

USD 378

**Riley County School District
212 W Kansas
Riley, KS 66531**

District Technology Plan

April, 2005

Technology Needs Assessments

1b. Technology Needs Assessments

This section identifies and explains the technology assessment process that is used to drive acquisitions and deployment of technology resources. What assessments is your district using to make decisions regarding the needs for purchase of computers, software, and other technology resources and services? What target groups are surveyed and how often? How does the data collected influence planning for future use of resources, and acquisition of new technologies?

1b. Technology Needs Assessments

This response identifies and explains the technology assessment process that is used to drive decisions made by the technology planning committee. Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide school improvement criteria, plans, and progress reports.

Awareness

School district staff is surveyed to determine hardware needs in their classrooms. Staff evaluation of software in use and requests for software and hardware to be added are included in the survey.

Emerging

All contributing groups are surveyed yearly, including staff, administration, parents, educational institutions, students, and the community. The results of the district-wide technology needs assessments are used to drive decisions regarding implementation of the technology plan.

Leadership

All contributing groups are surveyed yearly, including staff, administration, parents, students, educational institutions, and the community. The results of district-wide technology needs assessments are aligned with district-wide school improvement criteria, plans, and progress reports. Qualitative and quantitative data from the assessments is used to drive decisions regarding implementation of the technology plan.

Enter your technology needs assessments and results here:

In March 2004, the technology implementation committee was completely restructured to produce an organization better suited to identifying the skills graduates need, evaluating the district's technology needs, generating strategies to address these needs and tracking the effectiveness of these strategies. The Committee's eighteen members drawn from the district's stakeholders – school staff, school administrators, faculty, parents, students, area educational institutions, local employers and community members – were assigned to one of the four newly formed subcommittees. The tasks assigned these committees were:

Committee I (Goal Setting Committee\GSC) – The GSC was to determine from post-secondary educational institutions, area employers and community members what technology skills are needed by district graduates and to convert those skills into statements of measurable objectives to be used by Committee II.

This process of identifying the relevant skills involved using materials generated by the Kansas Board of Regents, consulting with Cloud County Community College and the Manhattan Area Technical College, interviewing eleven area employers ranging from one and two employee businesses to corporations with hundreds of employees, and surveying 20% of the district's residences with a written survey tool.

In addition, all of the district's 45 faculty members completed an on-line survey aimed at assessing their skills and to solicit their evaluation of the skills possessed by their students. Students from the 5th, 8th, and 12th grades completed an on-line survey assessing their skills.

The information gathered from these sources identified almost 200 separate items that were then formed into nine groupings such as required vocabulary, hardware skills, essential word processing skills, basic spread sheet operations, manipulating data bases, developing and making a presentation using presentation software, working more effectively by multi-tasking, performing common network tasks and using the Internet, and social and ethical issues relating to computing such as copyright infringement and malicious use of computing resources.

These skill areas were then used to generate a set of measurable objectives that all of the district's graduates will be expected to meet.

The Goal Setting Committee's four members met for the next year on average twice per month beginning in March 2004. In addition to identifying the skills required by the district's graduates, it rewrote the district's Technology Mission and Vision statements and resolved possible conflicts with the state's Quality Performance Accreditation (QPA) program.

Committee II (Implementation Strategy Committee\ISC) – The objectives generated by Committee 1 and the outcomes accumulated by Committee III are used to generate strategies that implement the objectives.

Due to the new organizational structure was implemented this past year, the first order of business was to identify past strategies and determine which objectives these strategies addressed. Objectives lacking implementation strategies required new strategies to be developed. Assessments by Committee III were used to evaluate how effective past strategies were in achieving the objectives.

Committee III (Outcome Evaluation and Measurement Committee\OE&MC) – Developing a baseline of data relative to the new objectives was the primary task of the OE&MC.

The faculty surveys contained more than seventy multiple response questions as well as several free-form questions where faculty members could make suggestions or comments either on the survey or on materials the respondent deemed to be germane but had been omitted from the survey. Questions that identified the grade level and subject matter taught by each respondent allowed the responses to be correlated with responses to the student surveys.

