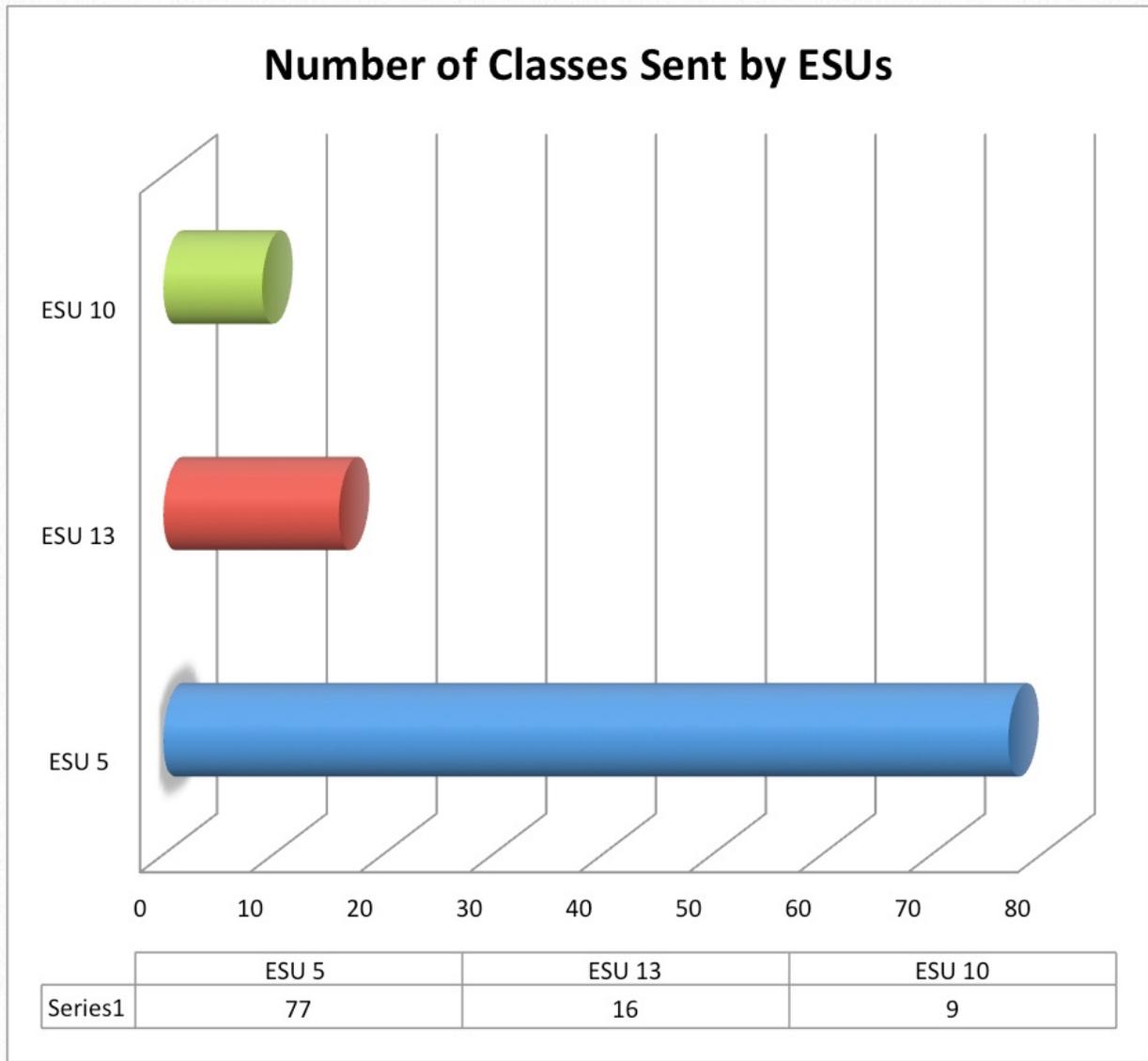
initiatives for school improvement related to technology.

It is important to note that this is not a research based report and that the information provided is not complete. This report is an approximation of what is happening in Nebraska schools based on their own willingness to provide quality and accurate information.

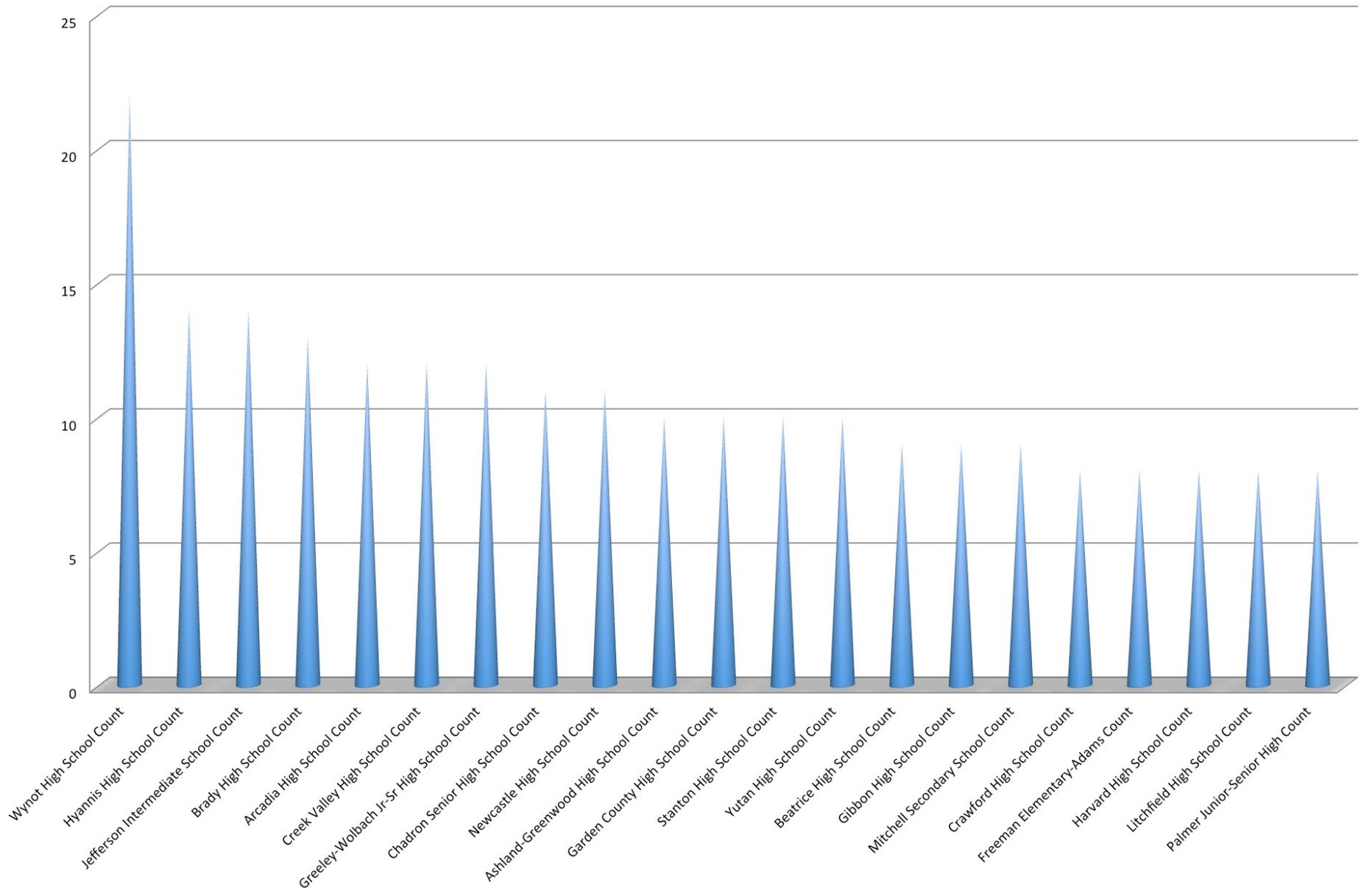
This report was compiled by the Nebraska Department of Education, Network, Education and Technology team with technical support from the Data, Research and Evaluation team. Additional support and information was provided to NDE by Network Nebraska, Chief Information Office and the Educational Service Units Coordinating Council.

Distance

The following graphs represent information on the number of Distance Education courses sent or received by Nebraska school districts or ESUs. This data was provided from ESUCC. For additional information about the Distance Education graphs please contact Gordon Roethemeyer, ESUCC or SuAnn Witt, NDE.

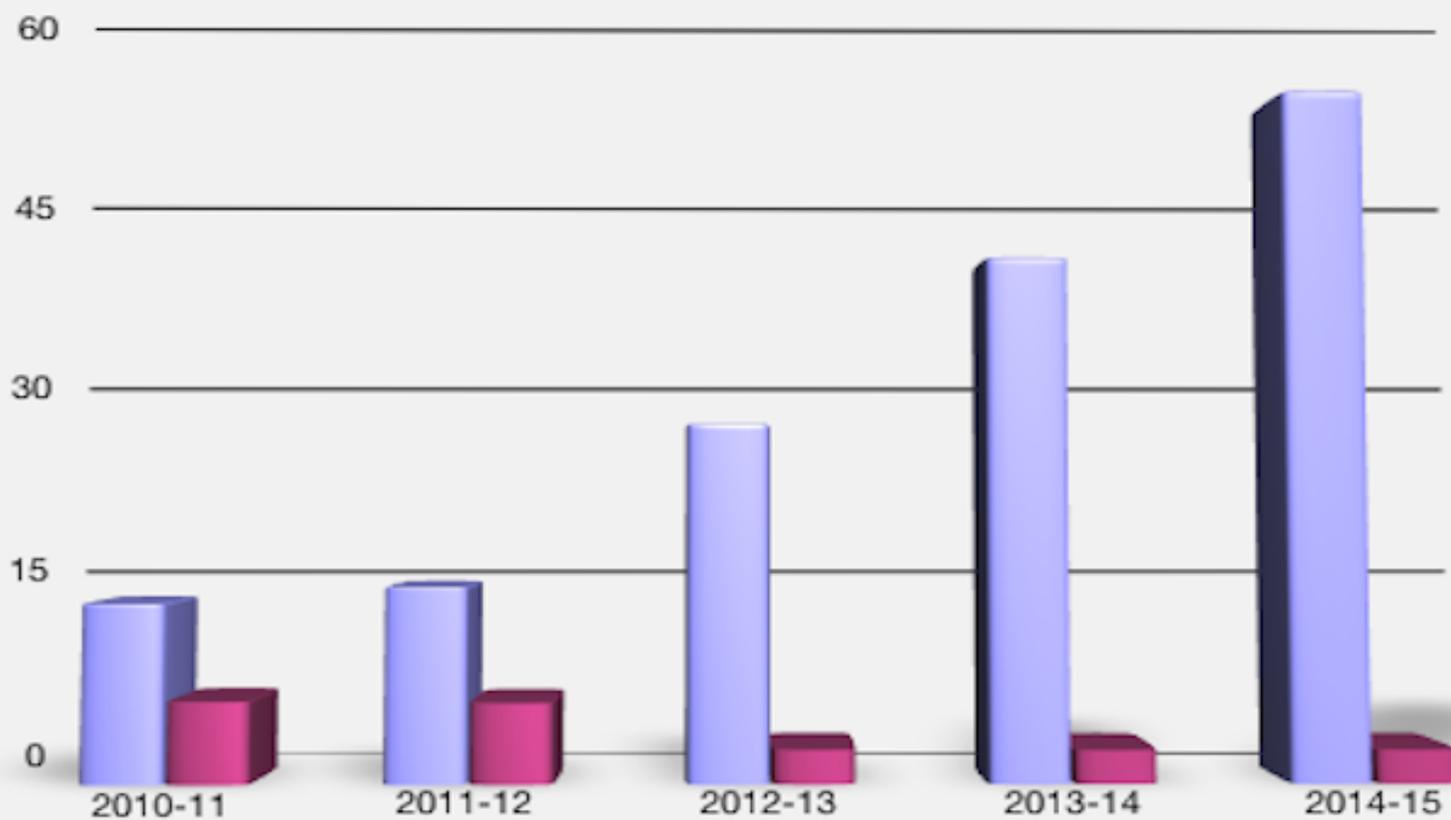
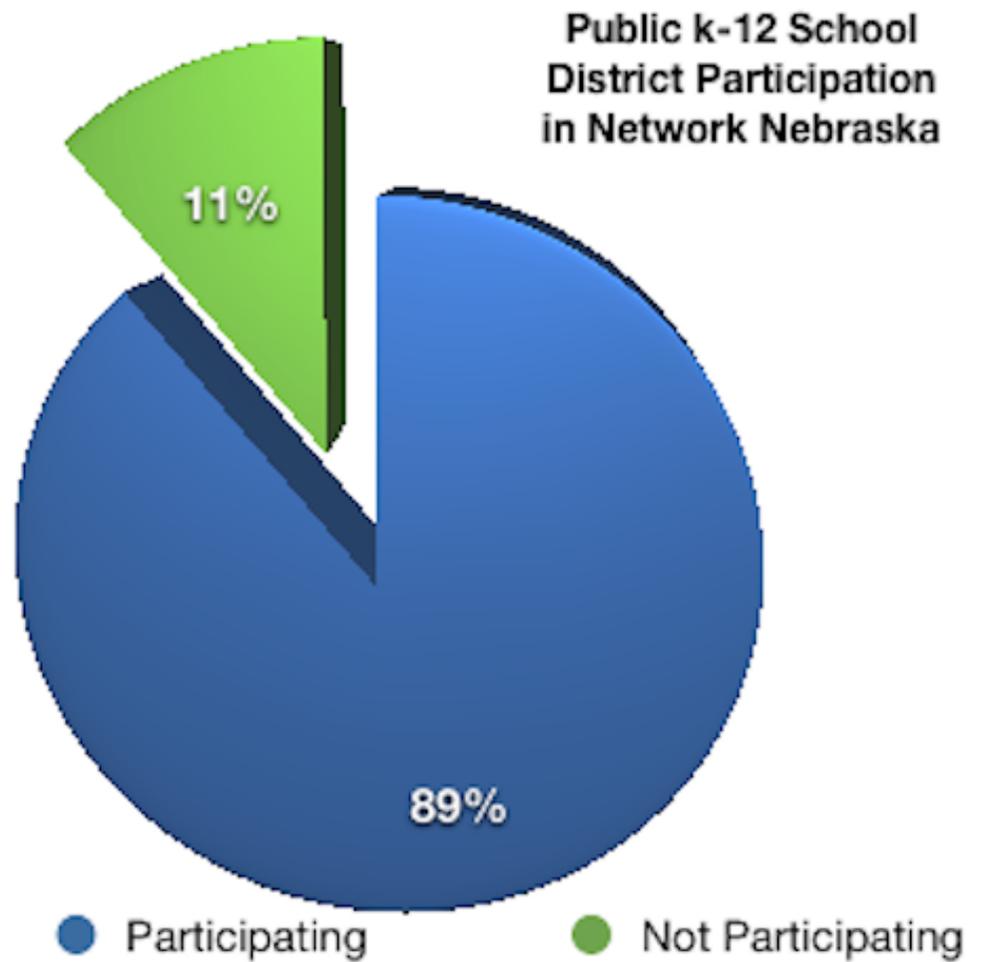


Schools That Received the Most Classes 2012-13



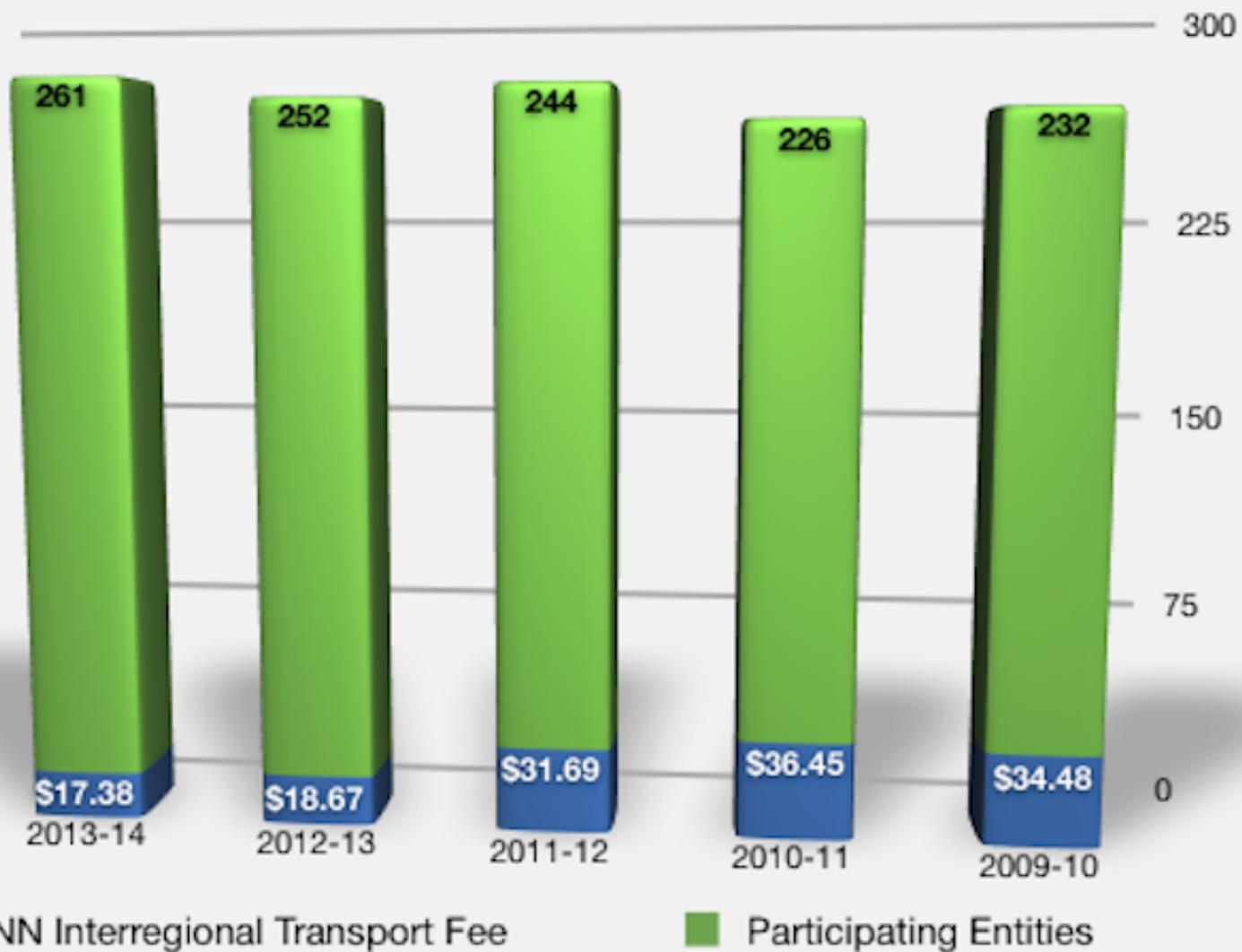
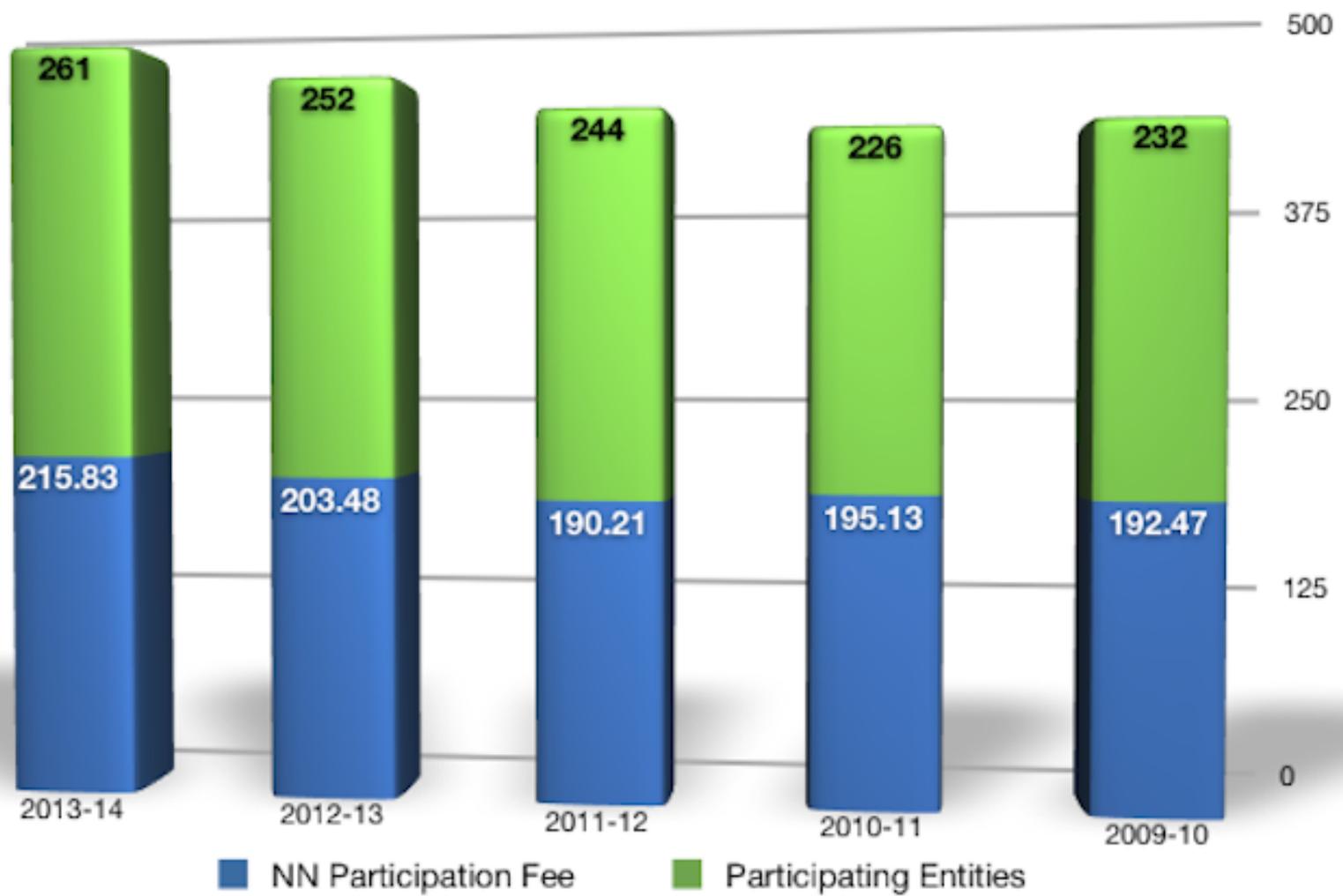
Network Nebraska Statistics

Network Nebraska is the term used to describe the statewide multipurpose telecommunications backbone and all of its associated service offerings and support. Network Nebraska is made possible through a consortium of public entities working together to provide a scalable, reliable and affordable infrastructure capable of carrying a spectrum of services and applications.

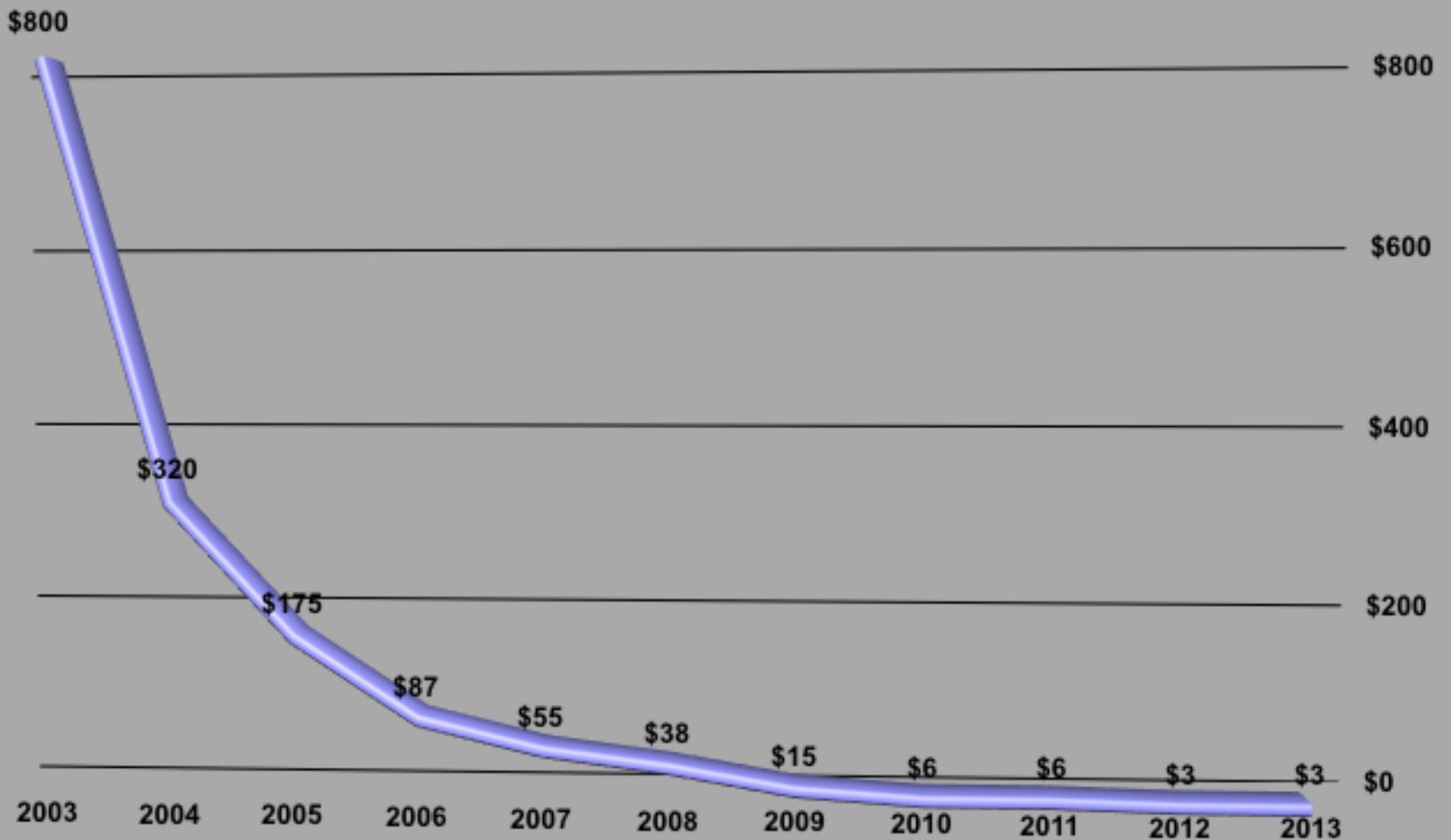


■ Internet Demand (kbps/student)
■ Cost of Internet (\$/Mbps/month)

Monthly Participation Fee per Entity



Network Nebraska Internet Access Cost (Average \$\$ per Megabit/month)



Draft Version

Network Nebraska Services

Internet 1 service is available through Network Nebraska to eligible entities. Aggregation and volume purchasing provides lower unit pricing for participants.

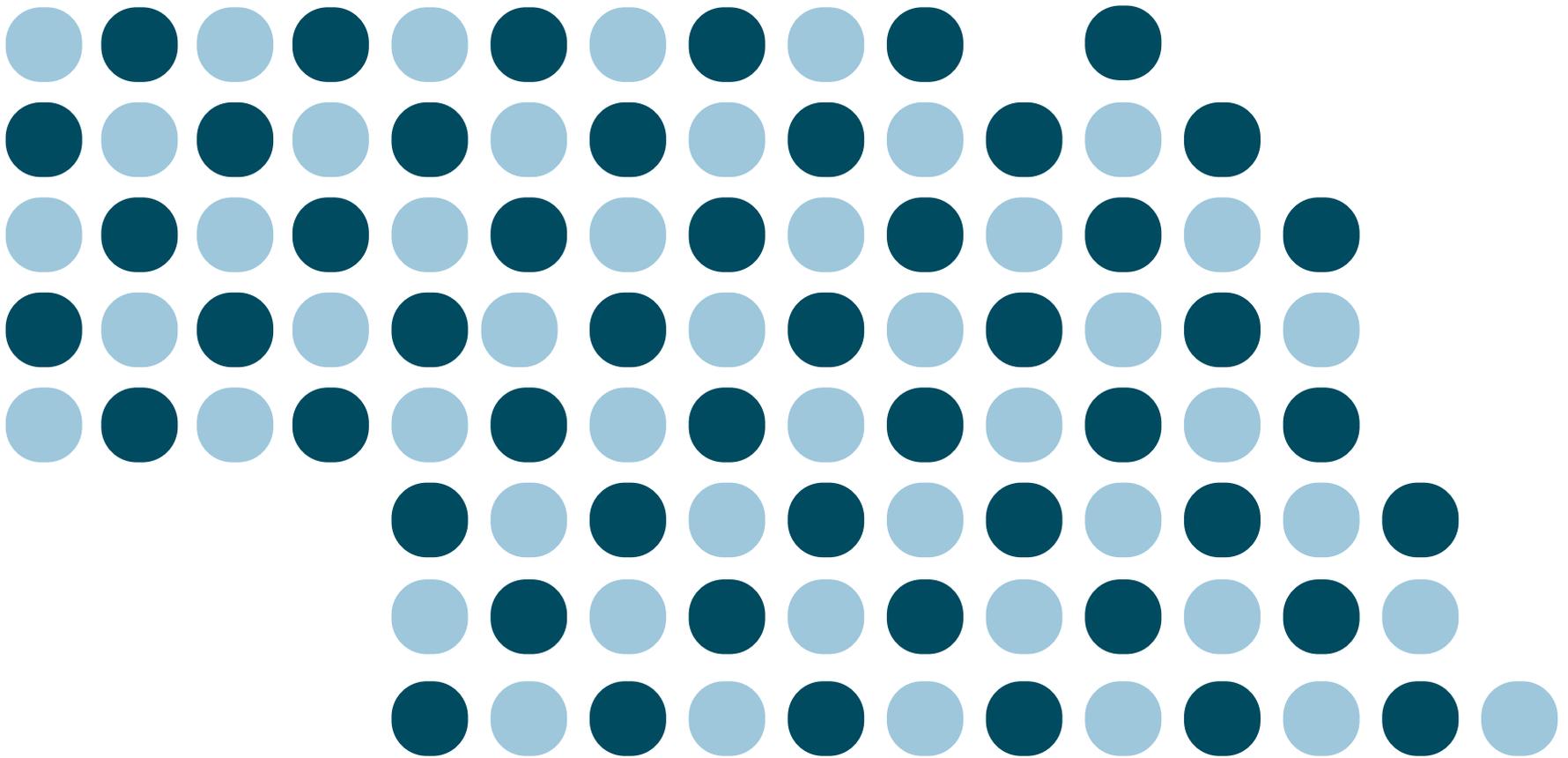
Internet 2 is an ultra-high speed network available to research universities, undergraduate institutions, K-12 schools, libraries, museums, and science centers for research and educational purposes. It enables widespread collaboration among participants.

For more information about Network Nebraska Please visit:

<http://www.networknebraska.net/>

For questions about Network Nebraska Data contact:

Tom.Rolfes@nebraska.gov

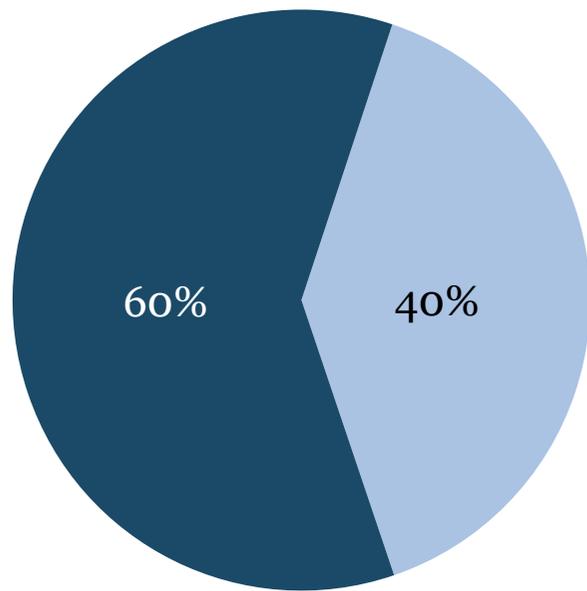


NDE

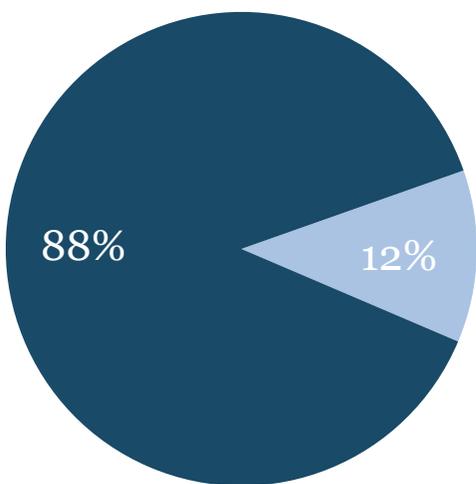
ABOUT

The Technology Plan is a yearly voluntary district submission to be completed by Public Districts, Non Public systems, Special Purpose Schools and Educations Service Units. The plan opens July 1st of each year and closes February 1st of the subsequent year. Technology planning serves as part of the school improvement planning process, specifically aimed at the technology needs of the organization and is used as part of the documentation for accreditation.

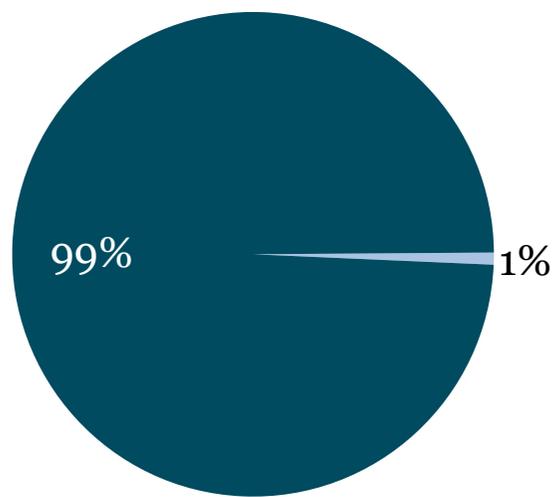
TOTALS AND PERCENTAGE OF REPORTING SYSTEMS



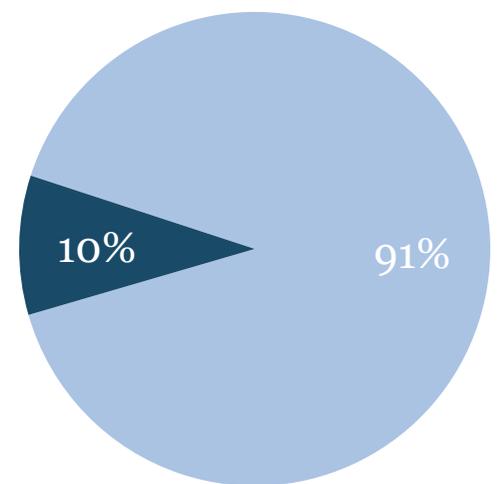
Total



ESU



Public



Non-public

SYSTEM	REPORTED	TOTAL	PERCENT
ESU	15	17	88%
Public	247	249	99%
Non Public	19	200	9.5%
Total	281	466	60%

Student per Instructional Device

Total Student
Membership of
Reporting Public
Districts
2012-2013

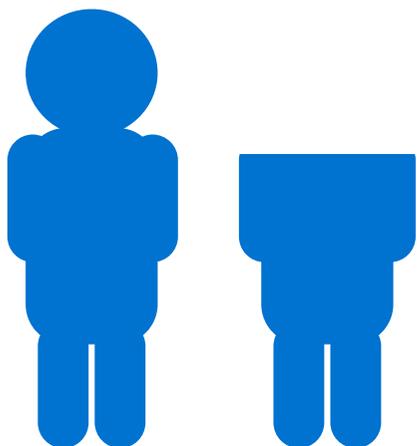
302,069

Instruction Devices
Reported
on Technology
Survey by Public
Districts

187,295

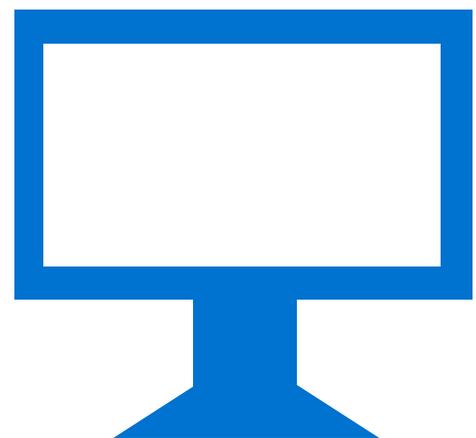


1.61 students



for every

Device



SECTION 1

EDUCATION AND TECHNOLOGY

Vision Statement

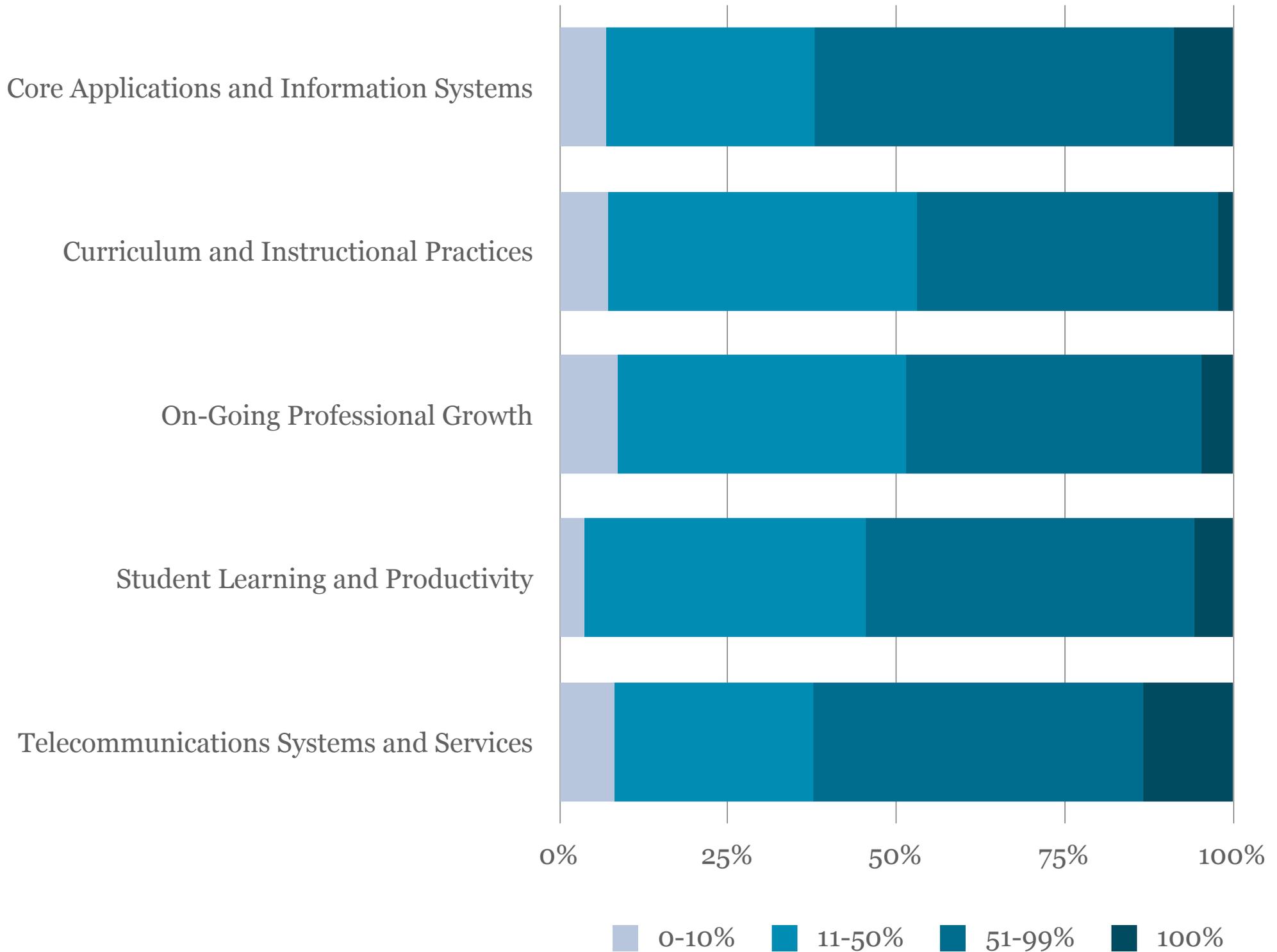
Learning Curriculum and Instruction

Systems and services

Section 1 is based around the concept that an organization is a functioning system of interconnected relationships between the various component of the organization.

“Planned organizational change is an attempt to solve a problem or to catalyze a vision. A change is introduced into an organizational system with the specific intent of affecting other system variables. Acknowledging the relationships between variables gives planners the potential to effect large changes. Systems theory allows planers to broaden there perspective, and to consider how there decision will affect the other components of the system and the environment. (Walonick 1993)

ACTION PLAN DEGREE OF COMPLETION BY AREA



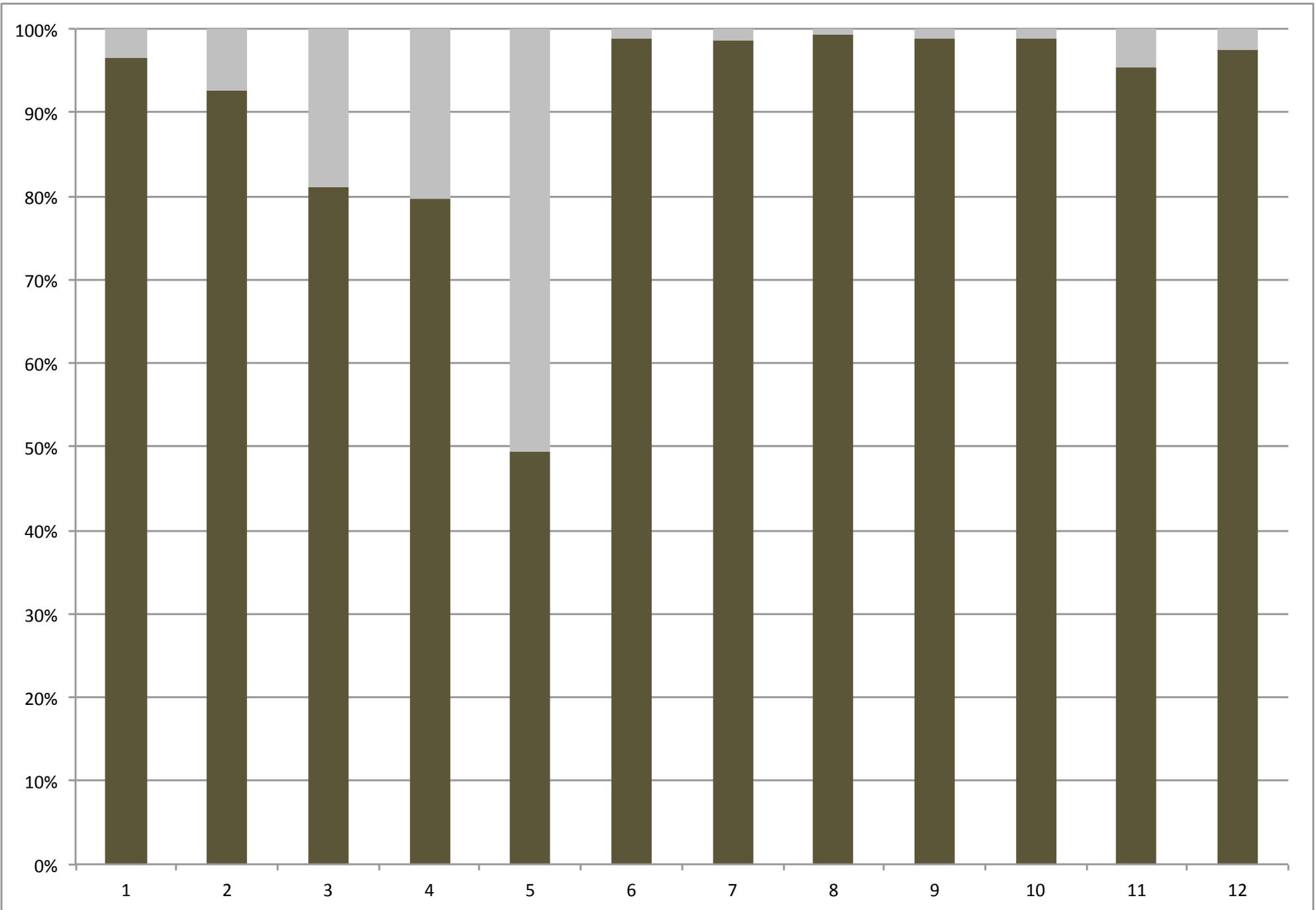
SECTION 2

ASSURANCES

This section describes various declarations, CIPA and Internet Safety policies, items related to the Nebraska School Discipline Act, and other measures that districts need to have in place of local, state, and federal compliances.

SECTION 1

ASSURANCE RESULTS



ASSURANCE DESCRIPTIONS

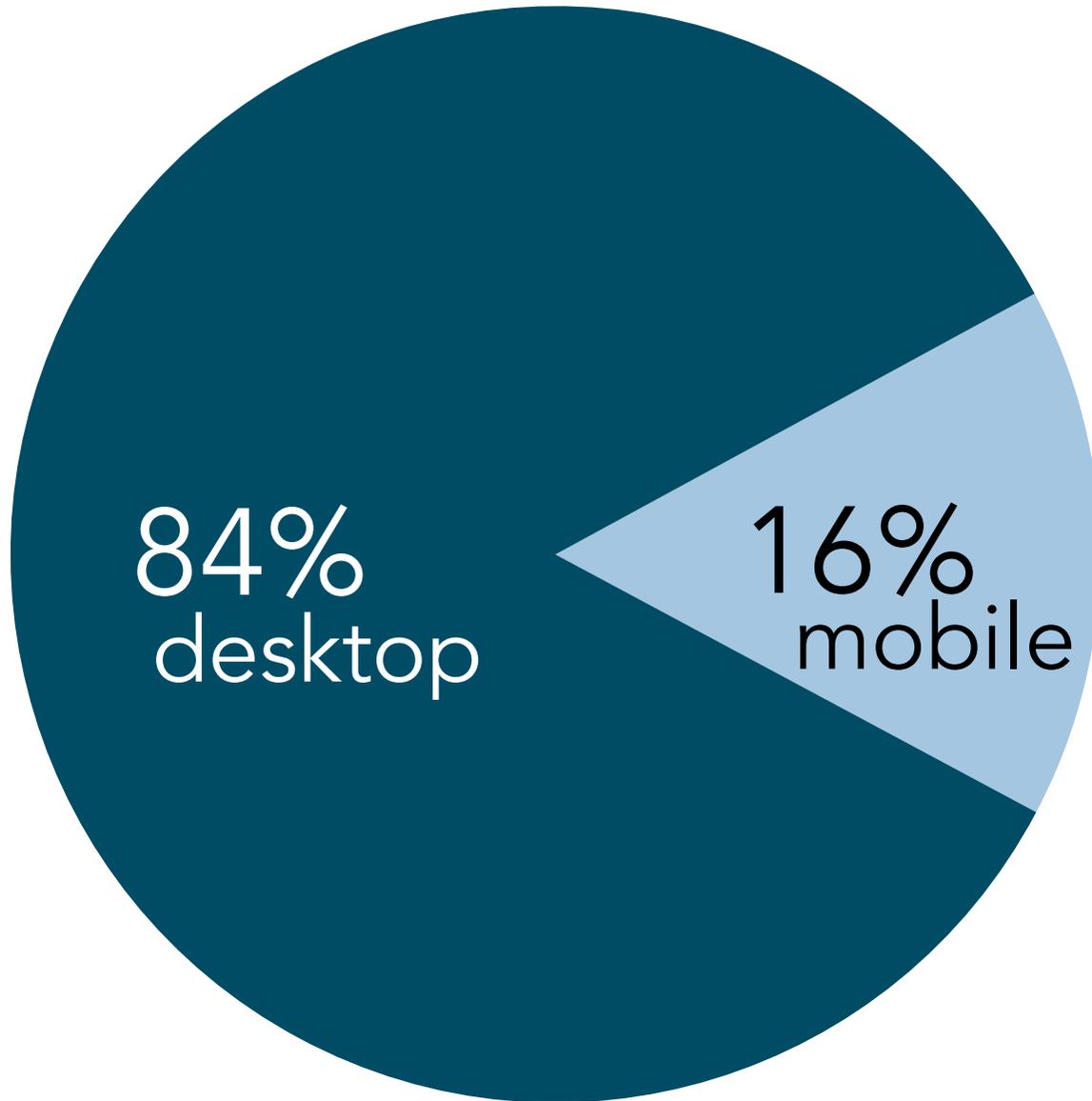
1. This district/ESU applies for Erate discounts on its own and/or as part of a consortium application.
2. The district/ESU receives NCLB funds (Title I, II-D, III, etc.)
3. The entity(ies) that I represent have secured or are in the process of securing access to all of the resources, including computers and mobile devices, professional growth, hardware/software, internal connections, maintenance, and electrical capacity
4. I understand that documentation of public hearings of CIPA and Internet Safety policy adoption may be required for audit.
5. Filtering is incorporated with the service provided by the ESU or ISP.
6. Filtering is provided locally for all Internet enabled workstations on a networked basis.
7. Filtering is provided individually on each Internet enabled computer.
8. Online activities of minors is monitored for appropriate use.
9. Safe and secure use by minors of direct electronic communications (email, chat rooms, etc.) is assured.
10. Unauthorized online access, including hacking and other unlawful activities, is prohibited.
11. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors is prohibited.
12. Minors are educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response, and;
13. At least one public hearing or meeting occurred to address the proposed Internet safety policy.
14. The bullying prevention and education policy has been adopted and is reviewed annually.
15. The organization can provide its plan for educating minors about appropriate online behavior.