Faculty survey questions, based on the Taking A Good Look at Instructional Technology (www.taglit.org) Web site, covered topics such as faculty availability of computer and Internet access away from the district's campuses, a self assessment of their skills relative to the objectives, an assessment of their students' skills, the quality, quantity and placement of hardware and their use of technology, both in the instructional setting and in instructional preparation.

The student surveys administered to 5th, 8th and 12th grade students were tailored to the particular grade level, considering such factors as the difference in reading abilities and subjects contained in the curriculum at each grade level. The 5th grade instrument contained only 13 questions while the 12th grade survey had seventy questions. All surveys had at least one free-form question where students could make suggestions or comments either on the survey or on materials the respondent deemed to be germane.

Committee IV (Oversight Committee\OC) – The OC was charged with providing general support and guidance for the other committees, assigning members to committees, locating replacement members as needed and completing the online submission of the technology plan.

This arrangement of four committees forms a simple self-correcting feedback system. The objectives, based on appropriate stakeholder sources, are compared to assessments of student abilities. Differences between the desired outcomes and observed outcomes serve to initiate strategies to reduce the differences.

The data collected from these assessments assists in the decision making process on what new technologies and resources are pursued. From these surveys the Network Administrator and Technology Coordinator

see an area of need for the teachers and/or students and research technology tools that can assist in that area of need. After the tools are researched, the Technology Coordinator and Network Administrator give a demonstration of these tools to the school administration. A decision is then made whether or not the tool would be needed and feasible. Then the tool is presented to the staff at either an in-service day or during individual training sessions. Teachers are also encouraged to research and recommend technology opportunities that they feel will enhance and support their teaching strategies.

The estimated 2005-2006 district's technology budget is set at \$115,000 (excluding salaries) and is projected to remain the same for the three years covered by this technology plan. The district received approximately \$31,000 in ERATE funds during the 2004-2005 school year and has sent in the Form 471 application to receive funding in 2005-2006.

Each year the technology budget is built with three major areas included. The biggest section of this budget, approximately 50%, will be used for the regular upgrading of technology hardware and software. The replacement plan is updated each year to reflect the next area to be upgraded.

Another 25% of the budget will be used for the purchasing of new technologies and other miscellaneous expenses.

The remaining 25% of the technology budget will go to yearly costs of district wide software, hardware and service renewals. Internet Access and a data T1 circuit are included in this section and are estimated to cost \$7,188 dollars, which would be E-rate discounted by 60% so our final cost would be \$2875.20. DNS hosting costs are also a part of this section and are estimated to cost \$120 dollars and is also 60% funded by E-rate with a final cost of \$48 dollars.

Separate from the technology budget is a telecommunications budget that is used to pay for a voice ISDN/PRI lines and local and long distance phone services. The ISDN/PRI lines are used because they are more cost effective than individual phone lines. Our estimated costs will be \$19,123.80 and after the 60% E-rate discount will cost the district \$7,649.52.

In addition to the technology budget, funds are used for technology through departmental budgets, VE-II funds, Tech Prep funding and teaching dual credit courses through Cloud County Community College.

MISSION STATEMENT

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

Please state your School District Mission Statement:

The mission of USD 378, Riley County, is to put into action our district's motto, "all our children learning." The Riley County Schools are a place where students will be empowered to learn and will graduate as responsible citizens with skills in: creative thinking, decision making, communication, self discipline, and cooperation.

2. Instructional Technology Vision

The Instructional Technology Vision Statement conceptualized outcome of implementing the technology plan. What is your district vision for the use of Instructional Technology?

2. Instructional Technology Vision Statement

The Vision for the use of Instructional Technology conceptualizes the outcome of implementing the instructional technology plan. How is your school district using and planning to use instructional technology to reach the goal of improving student learning as defined in your schools' individual school improvement plans?

Awareness

Vision is skill-based only and does not address the larger outcomes of the school district improvement plans.

Emerging

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration.

Leadership

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration. The vision statement goes beyond just a plan. The district makes decisions regarding instruction and learning outcomes based on the vision. "Walks the Talk."

Enter Instructional Technology Vision Statement:

While the traditional skills taught in the district's schools are as important in the workplace, post-secondary institution and daily life now as they were in the past, today's students, parents, patrons and educators use technology to improve communication, enhance thinking skills, develop life skills, and provide linkage to the outside world. The Instructional Technology Vision for USD 378, Riley County, is to integrate both communication and information technology into all areas of K-12 study, not only to provide these same benefits to our students, faculty and staff, but to help address different learning styles, accommodate individual learning rates, and encourage students to accept responsibility for their learning. To this end, the district's students, educators, and administrators will work and study in an environment containing a full range of current hardware and software tools that promotes the efficient use of resources, encourages life-long learning and fosters the acquisition of skills and proficiencies required by our graduates, both today and in the future. Thus, our use of technology contributes to our district's motto, "All Our Children Learning."

Alignment to the Vision Section

3a. Alignment to the Vision – District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Objectives are the means/methods to reach the goals.

3a. District Technology Use Goals and Objectives

Goals are broad statements of the purpose of the plan. Clearly stated goals for broadbased learning outcomes are stated. Goals are linked to site improvement plans, district plans, and state plans. Objectives are the means/methods to reach the goals.

Awareness

Goals are equipment based instead of based upon student learning outcomes. Goals may be focused on teaching instead of student learning. Objectives are not linked to goals or are absent. Objectives and/or goals do not appear to be measurable or attainable.

Emerging

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans.

Leadership

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans and transform the learning process from teacher centered to student learning centered.

Enter your district technology use goals and objectives here:

Goal 1

Ensure that all students upon graduation will be competent in the following areas: technical vocabulary, hardware skills, word processing skills, spreadsheet skills, presentation skills, database skills, multi-tasking skills, networking and internet skills, and social and ethical issues.

Objective A

Ensure that all students are competent in the above areas by K-12 checklists and teacher evaluations.

Objective B

Provide multiple experiences and projects for students to become proficient in the use of skills listed above.

Goal II

Ensure that all staff use technology effectively and efficiently in their teaching and workplace tasks.

Objective A

Provide an appropriate amount of professional development time for training opportunities.

Objective B

Provide continuous support by employing a full time Network Administrator and full time Technology Coordinator.

Goal III

Establish and maintain a district K-12 online curriculum that is aligned to the state standards.

Objective A

Provide guidance from Southwest Plains Regional Service Center (SWPRSC) to enhance and expand curriculum areas.

Objective B

Provide appropriate amount of time to make changes as decided by faculty input in the activities involving technology.

3a-1. Technology Use Assessments.

Baseline data is gathered to assist the technology committee in determining what goals and objectives are established.

3a-1. Technology Use Assessments

Awareness	Emerging	Leadership
Assessments are mentioned but it is not clear what is being assessed to use in establishment of the goals and objectives.	Baseline data has been established, and attainment of the technology goals and objectives are assessed and monitored on a yearly basis.	Baseline data has been established, and attainment of the technology goals and objectives is assessed and monitored on a yearly basis. Qualitative and quantitative data from the assessment is used to drive decision making regarding technology integration into the curriculum.

Enter your technology use assessments and results here:

Both students and faculty members are surveyed annually to assess their technology skills. All students in the 5th, 8th, and 12th grades and 47 faculty members were surveyed using an online survey tool to establish baseline data.

The student survey questions, based on the TAGLIT Web site, asked about their perceived skills relative to the objectives and an assessment of their experiences using technology in the district.

Skill level questions allowed responses of, “I don’t know how to do this; I can do this but sometimes need help; I can do this; I can do this and can teach others.” In all areas, both faculty and students averaged responses at least in the “I can do this, but sometimes need help” level. In areas such as hardware use and relevant vocabulary, both 12th grade students and faculty averaged scores midway between “I can do this” and “I can do this and teach others.” The weakest areas related to the use of databases and spreadsheets, but even these averaged above the “I can do this, but I sometimes need help” range.

Faculty and students were both asked to assess their own needs for more experience in various areas. They were provided with three choices ranging from little need to a great need. With 0% indicating little need and 100% indicating a great need, the entire high school faculty scored between 17% (word processing) and 45% (multimedia) with the exception of Web authoring that came in at 60%.