SECTION 3

INVENTORY

Section 3 contains information regarding school facilities and building technology inventory.

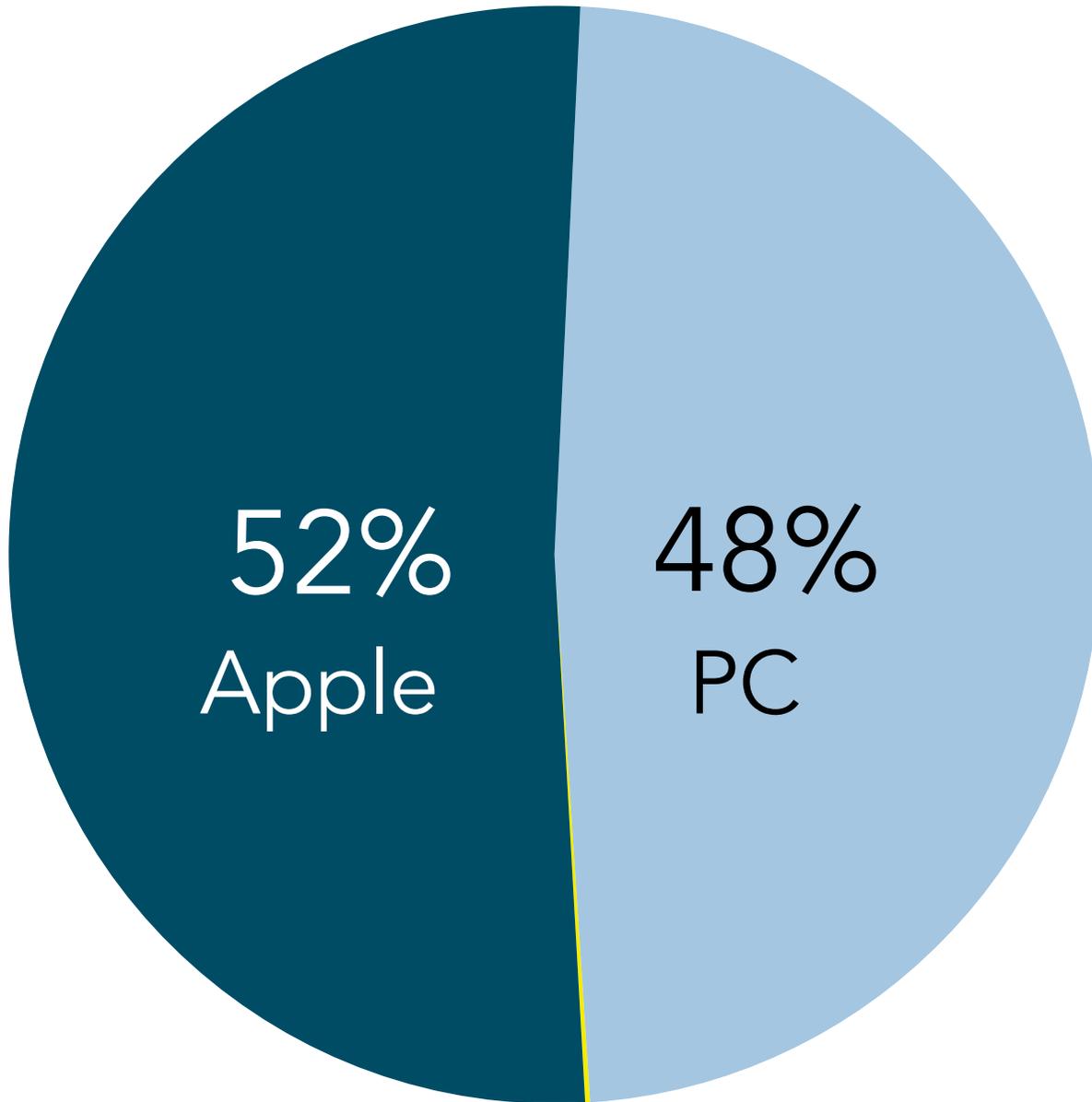
INSTRUCTIONAL DEVICES



DESKTOP	MOBILE
159363	29635

Description of desktop and mobile narrative

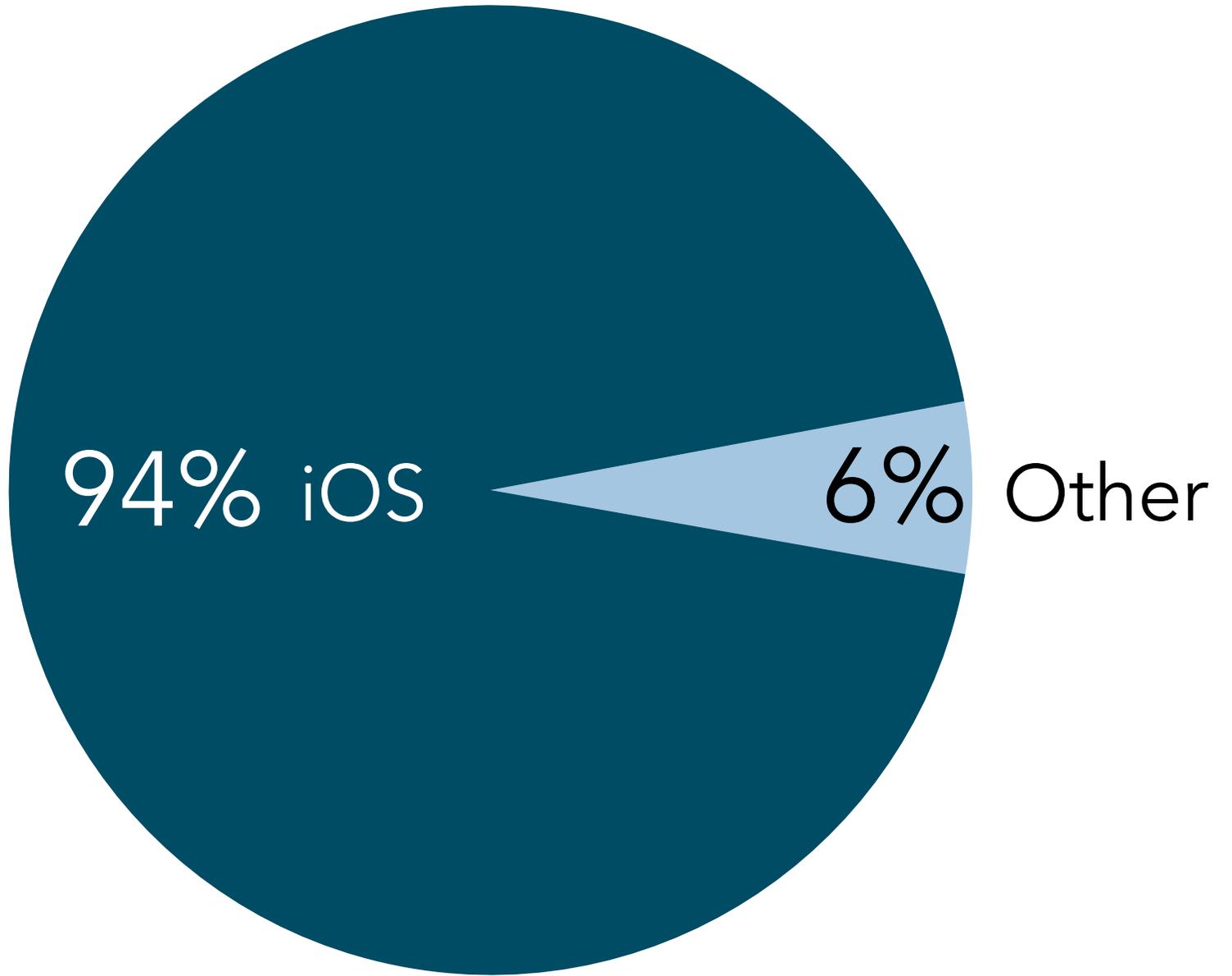
INSTRUCTIONAL COMPUTERS



APPLE	PC	LINUX
82317	76814	232

Description of desktop and mobile narrative

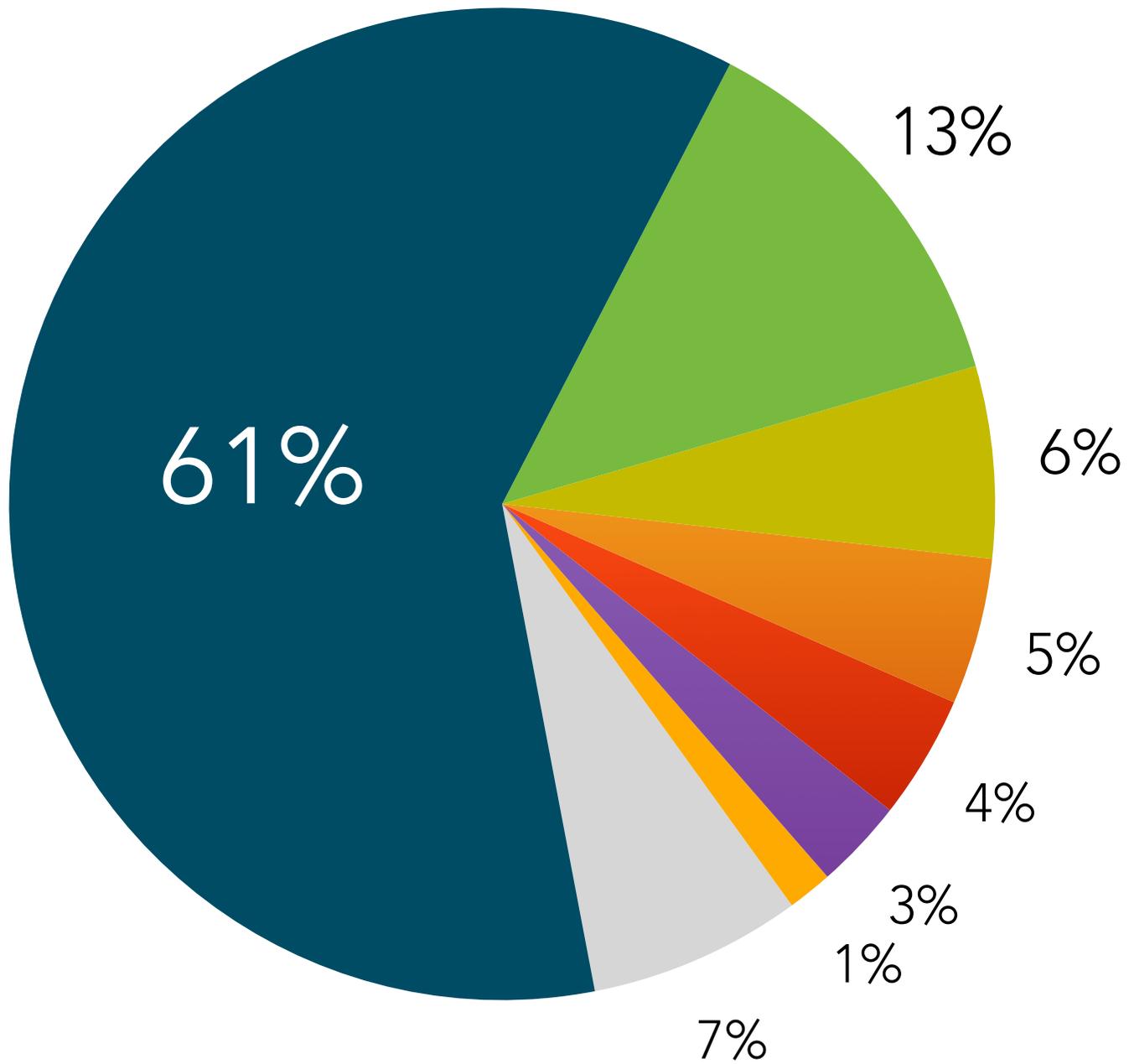
MOBILE DEVICES



IOS	OTHER
26364	1595

Description of desktop and mobile narrative

STUDENT INFORMATION SYSTEMS

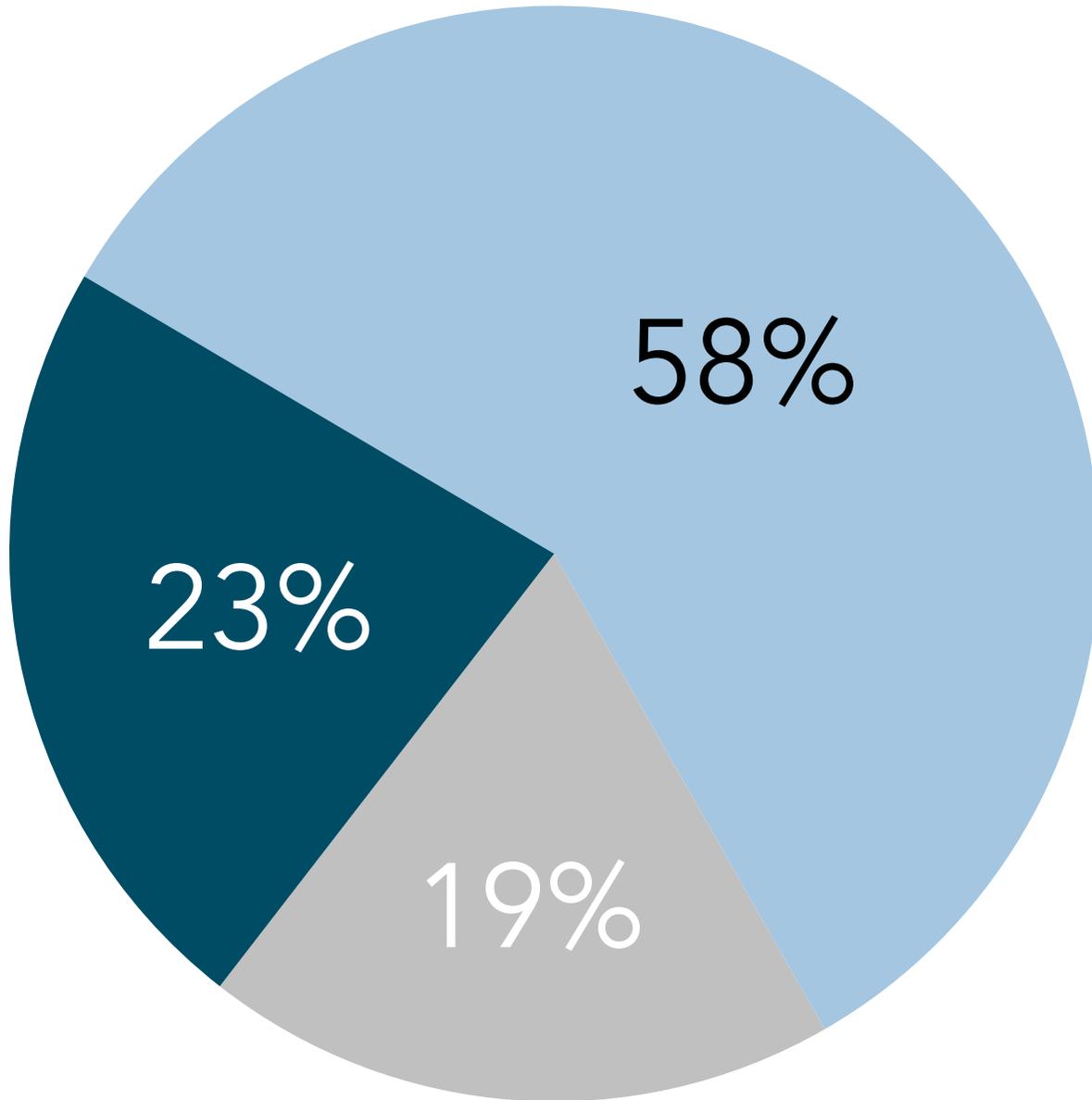


- Powerschool
- Infinite
- SchoolMaster
- Sycamore
- GoEduStar
- SIMS
- JMC
- Other

POWER SCHOOL	INFINITE CAMPUS	SCHOOL MASTER	SYCA-MORE	GOEDU STAR	SIMS	JMC	OTHER
165	35	17	13	11	8	4	19

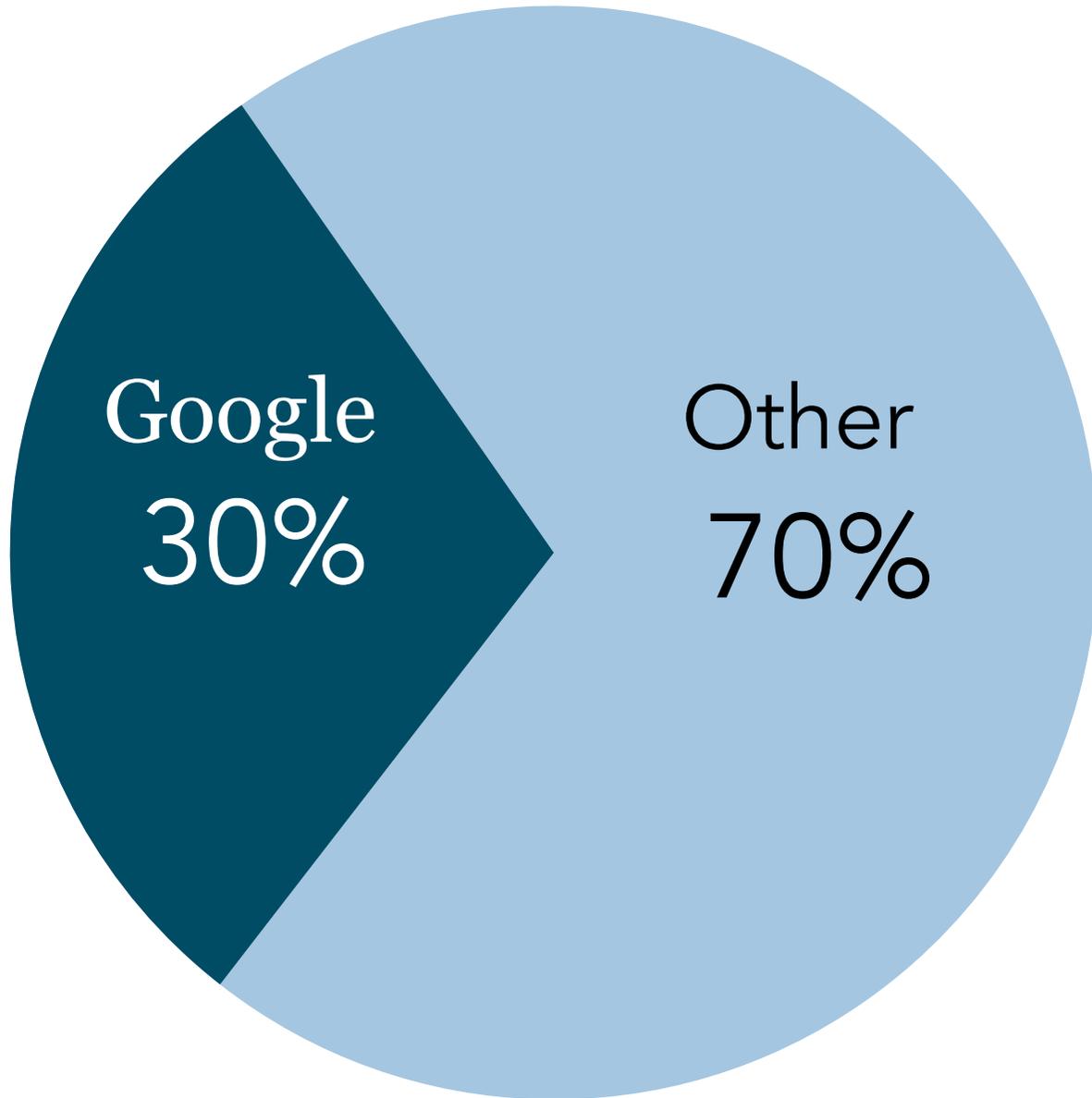
Description of desktop and mobile narrative

EMAIL STATUS



IN HOUSE	ESU	OUTSOURCE
72	183	59

EMAIL CLIENT

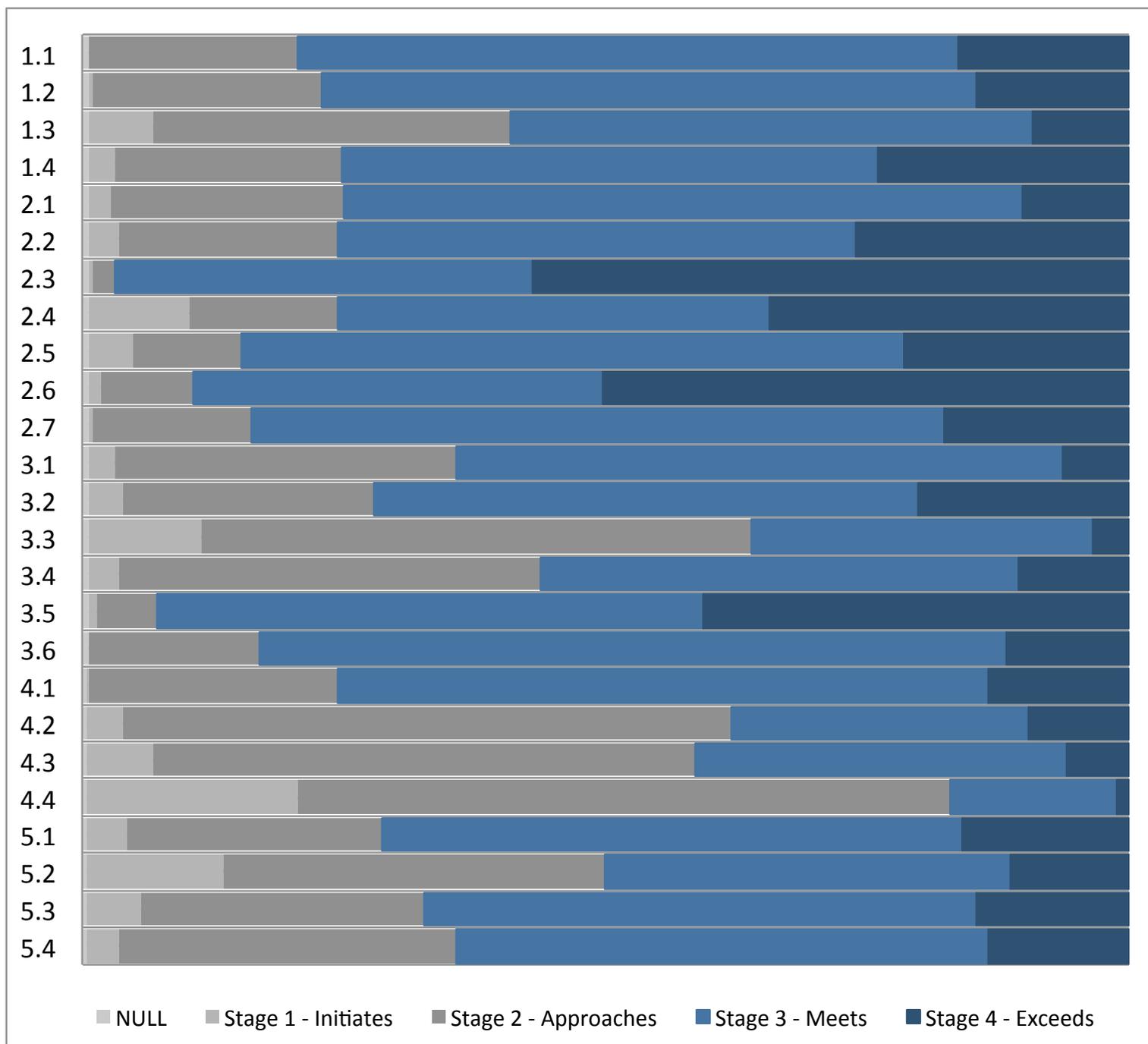


MENTIONS GOOGLE	OTHER
83	196

Description of desktop and mobile narrative

SECTION 4

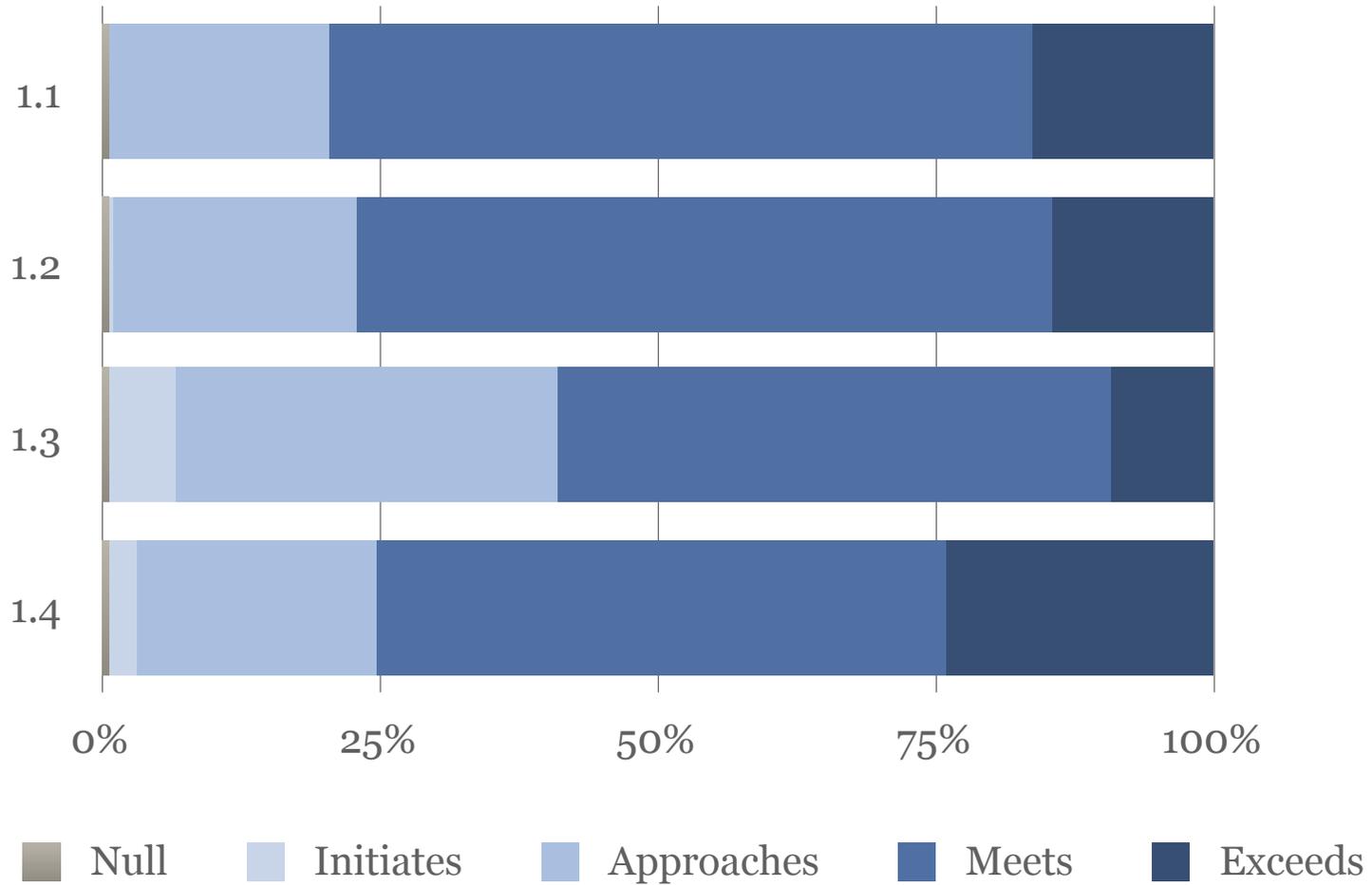
EVALUATION



Section 4 is the Rubric of Essential Technology Condition with a series of conditions evaluated in various subject areas.