The faculty’s assessment of the 12th grade students was very close to their self assessments in regard to need, including a strong indication that more emphasis is needed on Web authoring (55%)

The 12th grade students were asked to assess their own proficiencies. They saw their greatest need in the multimedia area (40%) and using on-line references (38%). In the use of the Web, e-mail, word processing and using presentation software, students rated themselves between 80% and 90%.

Twelfth grade students were also asked how often they used technology to complete school assignments. The choices ranged between, “Almost Never” to “Twice per Week.” The average score was 87%, with the Web and word processing being the items used most frequently.

Additional assessment items dealt with the perceived availability and quality of support personnel, placement of hardware, faculty familiarity and buy-in to the district’s technology plan and a range of other topics.

While self-evaluation surveys are helpful, they are not as reliable a measure of progress as direct measurements such as exams, coursework, daily exercises, etc. Committee III has been identifying items such as the tests, lesson plans and related materials that document directly how students are progressing toward the stated objectives.

This qualitative and quantitative data is used to drive decision-making regarding technology integration through the following process:

Step 1

Technology benchmarks based upon National Educational Technology Standards (NETS) are established in K-8 and curriculum competencies are used at the secondary level.

Step 2

Individual teachers using curriculum standards and appropriate technology tools develop student instruction and learning activities.

Step 3

Benchmark attainment is documented by issuing grades in computer science 4th - 6th, keyboarding 7th - 8th and computer applications in 9th grade. Students in grades 7th – 12th grades have the opportunity to increase their technology skills through electives such as yearbook, mass media, web page design, drafting, music theory and Computer Applications II.

In addition, all teachers and students in the 5th, 8th, and 12th grades annually complete Technology Use surveys.

Step 4

Assessment results from tools mentioned in Step 3 are analyzed.

Step 5

The results from Step 4 are presented to the Curriculum and Professional Development Council (CPDC) to determine any necessary policy changes concerning curriculum.

A representative from Southwest Plains Regional Service Center (SWPRSC), administrators, and School Improvement chairs meet in June to discuss state assessment results and plan for the August In-service to discuss the Instructional Planning Report.

Prior to the end of school the CPDC surveys all teachers asking for their needs that will affect student improvement for the following year.

Step 6

In August, a representative from SWPRSC conducts a work session for all faculty members to evaluate state assessment results and make specific plans for improved instruction for that school year.

After teachers outline their instructional plans, they determine what technology tools will best support their activities.

At this point it can be determined whether the class level technology benchmarks should be changed to reflect any changes in curriculum delivery.

3b. Alignment to the Vision – Curriculum Integration and Enhancement

This statement presents a description of technology as it is currently used for instruction, and the ways for technology to be integrated more completely into the learning environment. It defines how you will integrate technology to support the learning needs of students as defined in your schools' improvement plans.

3b. Curriculum Integration and Enhancement

This statement presents a description of technology as it is currently used for instruction, and then proposes ways for technology to integrate more completely into the learning environment.

Awareness	Emerging	Leadership
The plan mentions curriculum integration and enhancement, but lacks detail.	The plan specifically identifies how technology enhances the curriculum and gives specific grade level benchmarks. The plan addresses the implementation of research based student learning models that are enhanced technology integration.	Teachers and students are integrating research based technology strategies of teaching and learning, and there is evidence that student learning has been enhanced and transformed through the integration of technology into student learning models. The impact is documented through measurable grade level benchmarks.

Enter your plans for the use of technology to support instruction and the ways you plan to support your teachers in the integration of technology into the learning environment:

1. Technology as it is currently used for Instruction:

The design of USD 378, Riley County's computer network provides each faculty member access to the World Wide Web as well as connectivity with their fellow faculty members through email. Additionally, classrooms are equipped with high resolution large screen monitors that allow faculty to display their computer's image on the monitor for student viewing, display their VCR image for student viewing, and retrieve instructional television for student learning.

An online survey was administered to all 48 members of the faculty. One question was "What technology have you integrated into your instruction?" The results of this question indicated that Internet (88%), VCR usage (77%), CD's (65%), PowerPoint (54%), search engines (58%), clip art (63%) and digital cameras (54%) were listed above 50%.

Parents are able to access PowerSchool to view their student's current grades and have the option to setup automatically generated progress reports to be emailed to them as often as they would like. Students can logon to PowerSchool to view the current breakdown of their grades.