SECTION 1

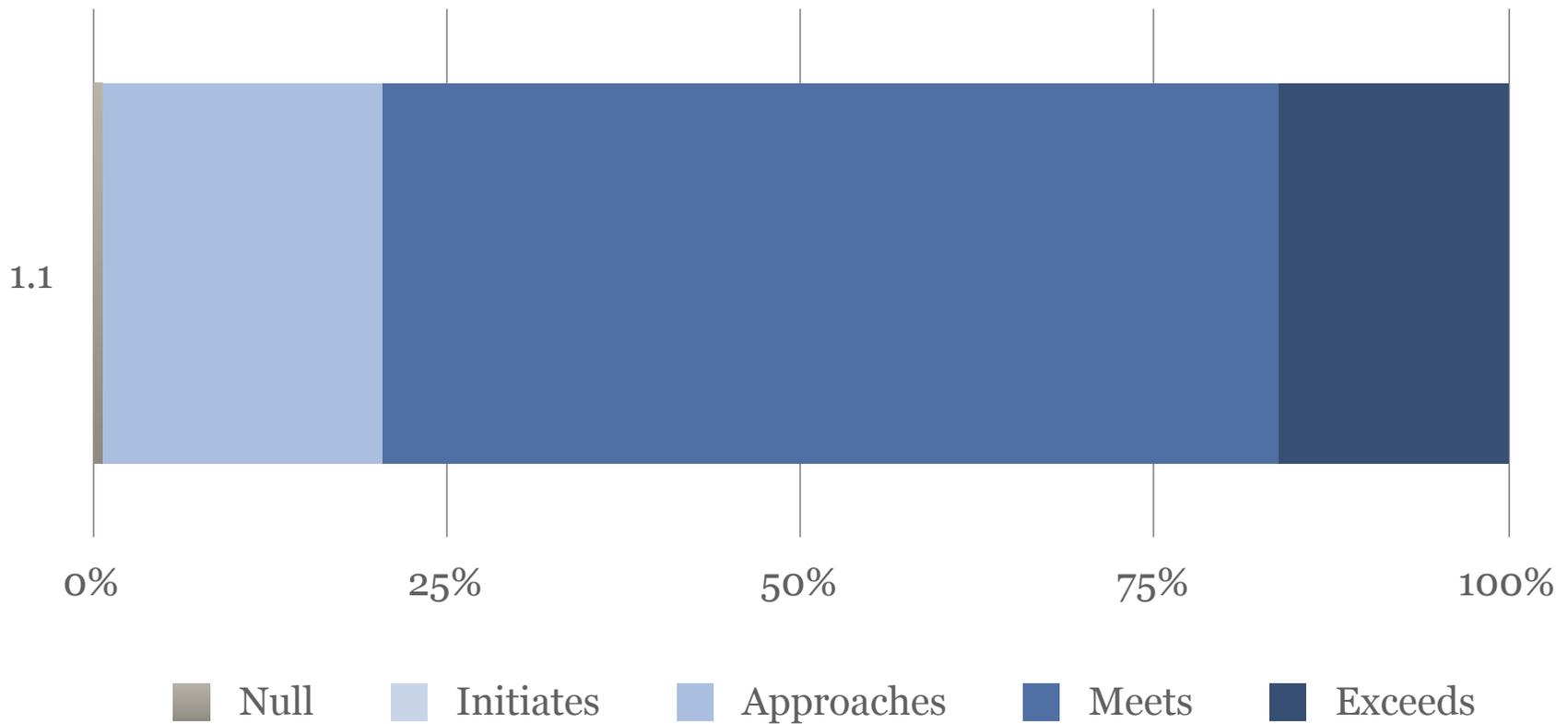
TECHNOLOGY ADMINISTRATION



	NULL	INITIATES	MEETS	APPROACHES	EXCEEDS
1.1	2	0	56	179	46
1.2	2	1	62	177	41
1.3	2	17	97	141	26
1.4	2	7	61	145	68

VISION PLANNING ADMINISTRATION

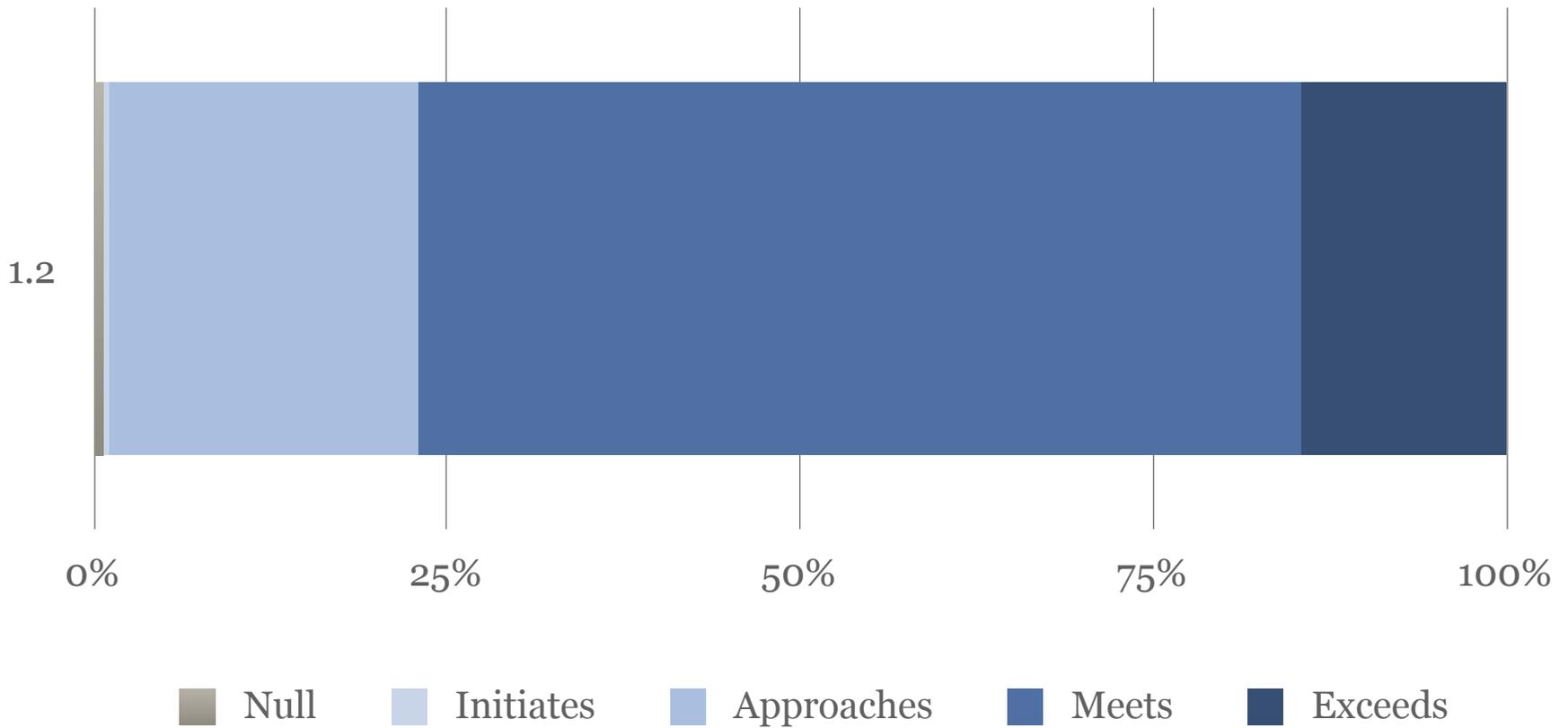
Vision Planning and Policy



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Technological vision does not exist. ■ Technological planning is not evident. ■ Policies do not include technological concerns/uses. 	<ul style="list-style-type: none"> ■ Technological vision and planning aligns with organization and state plans. ■ Technological policies protect learners and provide access to learners while aligning with organization and state vision and plan. 	<ul style="list-style-type: none"> ■ Technological vision and technology plan align with organization and state plan and integrate into the school's SIP process. ■ Policies align with technological vision and plan and support equitable access for all learners. ■ A well-articulated implementation plan has been collaboratively designed and proactively supported by the leadership. 	<ul style="list-style-type: none"> ■ Technology vision and plans are regularly reviewed and updated with staff. ■ Policies align with technological vision and plan. ■ The implementation plan reflects not only shared vision but also a collaborative atmosphere for the sharing of resources to bring the vision to life.

TECHNOLOGY ASSISTANCE ADMINISTRATION

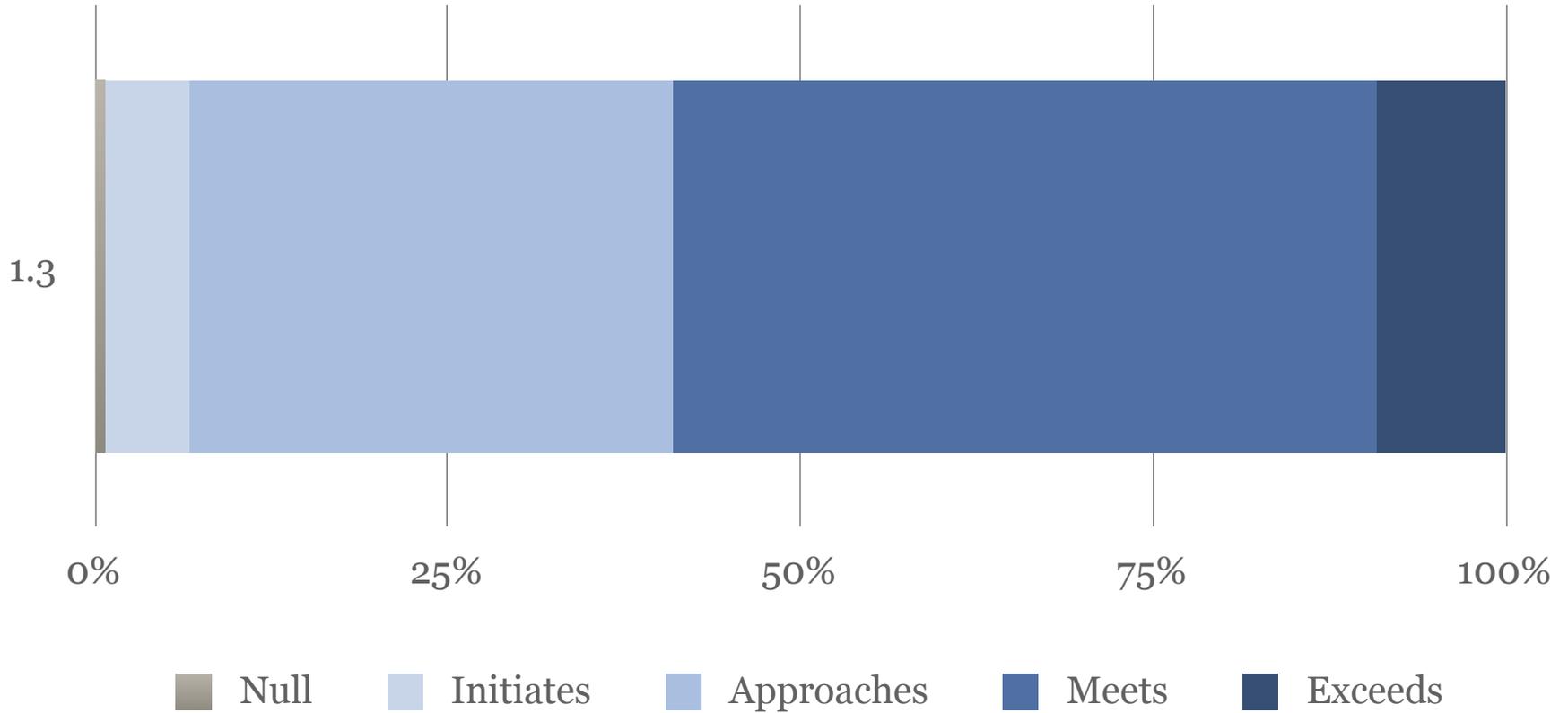
1.2 Technology Assistance



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Limited technical support. ■ Technical support response time greater than 24 hours ■ Technical support does not include assistive technologies or web accessibility. ■ Issues of assess and quality are unresolved 	<ul style="list-style-type: none"> ■ Part-time school-based or agency support. ■ Most technical support response time is less than 24 hours. ■ Resources for support of Assistive Technology and web accessibility are access (i.e., WebAIM accessibility guidelines, Accessibility Rubric, A. T. consultation) ■ Technical assistance for supporting teaching and learning is not a clearly defined role or is understaffed and, therefore, not useful. 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> ■ Full-time school-based or agency support capable of trouble shooting basic network and hardware repair including assistive technologies. ■ Technical support response time is less than 8 hours. ■ Technical assistance for supporting teaching and learning is a clearly defined role for a staff member in the organization but not individual school building. Person in position does not hold a Technology Leadership Endorsement. (Available 2012). 	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> ■ Full-time school-based or agency support with additional staff (including faculty) to support network and production of accessible web sites as per Accessibility Rubric. ■ Most technical support response time is less than 4 hours. ■ Technical assistance for supporting teaching and learning is a clearly defined role for a staff member in individual school building. Person in position does hold a Technology Leadership Endorsement. (Available 2012).

ELECTRONIC DATA SUPPORT SYSTEMS

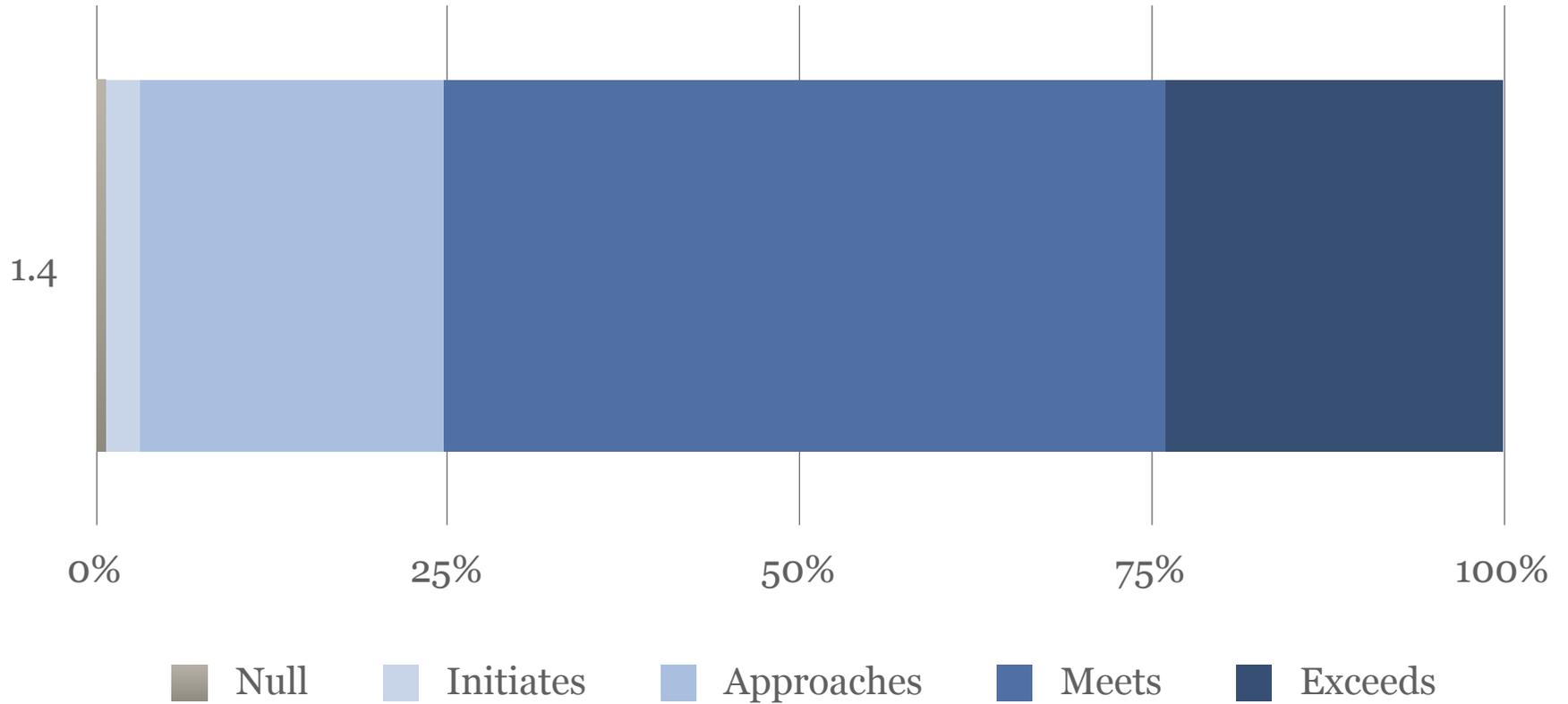
1.3 Electronic Data Support Systems



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ A student information system is not in place or limited to tracking attendance, lunch and grading. ■ Budget system exists. ■ Data is dalt with using various manual and technical means with no centralization or integration. 	<p>(In addition to Stage 1)</p> <ul style="list-style-type: none"> ■ An assessment system is included in the data management system. ■ Budget system is in place that automates the purchasing and inventory process. ■ Some data is maintained in an enterprise-wide system and the system is used for selected task or reports. 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> ■ Add curriculum and lesson planning. ■ Budget system tracks the cash flow to school populations validating equitable access for all learners. ■ A comprehensive data management system is in place but only used for selected levels of improvement needs. 	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> ■ Add curriculum and lesson planning. ■ Budget system tracks the cash flow to individual learners validating equitable access for all learners. ■ Data warehouse and analysis systems are in place and used regularly as part of ongoing evaluation and improvement. ■ The systems are capable of and are being used for all levels of improvement tasks and reporting school organization and state.

BUDGET AND FUNDING ADMINISTRATION

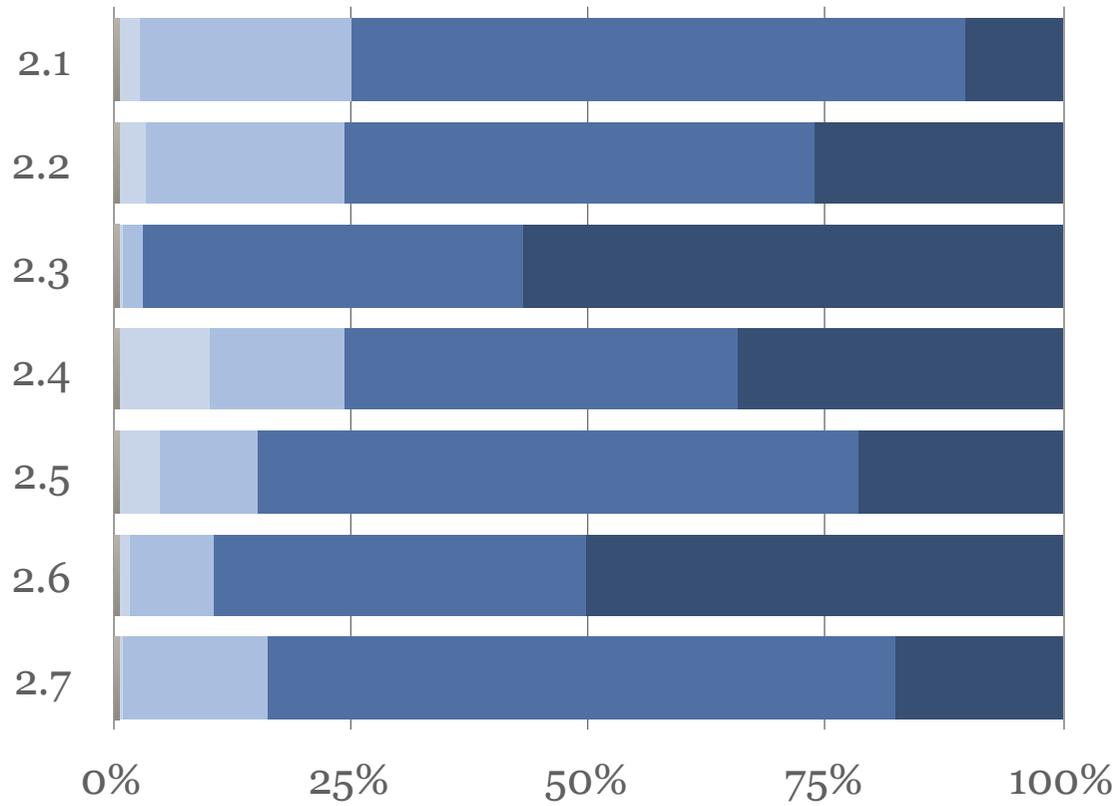
1.4 Budget and Funding



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ▪ District, state and federal technology allotments only. ▪ Line item budget does not exist for hardware/software purchases and professional development. 	<ul style="list-style-type: none"> ▪ In addition to allotments, the district/school seeks grants and other funding sources such as bond funds, business partnerships, donations, foundations, and other local funds designated for technology facilitating the ability to meet enhanced technology needs and minimal instructional technology needs. ▪ Line item budget exists for maintenance and new purchases of hardware and software with professional development support and opportunities. 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> ▪ Budget for hardware and software makes technology accessible to all student, professional development adequate staffing support, and ongoing costs. ▪ Successfully obtains funding from one source other than their allotment. 	<p>(In addition to Stage 3)</p> <ul style="list-style-type: none"> ▪ Add curriculum and lesson planning. ▪ Budget system tracks the cash flow to individual learners validating equitable access for all learners. ▪ Data warehouse and analysis systems are in place and used regularly as part of ongoing evaluation and improvement. ▪ The systems are capable of and are being used for all levels of improvement tasks and reporting school organization and state.