Educators use technology to shift from being deliverers of information to facilitators of learning. As indicated by the grade level benchmarks class projects include: I-Search projects in the content areas, Internet research, PowerPoint presentations, video presentations, digital camera use, posters for clubs, activities and curriculum work.

2. Ways for technology to be integrated more completely into the learning environment:

Administrators, faculty members, and students have proposed ways technology can be integrated more completely into the learning environment through the process explained in 3a-1. Research-based instructional strategies are the foundation for integrating technology into teaching and learning.

An online survey was administered to all 48 members of the faculty. One question was "What technology have you had your students use in their learning?" The results of this question indicated that Internet (88%), VCR usage (58%), CD's (51%), PowerPoint (54%), search engines (63%) and clip art (54%) were listed above 50%.

Other technology strategies used for learning currently include:

PowerSchool – This is the student management system being used that allows parents (4th through 12th grade) and students (9th through 12th grade) the ability to see real time grades, attendance and missing assignments. Parents can also request that progress reports be emailed to them as often as they would like and can communicate with each teacher through email. This system allows students to be responsible and accountable for their grades.

PDA/Palm130's – This research-based strategy has been implemented by providing special education students with assistive technology (Personal Digital Assistants (PDA)/ Palm 130's.) Documentation from area schools indicates that special needs students improve organizational skills, composition skills, and math skills when they are provided a PDA.

CPS (Classroom Performance System) - The computerized system allows teachers to quickly assess and analyze the performance of students on particular curriculum standards. It provides equal opportunity for response and immediate feedback. The data provided can be used to target instruction where most needed from remediation to enrichment.

Internet use Training – Based on Alan November's training, the staff is moving to a higher level of understanding the use of the Internet. Teachers are learning about and developing within their curriculum ways to ensure the validity of websites and the ethical use of Internet resources. November's insights challenge us to create student assignments that make the most of the Internet's ability to increase global understanding in our rural community.

United Streaming Video - We are piloting the use of this online library of videos that are aligned to the standards of the various curricula. This allows the use of our Net TV's for differentiation of instruction and reaching the variety of modalities of our students.

Virtual Classes – Through the online services from Greenbush Service Center, high school students have numerous courses available to them that are not offered at Riley County High School. These courses enhance and expand the breadth of a student's education.

3. Integration of technology to support school improvement goals:

The school improvement goals of reading, writing, and problem solving are supported in USD 378, Riley County through the use of the following:

Technology Programs - In support of the school improvement plan, STAR Math and STAR Reading are used for assessment. These technology tools diagnose individual student skill levels and assist teachers in planning instruction. Accelerated Math provides an individualized math program specifically designed to meet students' needs and strengths. Accelerated Reader assesses students' comprehension as per the school improvement plan and assists in developing individualized reading strategies. The use of these tools allows teachers to dedicate time to instruction based on student need.

Online Curriculum - Our district has moved from paper to an online curriculum format. This has allowed students, parents, patrons and staff the ability to access curriculum. The online curriculum is aligned to the state standards. Checklists of the standards are used to ensure that all standards are taught and mastered. This use of technology allows a more interactive and current curriculum as well as access to web based resources.

CPS/ACE – Using the CPS described above as the delivery method for our ACE (Assessment Conditioning Exercises) allows immediate feedback and instruction tied directly to State Standards and practice for the State Assessment. Using the ACE exercises has improved our State Assessment results in the past few years in Reading, Writing, Math, Science and Social Studies, meeting our school improvement goals. By combining ACE with CPS technology we hope to increase the number of teachers using ACE regularly to improve student learning.

Online State Assessment – The district has upgraded technology for all state assessments to be completed online. This is beneficial because feedback is available immediately from the state. Because of the technology students will have the opportunity to take practice tests in preparation for state assessments.

Technology in curricular areas - Integration of technology into all curriculum areas promotes research and problem-solving skills, bringing about the expanded use of authentic assessment. Multiple instructional strategies and assessments are vital for effective instruction. Integrating technology more completely into the learning environment enhances the traditional methods. Our commitment to maintaining adequate computer access allows students and teachers to interact with their academic work in a manner that produces a higher quality product as demonstrated by our Standard of Excellence in writing. Varying the style and approach of instruction also gives every teacher the ability to reach more students.