SECTION 2

TECHNOLOGY CAPACITY

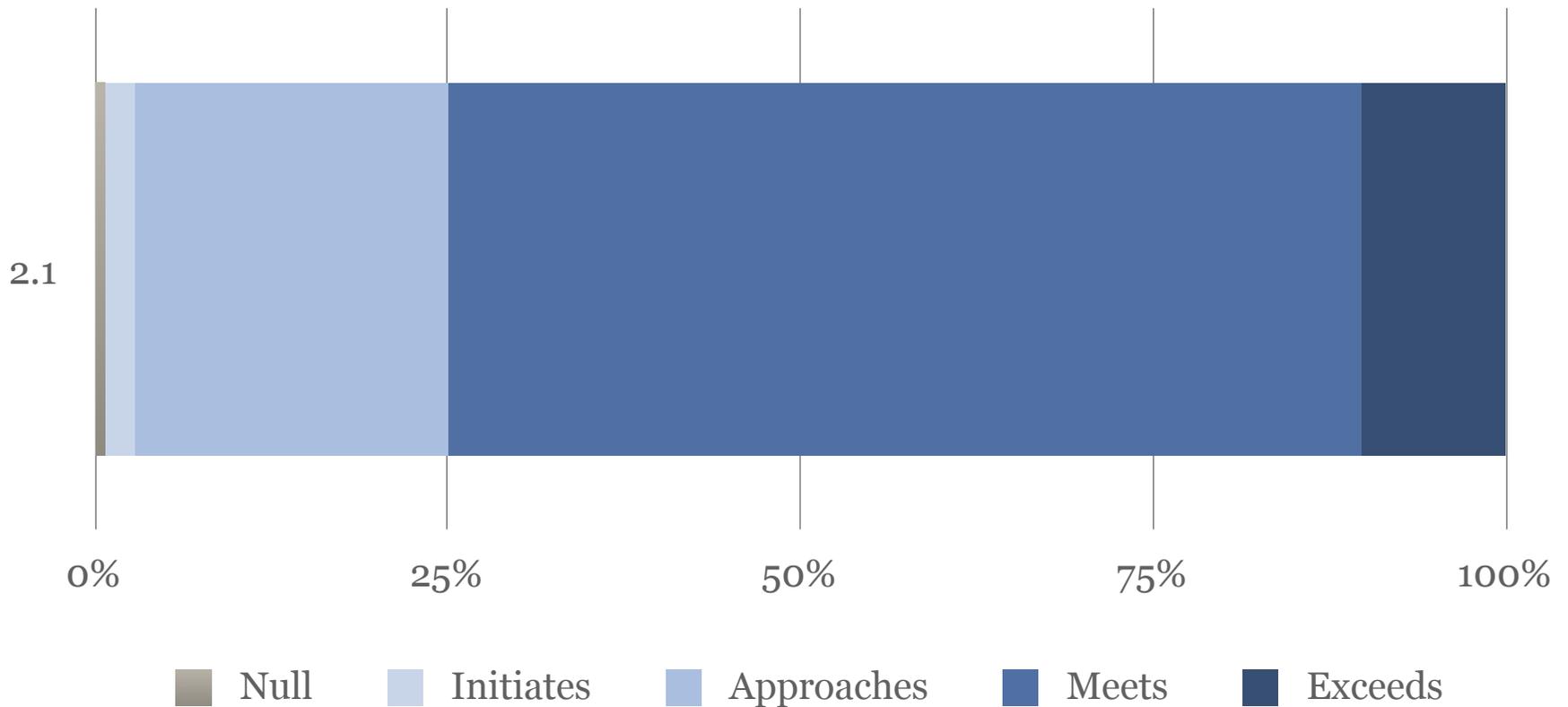


■ Null ■ Initiates ■ Approaches ■ Meets ■ Exceeds

	NULL	INITIATES	APPROACHES	MEETS	EXCEEDS
2.1	2	6	63	183	29
2.2	2	8	59	140	74
2.3	2	1	6	113	161
2.4	2	27	40	117	97
2.5	2	12	29	179	61
2.6	2	3	25	111	142
2.7	2	1	43	187	50

STUDENT TECHNOLOGY EQUIPMENT ACCESS

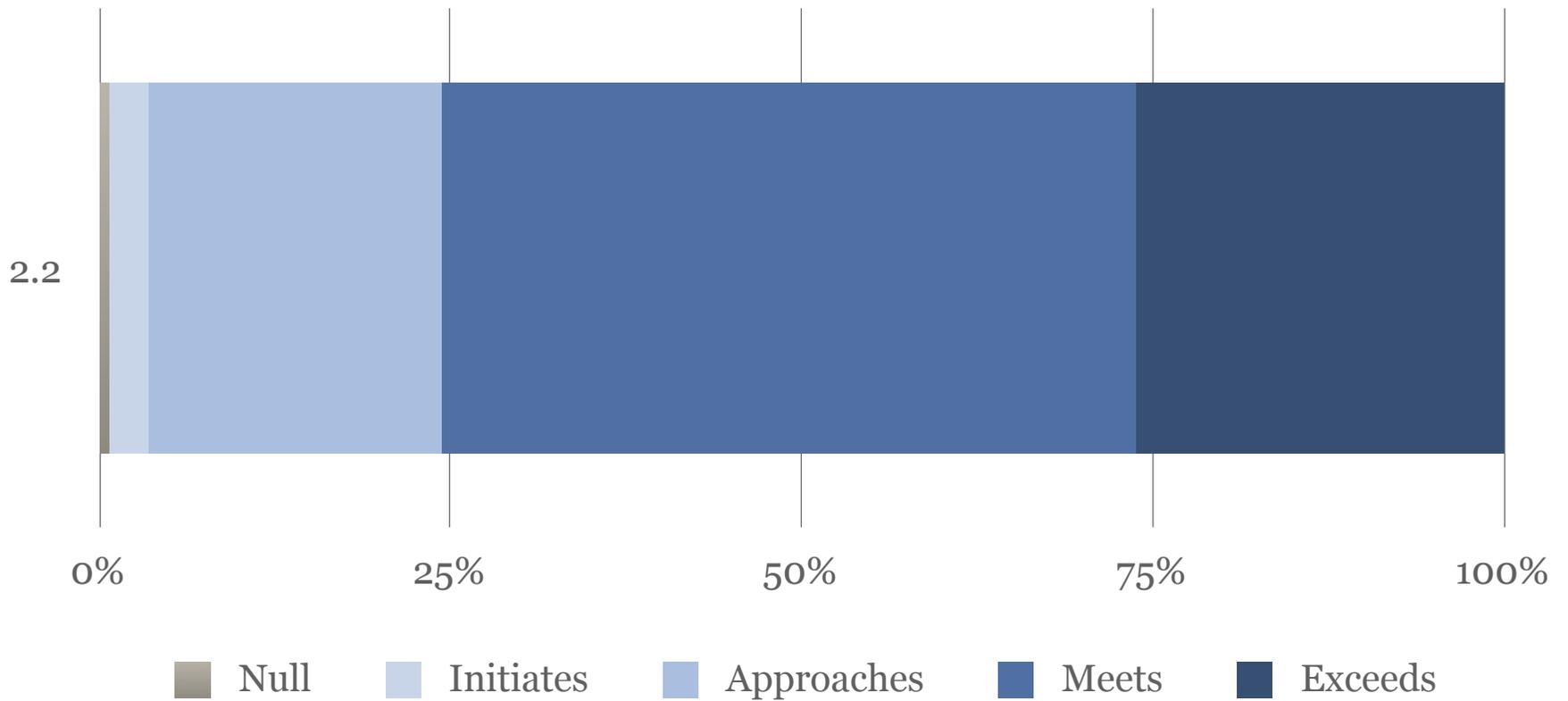
2.1 Student Technology Equipment Access



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ 10:1 ratio or more of students to computer equipment five years old or less. ■ No Universal Access Stations (computer stations equipped with necessary hardware and software to meet the special needs of students with disabilities). ■ No student access to computers after school 	<ul style="list-style-type: none"> ■ Less than 10:1 ratio of students to computer equipment five years old or less ■ Universal Access technologies in place. ■ Student access to computers for after-school care students or by special arrangement. ■ Organization identifies current universal access technology inventory and needs. 	<ul style="list-style-type: none"> ■ Less than 5:1 ratio of students to computer equipment four years old or less. ■ Universal Access integrated throughout organization. ■ Open after-school access to computers for all students 1-5 hours per week. 	<ul style="list-style-type: none"> ■ Every student has computer equipment three years old or less ■ Universal Access Stations available in all classrooms and student work areas. ■ Open after-school access to computer equipment for all students over 5 hours per week.

TEACHER TECHNOLOGY EQUIPMENT ACCESS

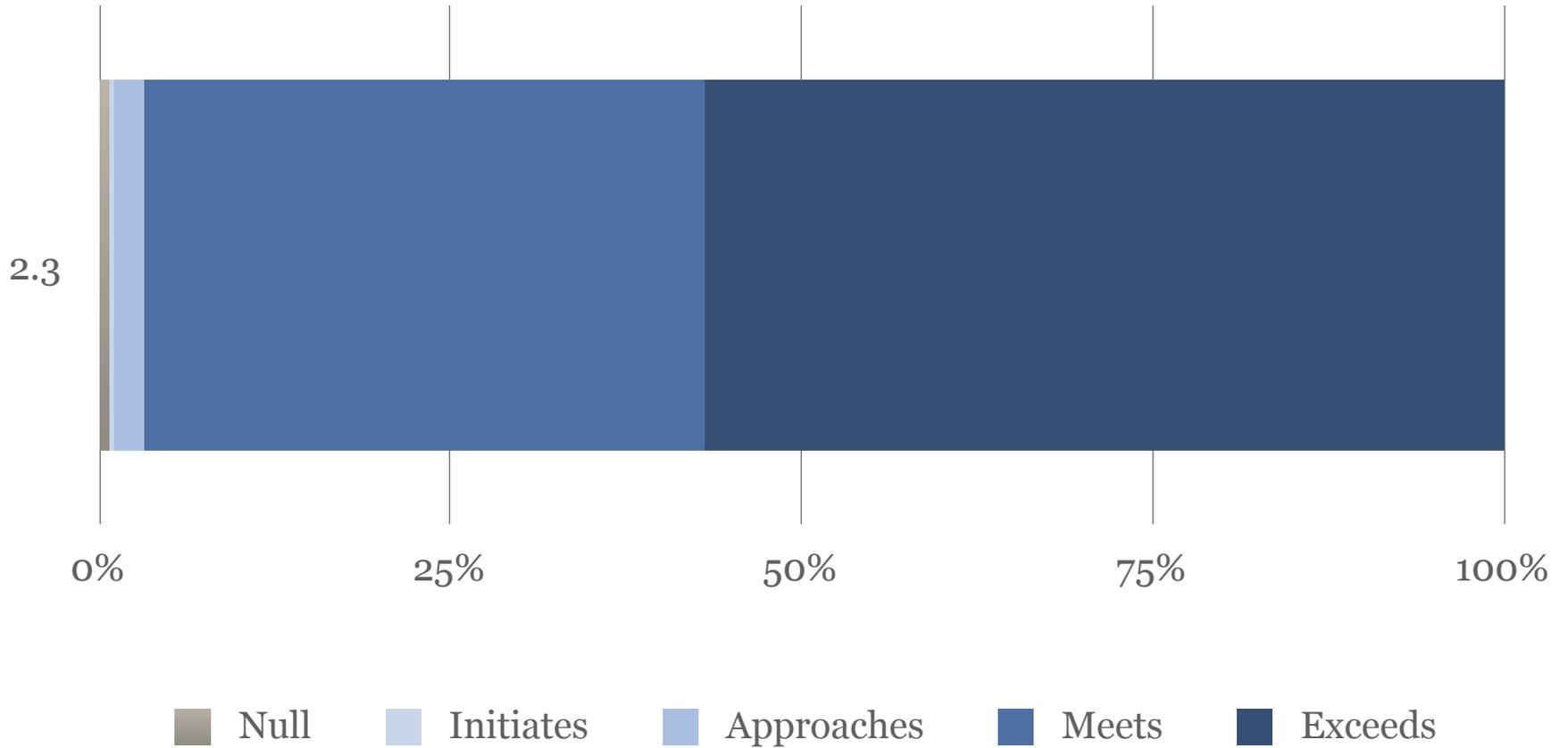
2.2 Teacher Technology Equipment Access



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Dedicated, up-to-date teacher computer equipment, one set per 2 or more teachers; no refresh cycle. 	<ul style="list-style-type: none"> ■ Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 5 years. 	<ul style="list-style-type: none"> ■ Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 4 years. 	<ul style="list-style-type: none"> ■ Dedicated, up-to-date computer equipment for each teacher; refresh cycle every 3 or fewer years.

INTERNET ACCESS

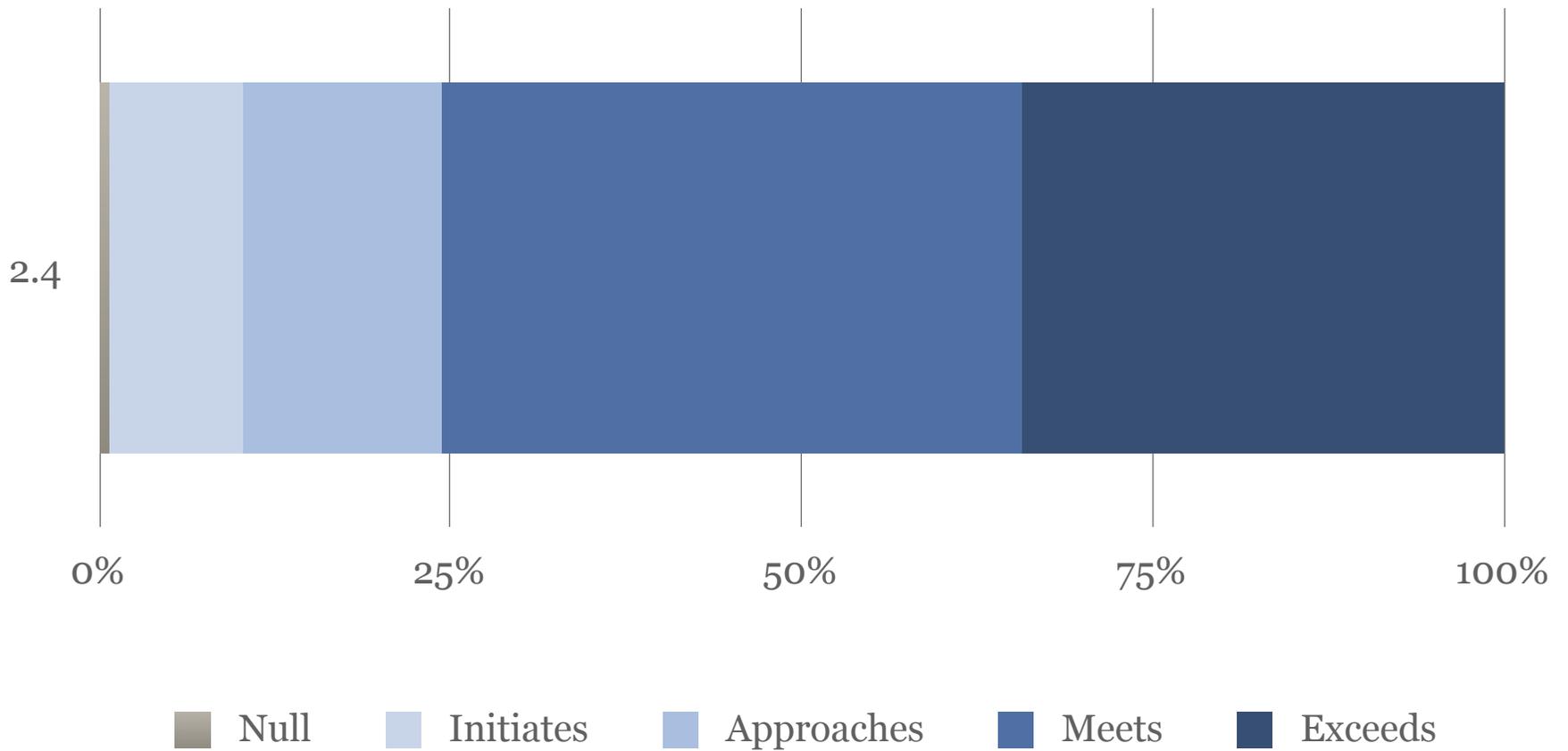
2.3 Internet Access



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ▪ Adequate connectivity to the Internet available to support web-based applications only on a few computers. 	<ul style="list-style-type: none"> ▪ Direct connectivity to the Internet at the school and accessible in some rooms. ▪ Adequate distribution of bandwidth to the school to avoid most delays. 	<p>(In addition to Stage 2)</p> <ul style="list-style-type: none"> ▪ Direct connectivity to the Internet at the school and accessible in all rooms. ▪ Adequate bandwidth to each classroom over the LAN to avoid most delays. 	<ul style="list-style-type: none"> ▪ Anywhere, anytime direct access to the Internet for any educationally relevant application.

VIDEO CAPACITY

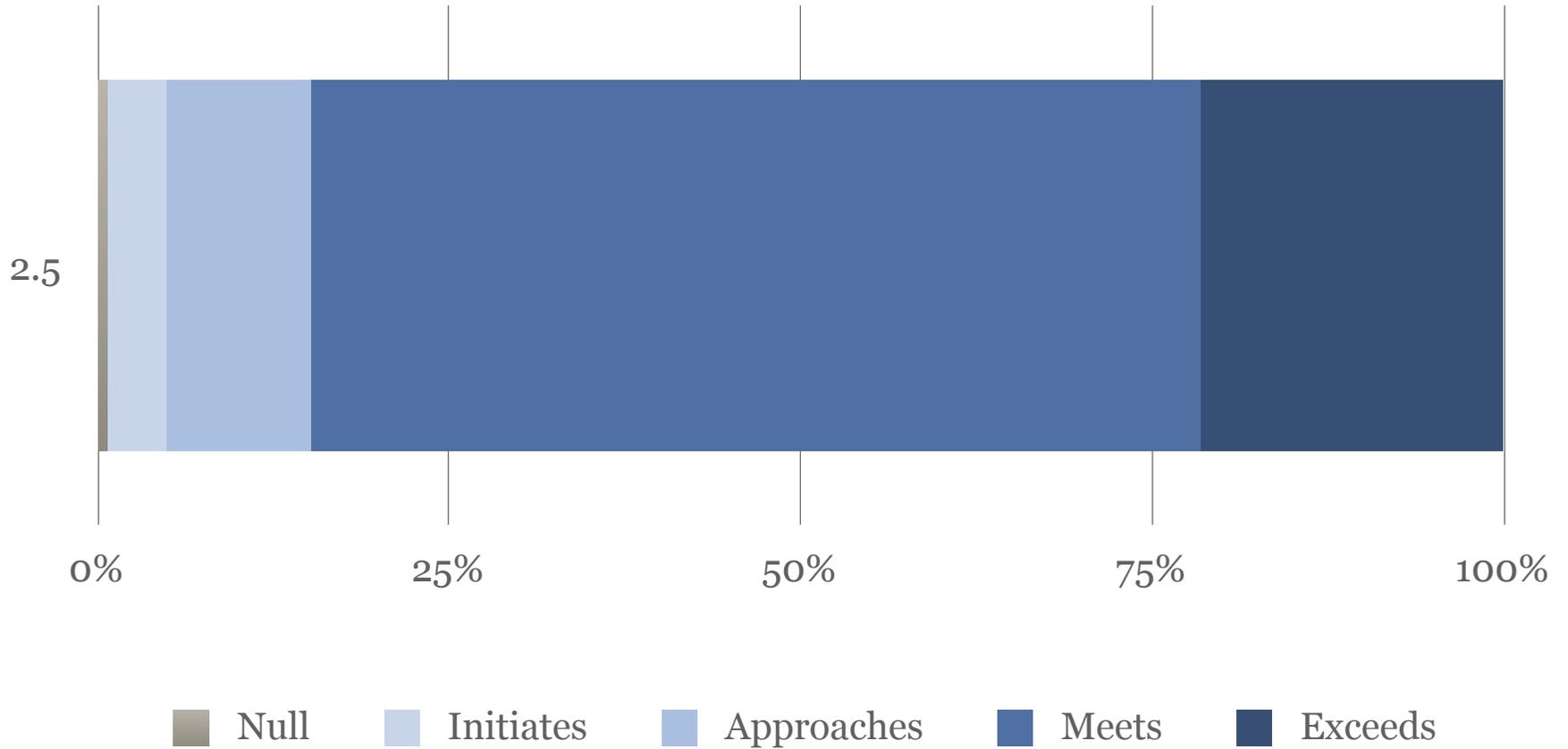
2.4 Video Capacity



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Video available in the classroom on magnetic or optical media. Media is available via classroom devices such as VCR, or DVD player. 	<ul style="list-style-type: none"> Capacity to schedule and distribute video over school network to the classroom. Capacity to receive via satellite or other devices specific to curriculum content and distribute programming to the classroom. 	<ul style="list-style-type: none"> Capacity to schedule and distribute video over organization or cable access network to the classroom. Two-way interactive video conferencing used to connect schools. 	<ul style="list-style-type: none"> Network provided video on demand. Two way interactive video conferencing used to connect to post-secondary institutions and other education providers.

DISTANCE LEARNING

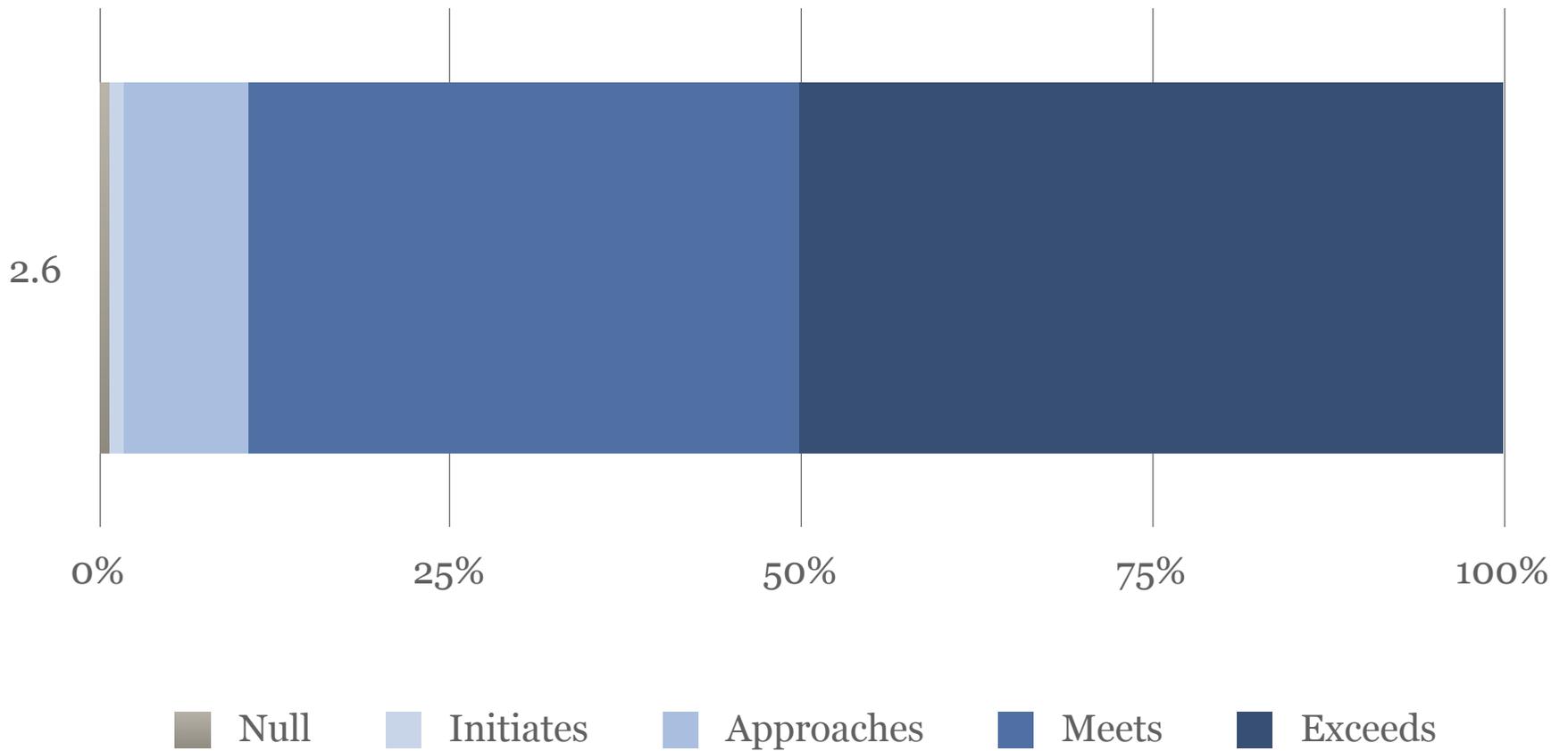
2.5 Distance Learning; Conditions and Capabilities



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Shared access to one-way video and two-way audio. 	<ul style="list-style-type: none"> Two-way video and audio in at least one classroom. 	<ul style="list-style-type: none"> Two-way video and audio in more than one classroom. 	<ul style="list-style-type: none"> Two-way video and audio in every student learning area provides access for all. Robust network allows interconnections with all other K-12 sites and post-secondary institutions. Web-based scheduling system allows sites to connect to one another without limitations.

LAN/WAN

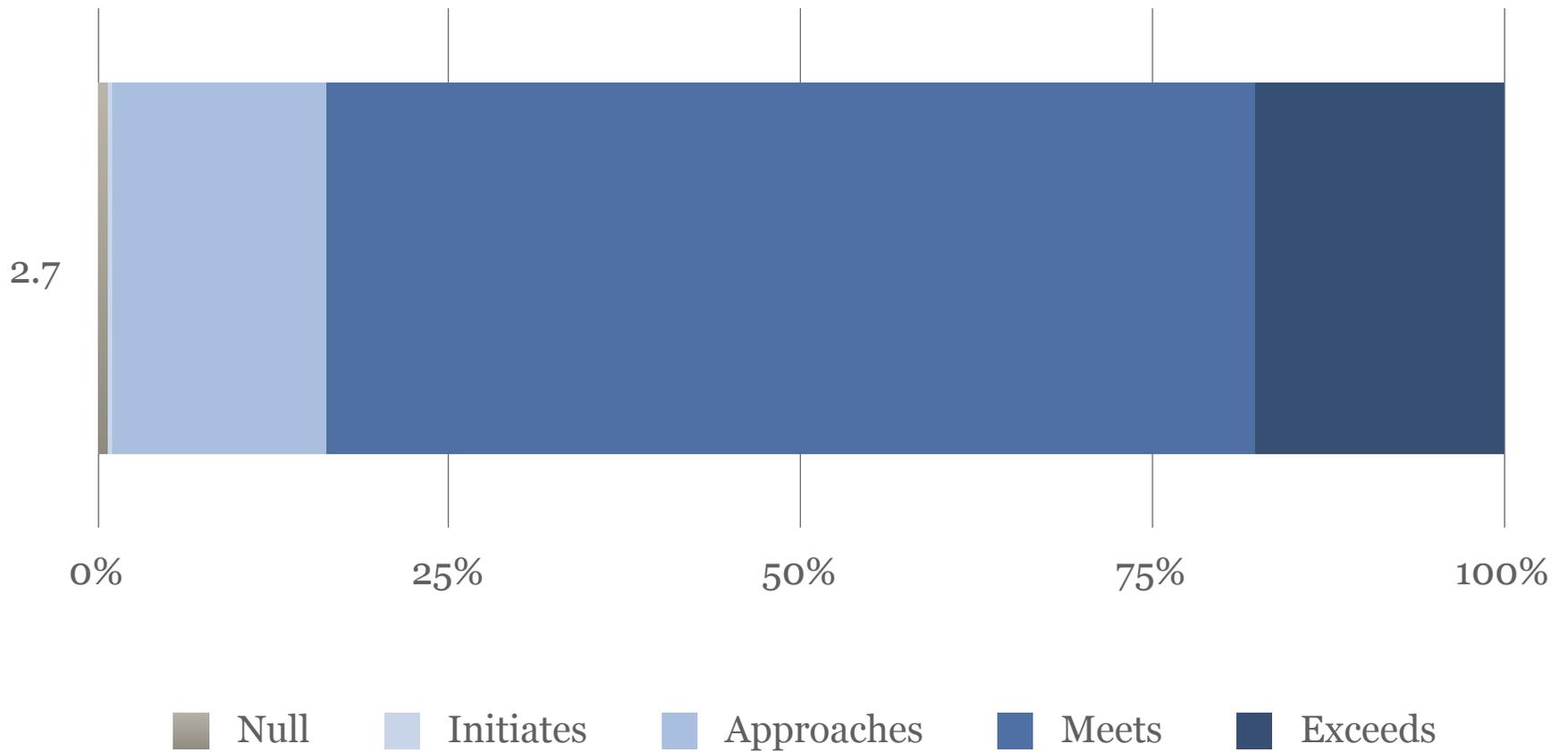
2.6 LAN/WAN



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ▪ Limited print/file-sharing network at each school. 	<ul style="list-style-type: none"> ▪ Most rooms connected to the LAN/WAN with student access. ▪ Minimum 10/100 hubbed-network. ▪ Basic filtering software in use. 	<ul style="list-style-type: none"> ▪ All rooms connected to the LAN/WAN with student access. ▪ Minimum 10/100 switched network. ▪ High end servers serving applications at the school with a replacement cycle 3 years. ▪ Filtering and virus protection software in use. 	<ul style="list-style-type: none"> ▪ All rooms connected to the LAN/WAN with student access. ▪ Robust WAN with 100 MB/GB and/or fiber switched network that allows for resources (i.e., video streaming, desktop conferencing, etc.) ▪ Infrastructure allows easy access to network resources for students and teachers including some wireless connectivity and remote access. ▪ Filtering, virus protection, and security measures, as well as disaster recovery plan in place. ▪ CIPA compliant.

CURRICULUM-BASED TOOLS

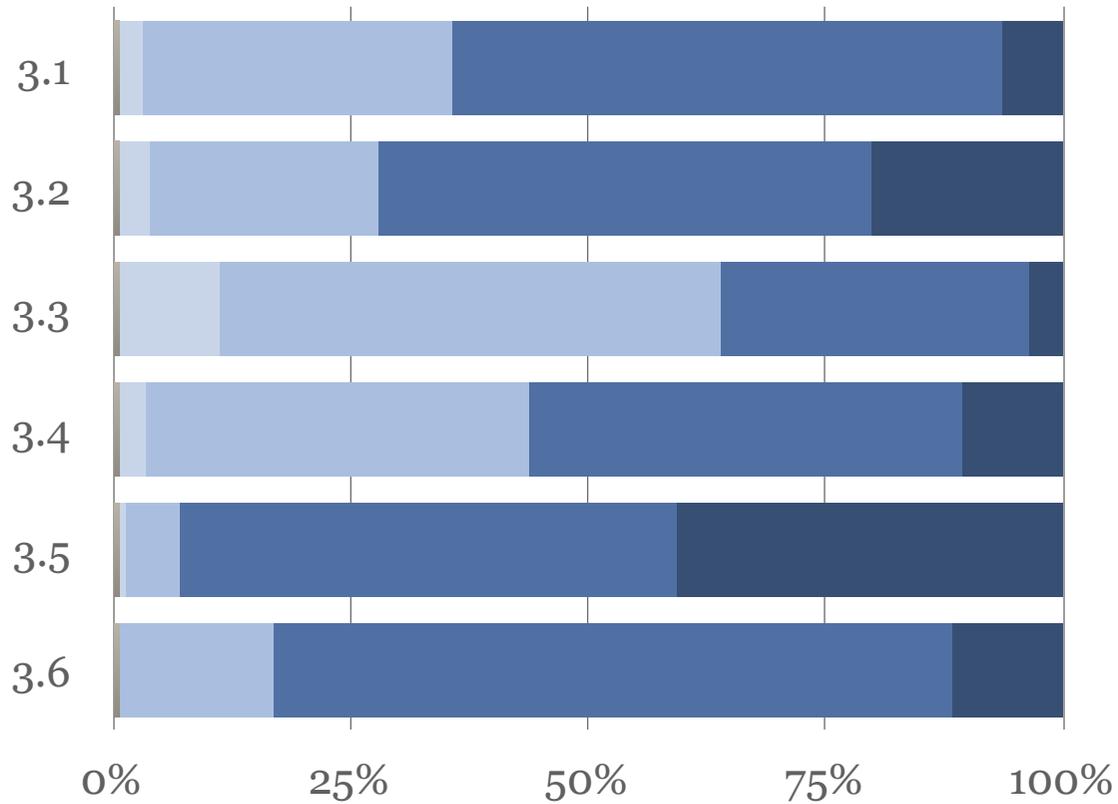
2.7 Curriculum-Based Tools



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ▪ Limited access to some instructional equipment (i.e., televisions, VCR's, digital cameras, scanners, handhelds, programmable calculators, etc.) ▪ Tool-based software limited to word processing and spreadsheets. 	<ul style="list-style-type: none"> ▪ Shared use of instructional equipment among groups of teachers. ▪ Tool-based software includes presentation, some graphics and concept mapping. 	<ul style="list-style-type: none"> ▪ Instructional equipment assigned to each teacher/classroom including at least a computer with projection device, TV, VCR, or DVD. ▪ Tool-based software includes some multimedia authoring and video editing. 	<ul style="list-style-type: none"> ▪ Fully equipped classrooms with all the technology infrastructure that is available to enhance student learning, including all forms of software, digital cameras, scanners handhelds, and other devices specific to content areas.

SECTION 3

EDUCATOR COMPETENCIES AND PD

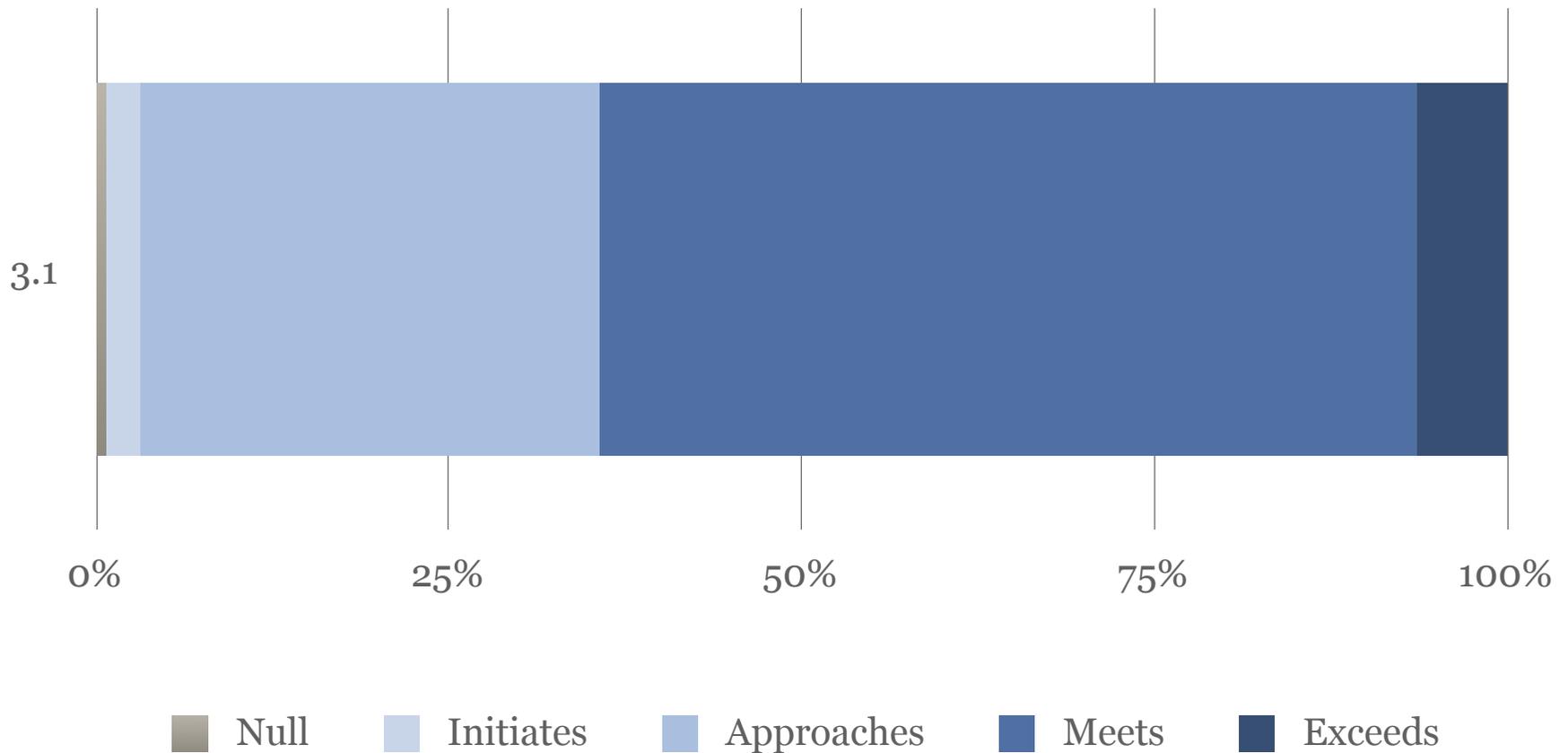


Null
 Initiates
 Approaches
 Meets
 Exceeds

	NULL	INITIATES	APPROACHES	MEETS	EXCEEDS
3.1	2	7	92	164	18
3.2	2	9	68	147	57
3.3	2	30	149	92	10
3.4	2	8	114	129	30
3.5	2	2	16	148	115
3.6	2	0	46	202	33

EDUCATOR COMPETENCIES AND PD

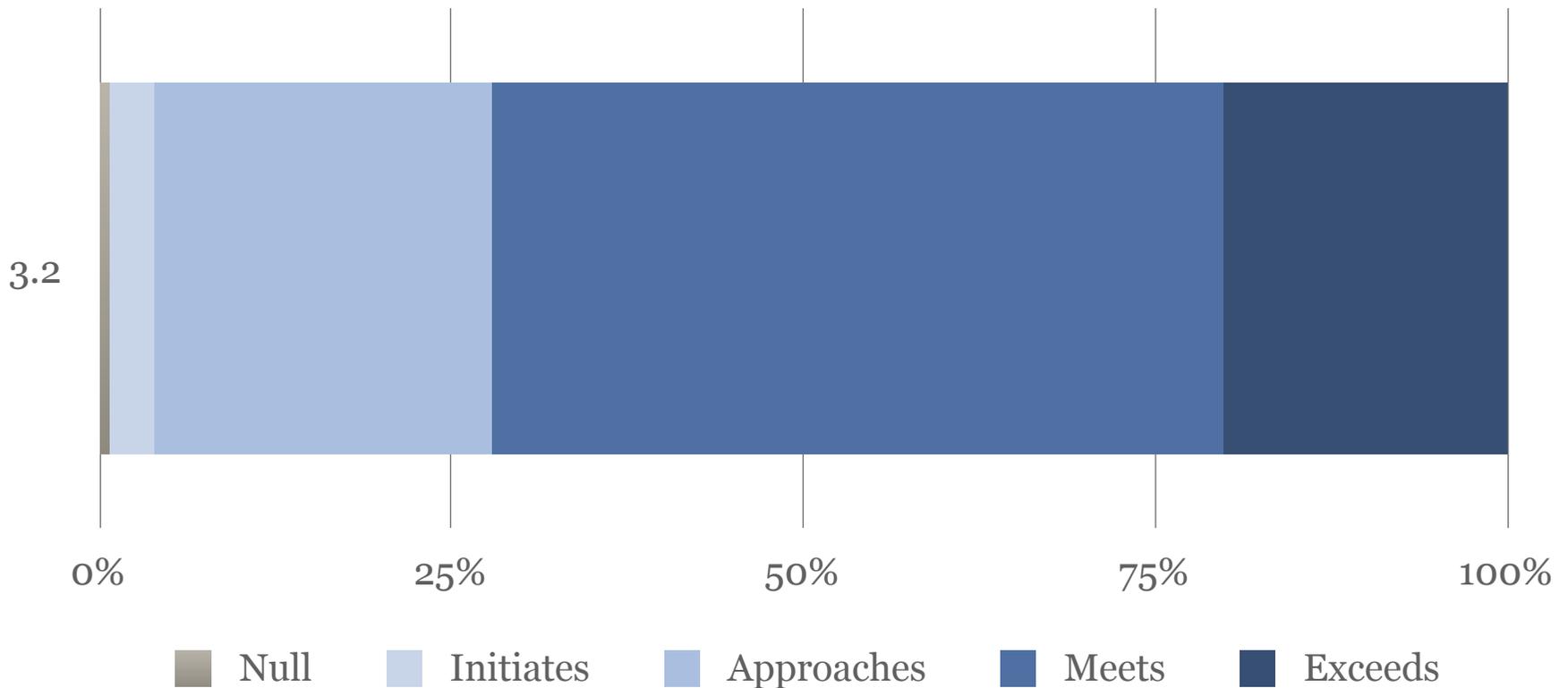
3.1 Educator Use of Technology



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Teachers use basic computer operations such as email and word processing programs. ■ At least 25 percent meet ISTE NETs and implement in the classrooms. 	<ul style="list-style-type: none"> ■ Teachers use productivity tools to streamline administrative tasks (grades, attendance, lesson planning, etc.) ■ At least 50 percent meet ISTE NETs Standards and implement in the classroom. 	<ul style="list-style-type: none"> ■ Teachers implement various instructional technology strategies that support diverse needs of learners (research, multimedia, presentations, simulations, distance learning, etc.) ■ Teachers use various forms of technology to communicate with peers and parents. ■ At least 75 percent meet ISTE NETs Standards and implement in the classroom. 	<ul style="list-style-type: none"> ■ Teachers use technology to develop new learning environments that are collaborative, interactive and customized. ■ Teachers explore and evaluate new technologies and their educational impact. ■ At least 90-100 percent meet ISTE NETs Standards and implement in the classroom.

EDUCATOR COMPETENCIES AND PD

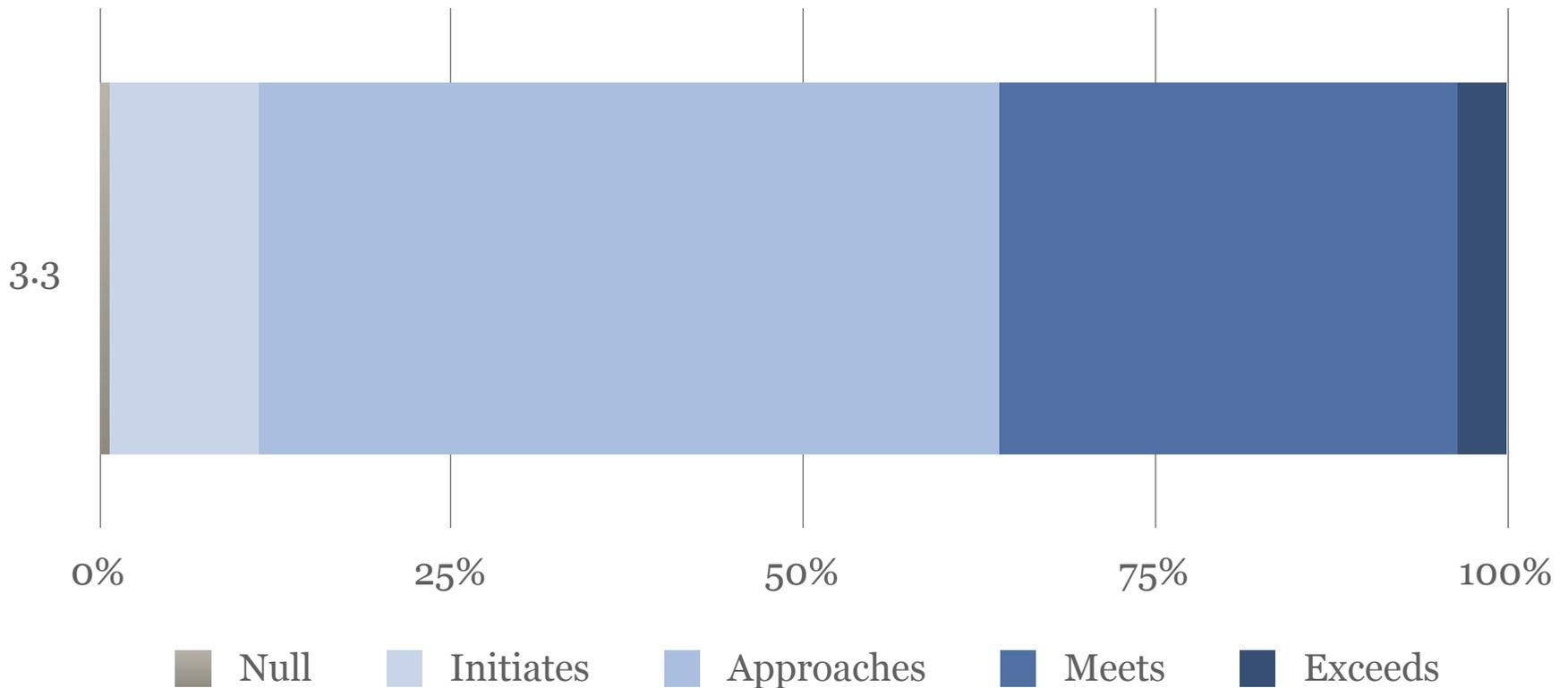
3.2 Leadership



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Administrators have limited awareness of benefits and applications of technology in instruction. ■ Administrators lack basic computer operations skills. ■ Administrators know and understand the ISTE NETs Administrator Standards. 	<ul style="list-style-type: none"> ■ Administrators recognize benefits and barriers of technology in instruction for all students and support use of technology in instruction. ■ Administrators expect teachers to use technology for administrative and classroom management tasks. ■ Administrators routinely use technology in some aspects of daily work. ■ Administrators apply the ISTE NETs Administrator Standards. 	<ul style="list-style-type: none"> ■ Administrators expect use of technology in instruction for all students. ■ Administrators model use in daily work including communications, presentations, on-line collaborative projects and management tasks. ■ Administrators analyze and determine their proficiencies based upon the ISTE NETs Administrator Standards. ■ Administrators are able to make accommodations (change computer settings) for their own disabilities (low vision, hearing, etc.) 	<ul style="list-style-type: none"> ■ Administrators plan budget support for training and expect use of technology in instruction for all students. ■ Administrators maintain awareness of emerging technologies. ■ Administrators participate in job-related professional learning using technology resources. ■ Administrators ensure integration of appropriate technologies to maximize learning and teaching. ■ Administrators involve and educate the school community around issues of technology integration. ■ Administrators make decisions and adjust behavior based upon the ISTE NETs Administrator Standards.

EDUCATOR COMPETENCIES AND PD

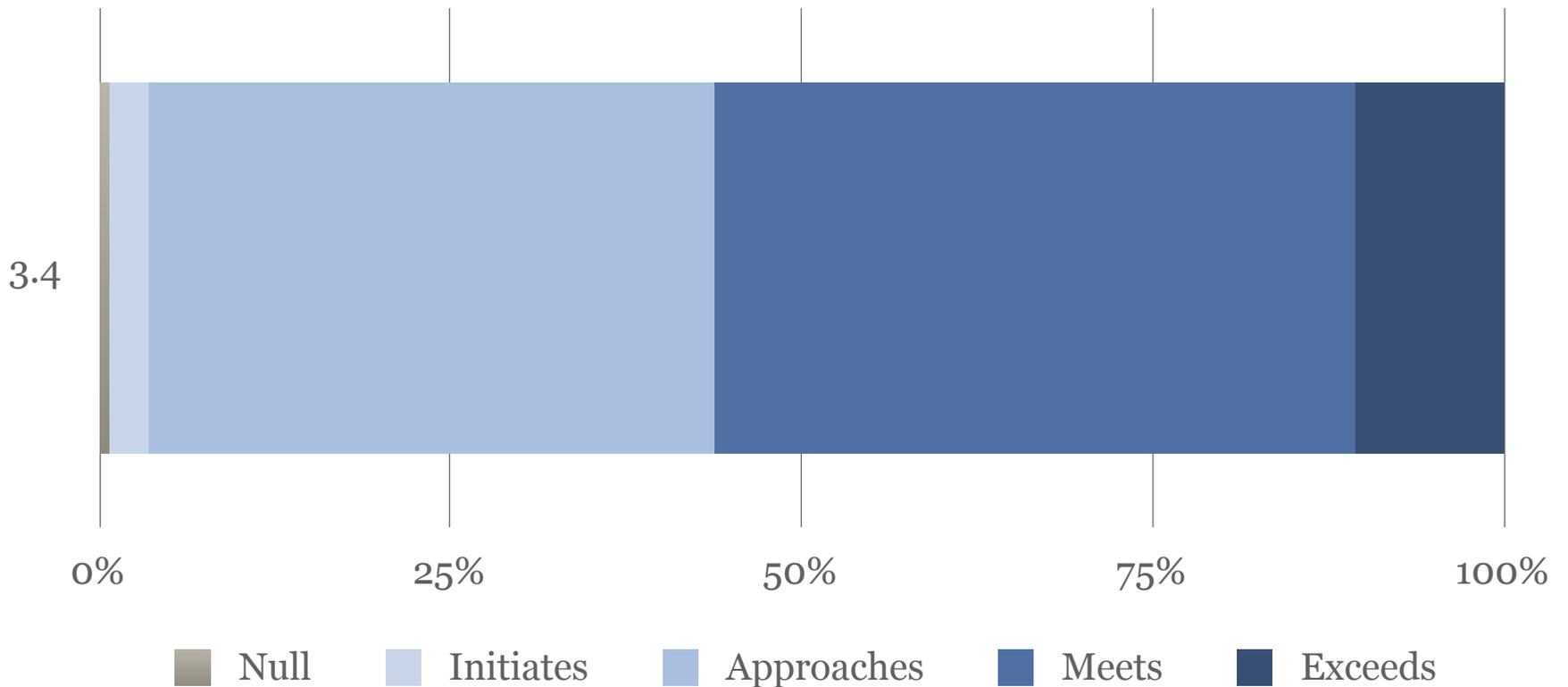
3.3 Professional Development



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Five percent or less of technology budget allocated for professional development in technology-related training. ■ No technology professional development plan in place or existing plan lacks defined progression toward organization technology goals. ■ Technology professional development plan is not correlated to state and/or national technology standards. 	<ul style="list-style-type: none"> ■ 6-24 percent of technology budget devoted to professional development in technology-related training. ■ Technology professional development plan has some measurable correlation to organization technology goals. ■ Technology professional development plan provides some measurable correlation to state and/or national technology standards. 	<ul style="list-style-type: none"> ■ 25-29 percent of technology budget devoted to professional development in technology-related training. ■ Technology professional development plan has clearly measurable correlation to organization technology goals. ■ Technology professional development plan provides significant measurable correlation to state and/or national technology standards. 	<ul style="list-style-type: none"> ■ 30 percent or more of technology budget devoted to professional development in technology-related training. ■ Technology professional development plan has clearly measurable correlation to organization technology goals and is evaluated and revised annually to ensure that organization technology goals are met. ■ Technology professional development plan provides significant measurable correlation to state and/or national technology standards and plan is revised annually to consider emerging technologies.

EDUCATOR COMPETENCIES AND PD

3.4 Models of Professional Development

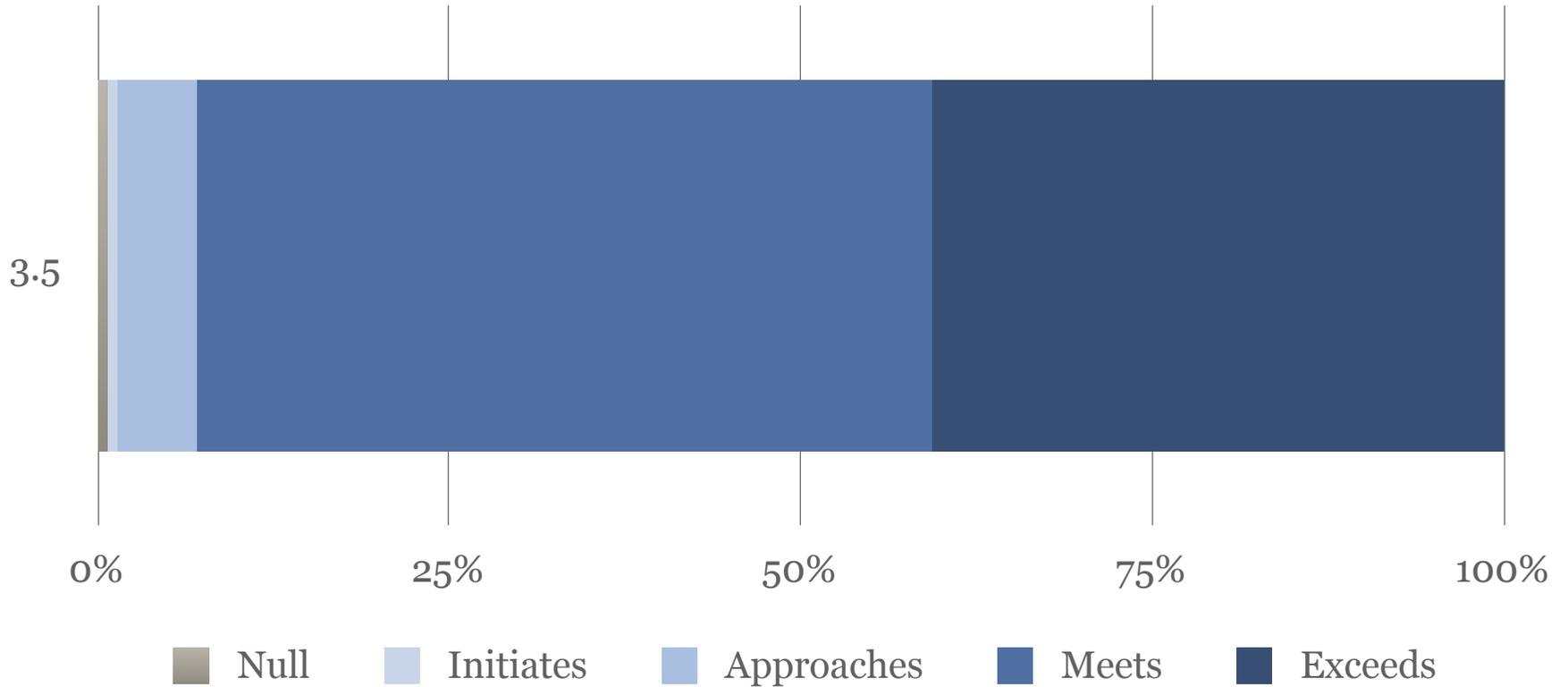


Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Leader presents information to group of teachers. 	<ul style="list-style-type: none"> Teachers participate in hands-on instruction and use acquired skills to develop an instructional product as a follow-up activity. 	<ul style="list-style-type: none"> Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring (including collaboration between special education and regular education) Technology professional development includes requirement of classroom integration and student use of technology in the learning process. Professional development activities include a teacher and a student in a collaborative learning environment. 	<ul style="list-style-type: none"> Learning communities created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring. Additional professional development available anytime, at any level, through a variety of delivery systems (e.g. distance learning, on-line course work, state and national conferences, outside consultants, etc.)

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EDUCATOR COMPETENCIES AND PD

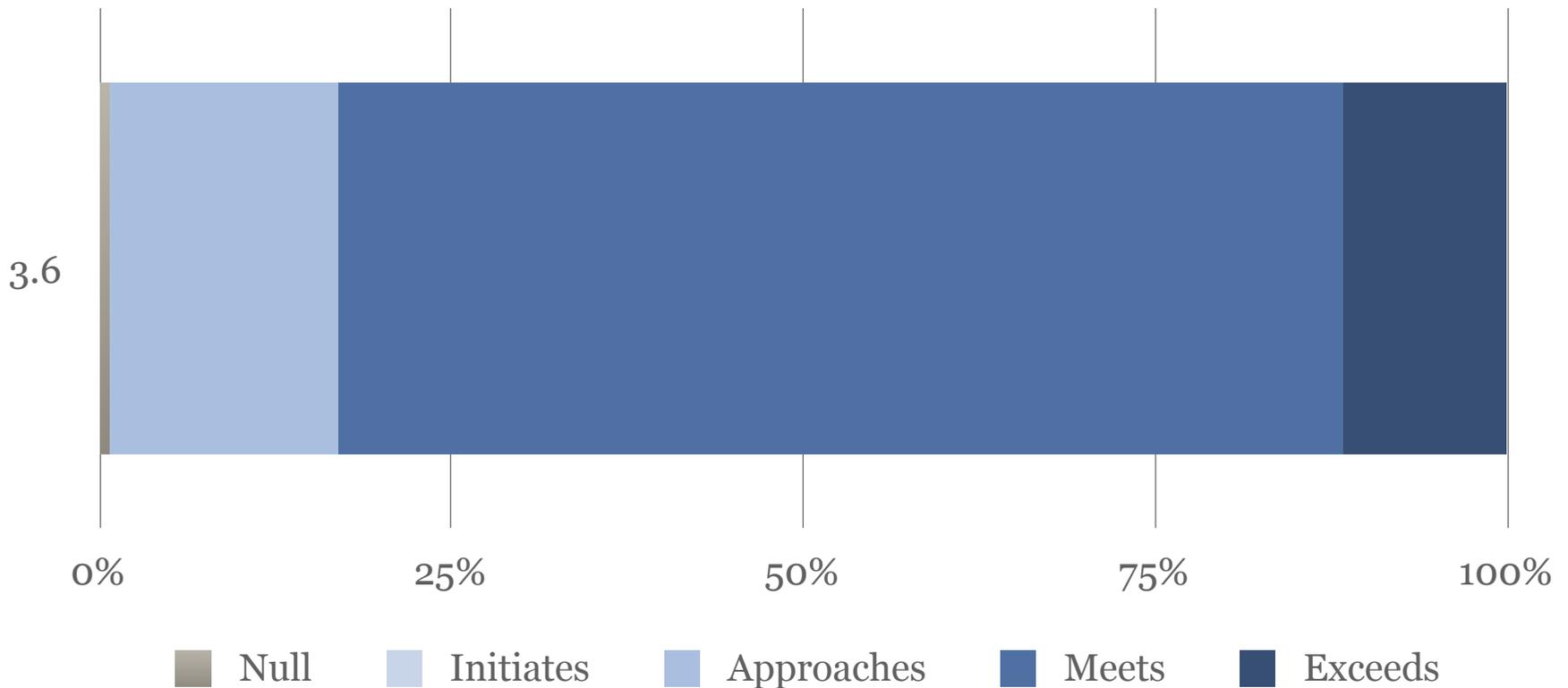
3.5 Effective Use of Electronic Data Support System



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Technology not used to review student assessment information. 	<ul style="list-style-type: none"> Technology used infrequently to review student assessment information. 	<ul style="list-style-type: none"> Technology frequently used to review student assessment information. 	<ul style="list-style-type: none"> Technology regularly used to review student assessment information which results in needed changes in instruction.

EDUCATOR COMPETENCIES AND PD

3.6 Content of Technology Training

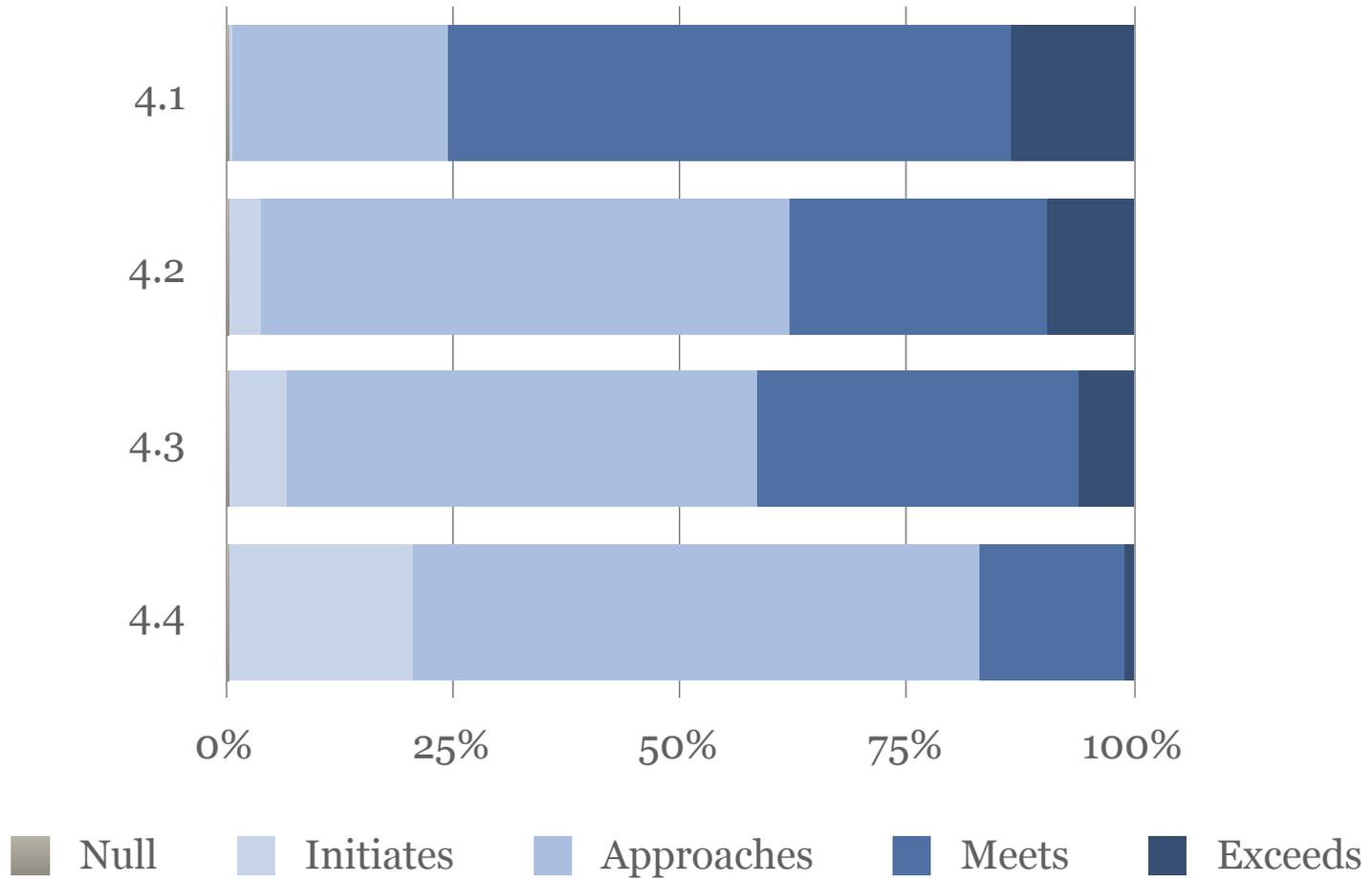


Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Teachers acquainted with basic technology operations (word processing, email, Internet navigation). 	<ul style="list-style-type: none"> Teachers learn to use technology in the classroom (i.e., administration, management, and/or presentation software; Internet as a research and instructional tool). 	<ul style="list-style-type: none"> Teachers learn to use technology with curriculum/students (i.e., integration skills for creating learner-centered technology projects using Internet, applications, multimedia presentations, data collection, making accommodations with assistive technologies, etc.) Integration of technology into instructional strategies to improve teaching and learning. 	<ul style="list-style-type: none"> Teachers learn about emerging technologies and their uses with curriculum/students (i.e., creation and communication of new technology-supported, student-centered projects). Integration of technology aligned with all content areas and grade levels. Technology training content supports growth toward national technology standards for teachers, administrators, and students.

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SECTION 4

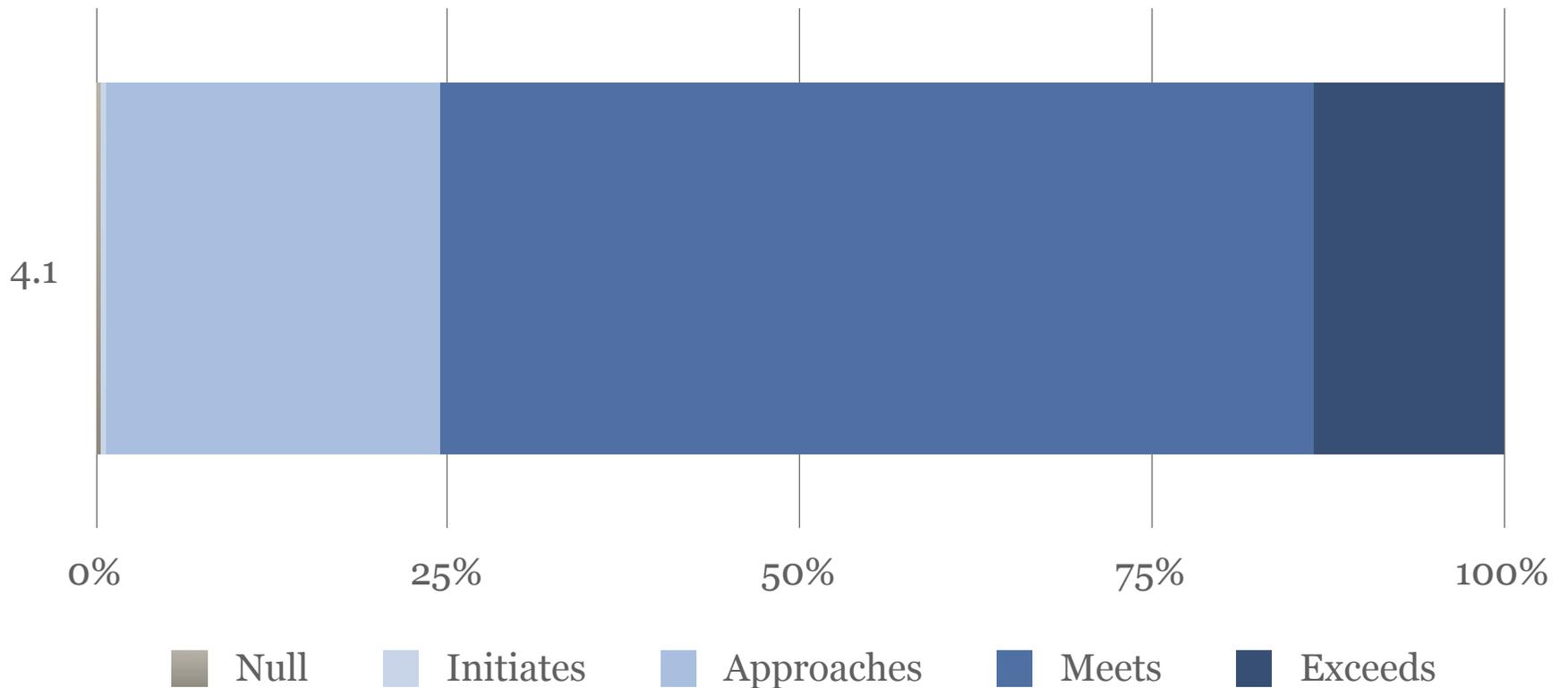
LEARNERS AND LEARNING



	NULL	INITIATES	APPROACHES	MEETS	EXCEEDS
4.1	1	1	67	175	38
4.2	1	10	164	80	27
4.3	1	18	146	100	17
4.4	1	57	176	45	3

LEARNERS AND LEARNING

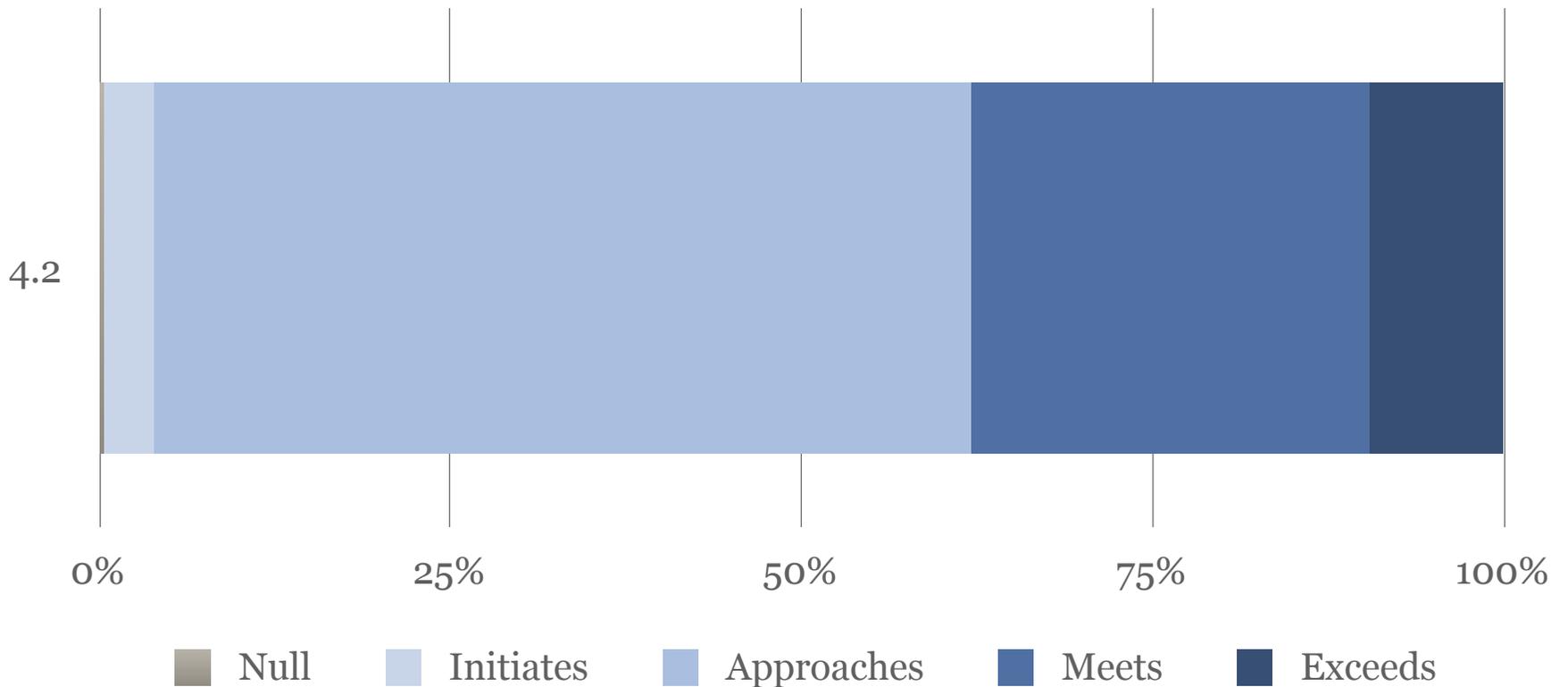
4.1 Student Use of Technology



Initiates	Approaches	Meets	Exceeds
<p>Knowledge/Understanding</p> <ul style="list-style-type: none"> Infrequent use by students as a basic tool for drill and practice, and/or integrated learning labels for the purpose of identification, recollection, memorization, and review of basic facts. 	<p>Application</p> <ul style="list-style-type: none"> Frequent individual use by students to choose and use informational resources for the purpose of communication and demonstration of knowledge. 	<p>Analysis/Synthesis</p> <ul style="list-style-type: none"> Students regularly use technology for working with peers and experts, evaluation information, analyzing data and content in order to formulate and solve problems. Students regularly use technology for evaluation of individual progress. 	<p>Evaluation</p> <ul style="list-style-type: none"> Students regularly use technology for working collaboratively in communities of inquiry to propose, implement and assess solutions to real world problems. Students regularly use technology for evaluating and analyzing their own assessment information to improve learning. Students regularly use technology to publish and effectively communicate their knowledge with the global community.

LEARNERS AND LEARNING

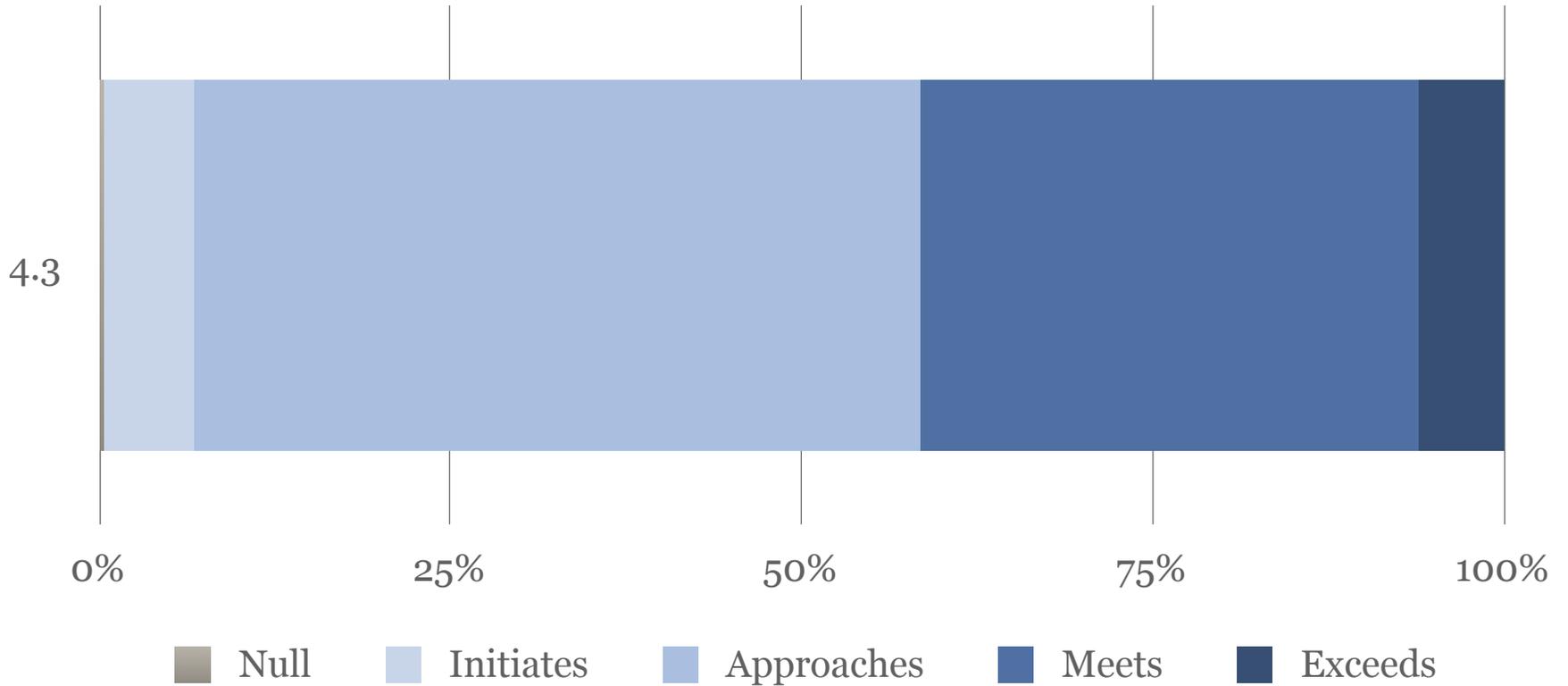
4.2 Technology Integration



Initiates	Approaches	Meets	Exceeds
<p>Entry Level Technology</p> <ul style="list-style-type: none"> Teacher-centered lectures. Teachers allow students to use technology to work on individual projects. 	<p>Adoption Level Of Technology Use In Classroom</p> <ul style="list-style-type: none"> Teacher-directed learning. Teachers encourage students to use technology for cooperative projects in their own classrooms. Teachers use technology projects as an alternative form of assessment. 	<p>Adaption/Appropriation Level Of Technology Use In Classroom</p> <ul style="list-style-type: none"> Teachers facilitate communities of inquiry for students to collaborate with business and/or community members. 	<p>Innovation Level Of Technology Use In Classroom</p> <ul style="list-style-type: none"> Student-centered learning. Teachers act as facilitators in collaboration with external entities to develop 21st century skills (e.g., national or international, business and/or educational communities). Technology is vital to all curriculum areas and integrated on a daily basis.

LEARNERS AND LEARNING

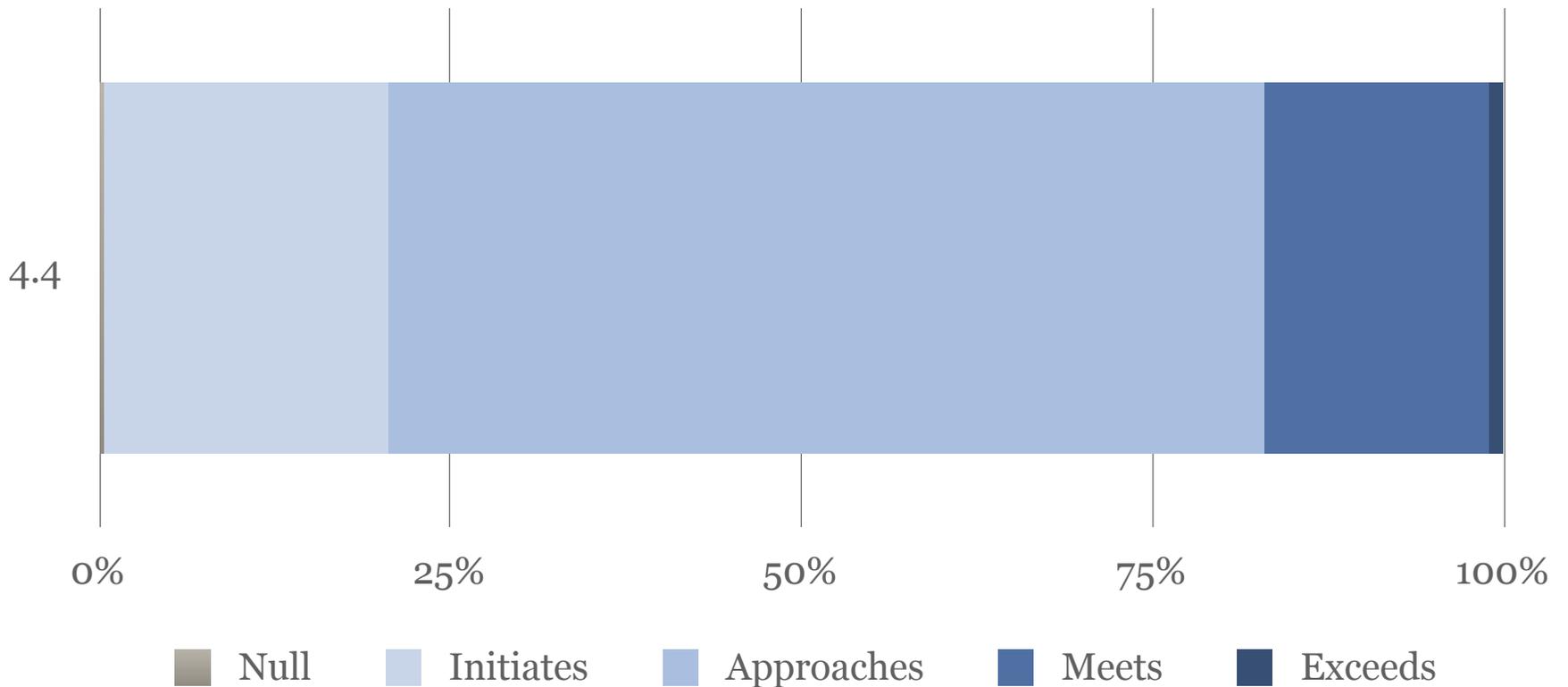
4.3 Available Technology Curriculum



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Provides some structured instruction, experiences, modules or courses in technology utilization. 	<ul style="list-style-type: none"> Provides a variety of technology courses/ applications on different topics or at different levels to promote life long learning. 	<ul style="list-style-type: none"> Technology scope and sequence in place to fulfill ISTE NETs - A, S, T. Offers at least one sequential program of study in an area of technology. 	<ul style="list-style-type: none"> Offers multiple sequential programs of study in technology.

LEARNERS AND LEARNING

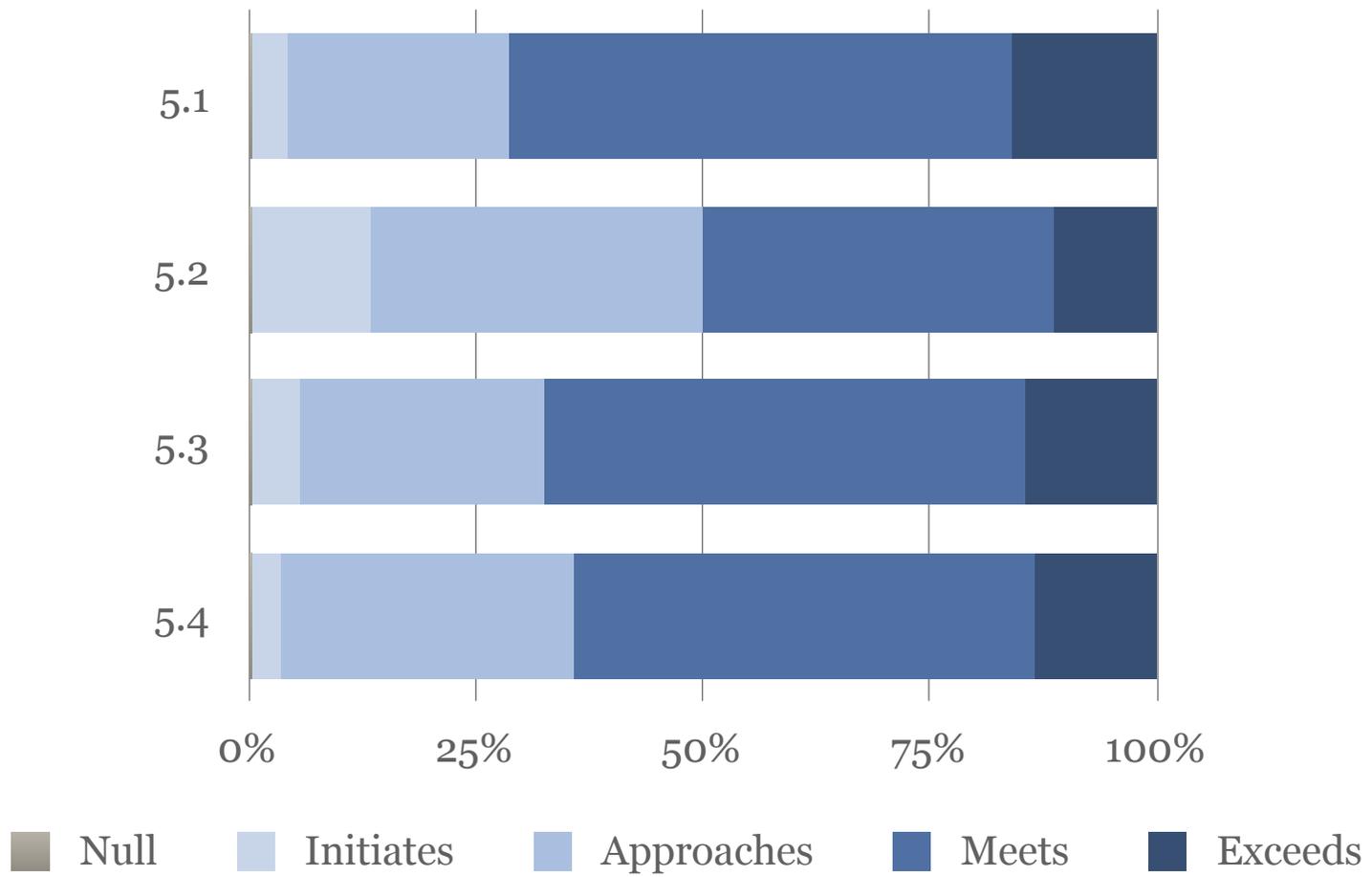
4.4 Community Connections



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ■ Minimal connection with parents and community through technology. ■ Minimal initiatives to increase community technology literacy. ■ Minimal awareness of initiatives, resources, laws and regulations related to public access to information technologies for persons with disabilities. 	<ul style="list-style-type: none"> ■ Basic communication with community utilizing technology. ■ Offers a technology literacy program for parents and/or community (e.g., family tech night, websites, or videos). ■ Partnering with business and/or community to offer job shadowing. ■ Identified information technology access priorities related to community utilization. 	<ul style="list-style-type: none"> ■ Partners with community to offer after hours training to parents/caregivers. ■ Students assist in technology skills training parents and community in real-life skills. ■ Business expertise brought to classroom. ■ Information technology access plan implemented and significant progress noted in accessibility. 	<ul style="list-style-type: none"> ■ Plays an active role in the promotion of technology literacy within the local community. ■ Provides outreach programs to promote collaboration among community, business and school. ■ Students participate in a mentoring program with business and/or community members. ■ Business and community provide financial support and human resources. ■ Minimal disability-related barriers exist related to information technology access.

SECTION 5

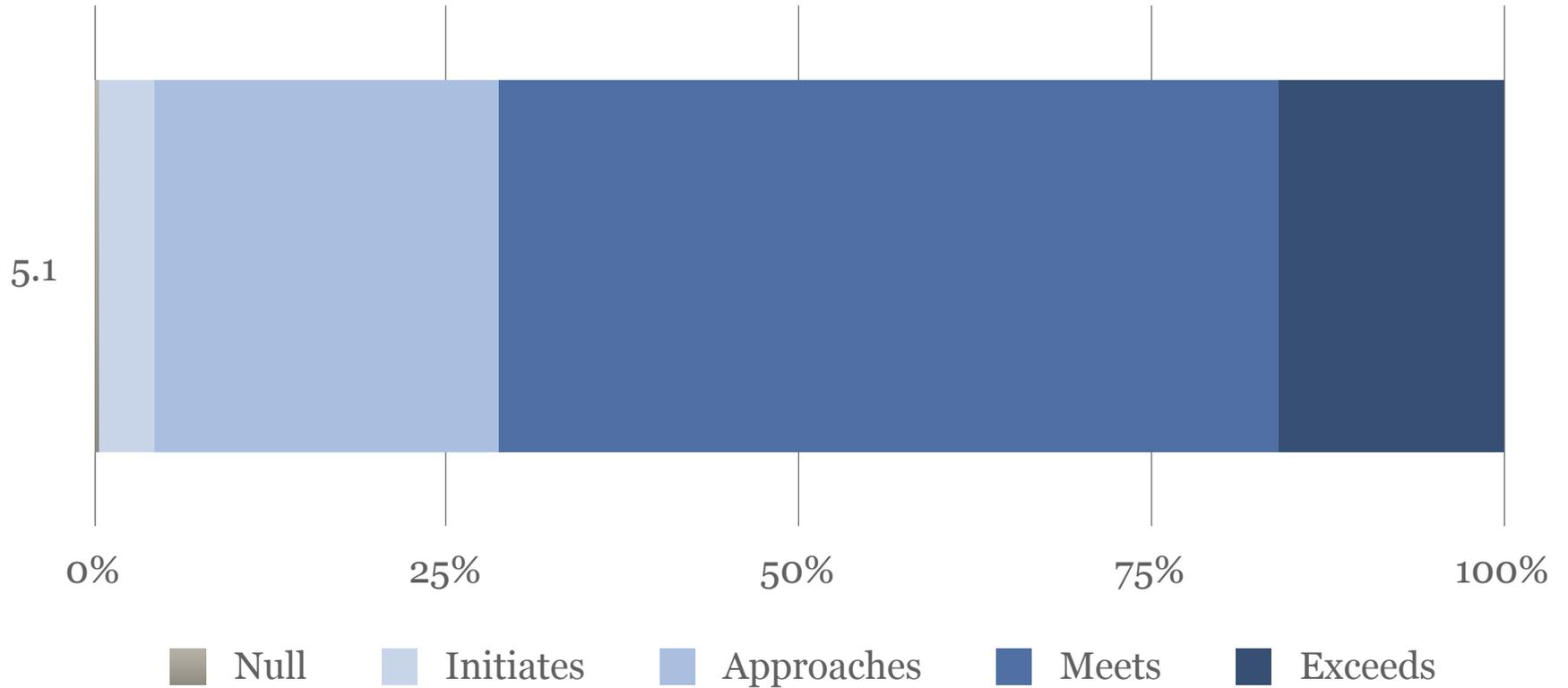
ACCOUNTABILITY



	NULL	INITIATES	APPROACHES	MEETS	EXCEEDS
5.1	1	11	69	156	45
5.2	1	37	103	109	32
5.3	1	15	76	149	41
5.4	1	9	91	41	38

ACCOUNTABILITY

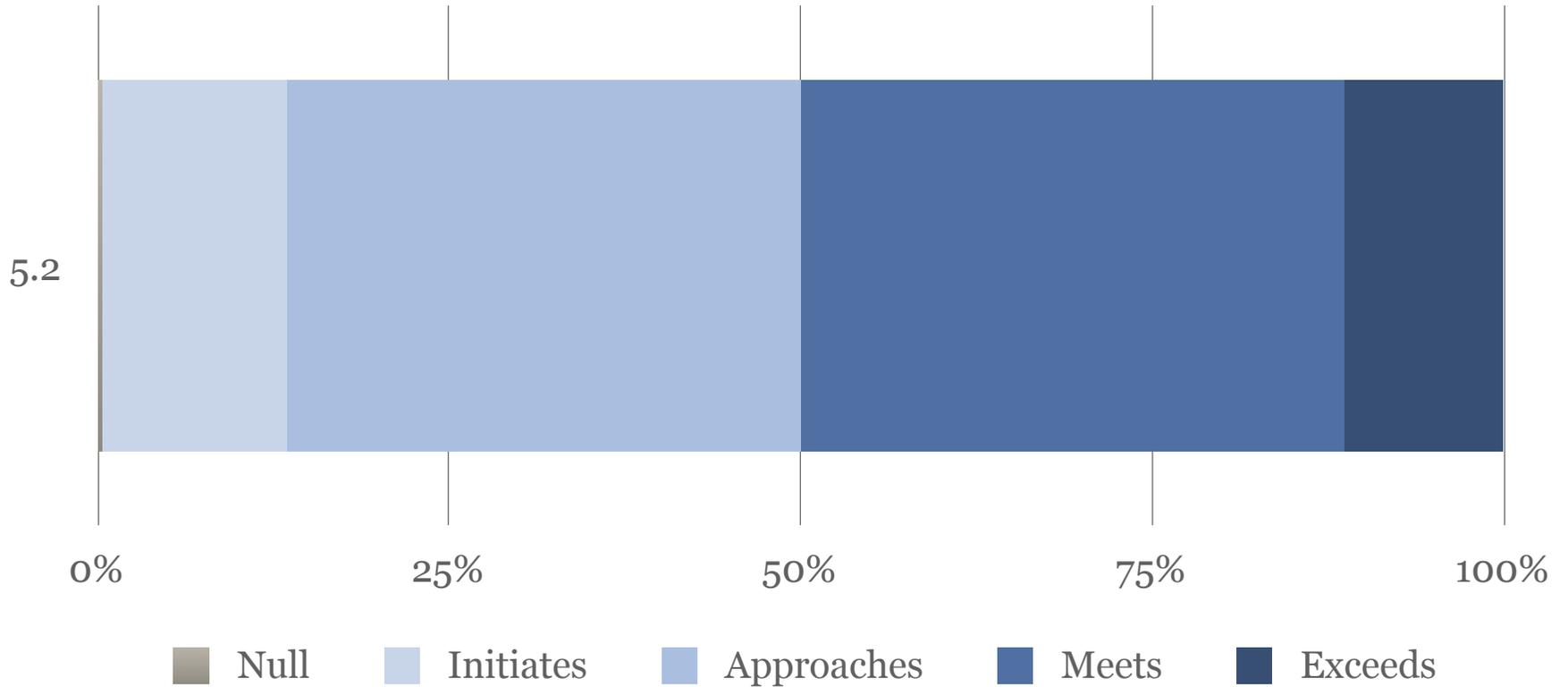
5.1 Student Technology Essential Learnings



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Up to 25 percent of students demonstrate proficiency in the ISTE NETs - Student Standards 	<ul style="list-style-type: none"> At least 25 percent of students demonstrate proficiency in the ISTE NETs - Student Standards. 	<ul style="list-style-type: none"> At least 50 percent of students demonstrate proficiency in the ISTE NETs - Student Standards. 	<ul style="list-style-type: none"> At least 75 percent of students demonstrate proficiency in the ISTE NETs - Student Standards.

ACCOUNTABILITY

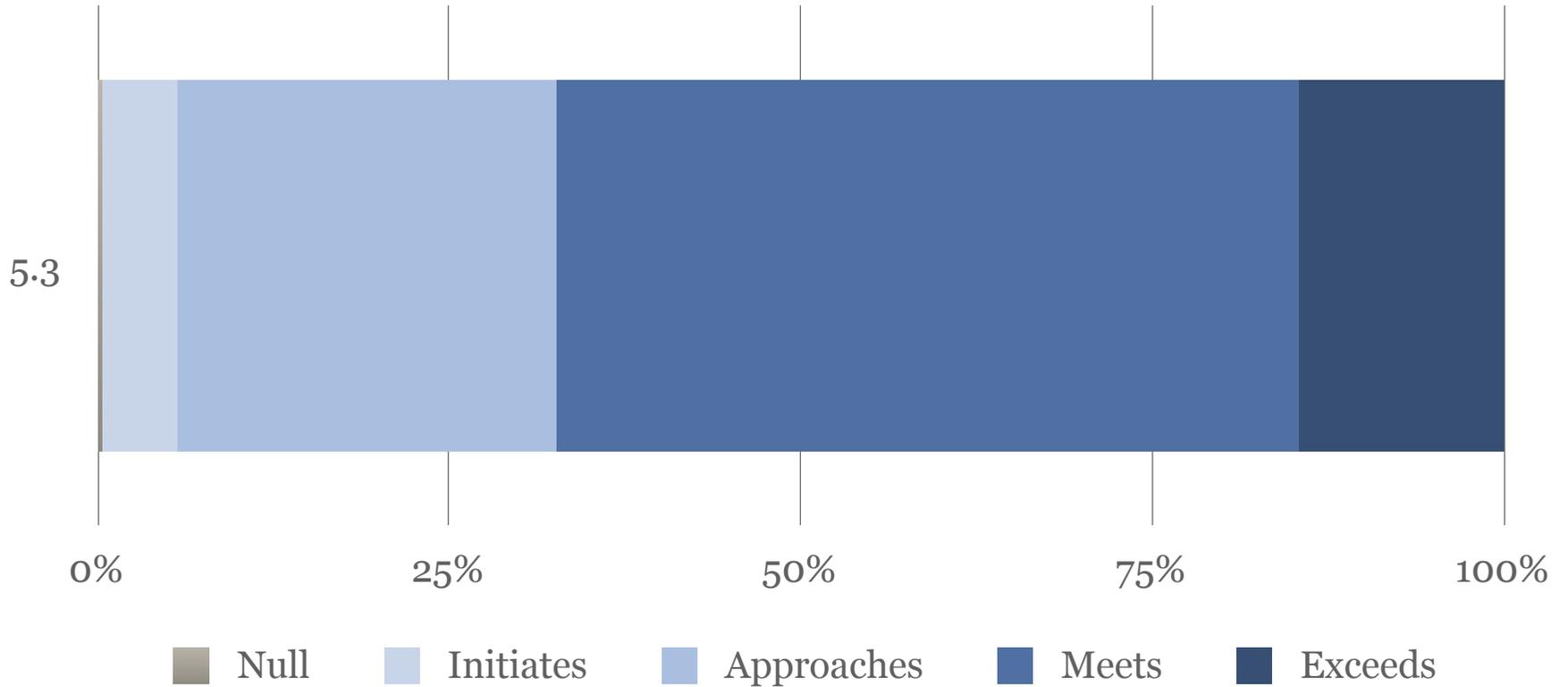
5.2 Administrator Technology Competency



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> Administrators know and understand the ISTE NETs - Administrator Standards 	<ul style="list-style-type: none"> Administrators apply the ISTE NETs - Administrator Standards. 	<ul style="list-style-type: none"> Administrators analyze and determine their proficiencies based on the ISTE NETs - Administrator Standards. 	<ul style="list-style-type: none"> Administrators make decisions and adjust behaviors based on the ISTE NETs - Administrator Standards.

ACCOUNTABILITY

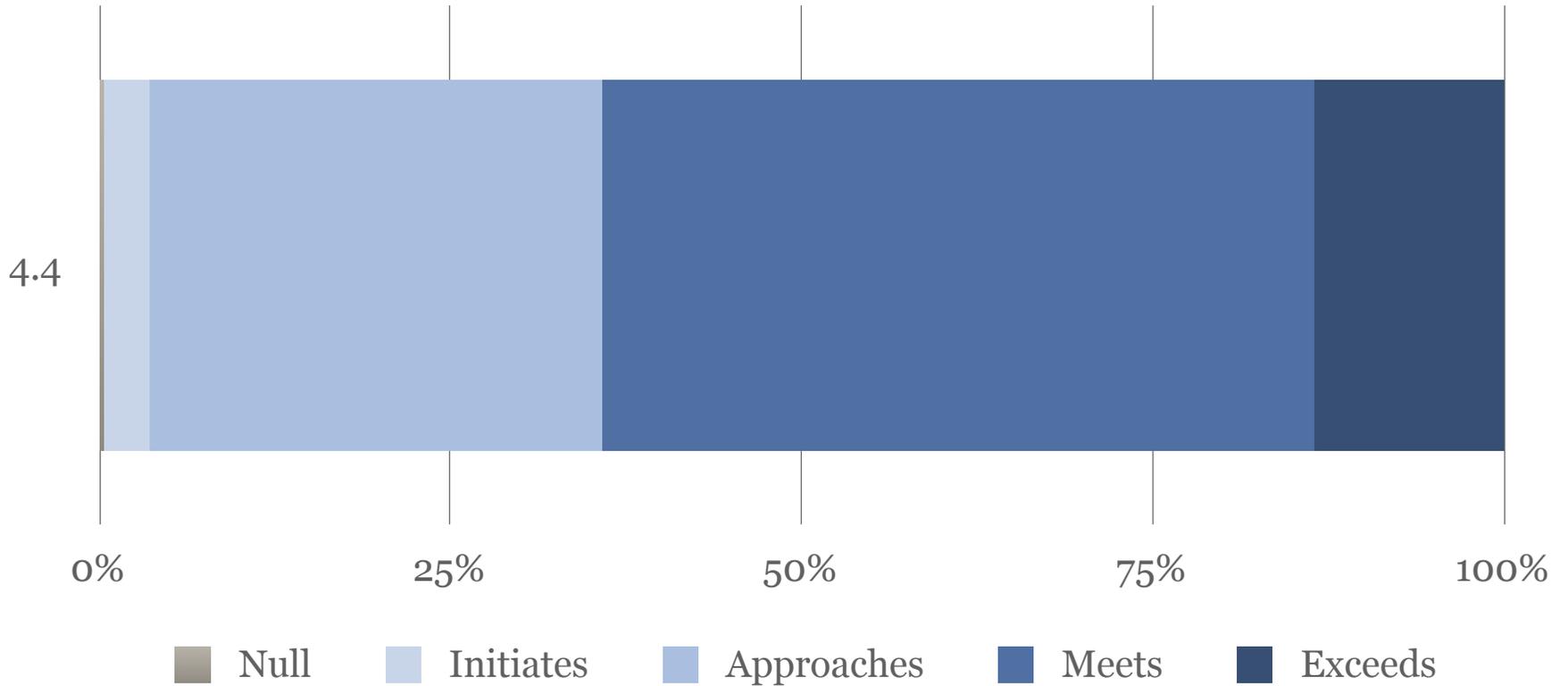
5.3 Teacher Technology Competencies



Initiates	Approaches	Meets	Exceeds
Up to 25 percent of educators demonstrate proficiency in the ISTE NETs - Teacher Standards.	■ At least 25 percent of educators demonstrate proficiency in the ISTE NETs - Teacher Standards.	■ At least 50 percent of educators demonstrate proficiency in the ISTE NETs - Teacher Standards.	■ At least 75 percent of educators demonstrate proficiency in the ISTE NETs - Teacher Standards.

ACCOUNTABILITY

5.4 Demonstrating Effective Use of Technology in Learning



Initiates	Approaches	Meets	Exceeds
<ul style="list-style-type: none"> ▪ Educators understand the potential of technology in the learning process, however; the focus remains on productivity. 	<ul style="list-style-type: none"> ▪ Educators apply effective use of technology to the learning task and opportunities thus increasing productivity. ▪ Educators use technology as an extension of the learning experience. 	<ul style="list-style-type: none"> ▪ Educators provide a variety of technology resources and allow/facilitate student choice of technologies to accomplish their learning. 	<ul style="list-style-type: none"> ▪ Educators facilitate effective use of technology in the learning process. ▪ Educators evaluate the impact of technology on the learning process and adjusts future learning experiences/opportunities accordingly.