Technology Checklists - Evidence exists that student learning has been enhanced as technology has been integrated into the curriculum. Each grade level has a checklist of developmentally appropriate technology skills supporting school improvement goals. These checklists based upon the National Education Technology Standards (NETS) provide measurable grade level benchmarks. The following is a synthesis of the benchmarks by grade level:

K-8

Discuss computers: How to use, what are computers, and what are they capable of; Using the necessary skills and knowledge to successfully operate a computer system.

Discuss age appropriate ethical use of computers

1-2

Read, Write and Type program. Reinforce alphabet sounds, letter recognition, keyboard skills, word pronunciation and writing using punctuation.

1-8

Introduce using the Internet in 1st grade and then each year the instruction and use increases. The students do Web Quests in 3rd through 6th grade. In 7th and 8th grade the students use the Internet for research of papers.

Introduce word processing in 1st grade and then each year the instruction and use increases. In 2nd grade they begin to write stories and poetry on the computer. In the 7th and 8th grade they do research papers and do write business letters.

Use color and laser printers.

3-4

Use Type to Learn for keyboarding skills.

3-8

Begin doing presentations using Microsoft PowerPoint.

Learn how to create a bibliography page with the presentations and word processing. They are shown how to identify sources from the Internet.

5-8

Use Ultra Key for keyboarding skills.

6-8

Learn how to use a scanner to help in their technology activities.

7-8

Use Ultra Key for keyboarding and Skill Building to enhance keyboarding skills.

Tested technology vocabulary.

All 9th grade students must successfully complete Computer Applications I, which guarantees all students have the following competencies.

Define the term computer and discuss the four basic computer operations: input, processing, output, and storage

Define data and information

Explain the principal components of the computer and their use

Describe the use and handling of floppy disks and hard disks

Discuss computer software and explain the difference between system software and application software

Describe several types of personal computer application software

Discuss computer communications channels and equipment and the Internet and World Wide Web

Explain how to purchase, install, and maintain a personal computer

Windows XP

Describe the Microsoft Windows XP user interface

Identify the objects on the Microsoft Windows XP desktop

Perform the basic mouse operations: point, click, right-click, double-click, drag, and right-drag

Open, minimize, maximize, restore, scroll, and close a window

Move and resize a window on the desktop

Understand keyboard shortcut notation

Identify the three desktop views: Classic style, Web style, and Custom style

Launch and quit an application program

Identify the elements of the Exploring – My Computer window

Create, expand, and collapse a folder

Select and copy one file or a group of files

Rename and delete a folder or file

Use Windows XP Help

Quit Windows Explorer and shut down Windows XP

Identify each application in Microsoft Office 2000

Define World Wide Web, intranet, and Internet

Explain how each Microsoft Office 2000 application uses the Internet

Understand the Microsoft Office 2000 Help system

Microsoft Word 2000

Creating & editing a word document

Start Word

Describe the Word window

Zoom page width

Change the default font size of all text

Enter text into a document

Check spelling as you type

Scroll through a document

Save a document

Select text

Change the font of selected text

Change the font size of selected text

Bold selected text

Right-align a paragraph

- Center a paragraph
- Undo commands or actions
- Italicize selected text
- Underline selected text
- Insert clip art into a document
- Resize a graphic
- Print a document
- Open a document
- Correct errors in a document
- Use Microsoft Word Help
- Quit Word

Creating a research paper

- Describe the MLA documentation style for research papers
- Change the margin settings in a document
- Adjust line spacing in a document
- Use a header to number pages of a document
- Enter text using Click and Type
- Apply formatting using shortcut keys
- Indent paragraphs
- Use Word's AutoCorrect feature
- Add a footnote to a research paper
- Modify a style
- Insert a symbol automatically
- Insert a manual page break
- Create a hanging indent
- Create a hyperlink
- Sort selected paragraphs
- Go to a specific location in a document
- Find and replace text
- Move text
- Find a synonym for a word
- Count the words in a document
- Check spelling and grammar at once
- Display the Web site associated with a hyperlink
- E-mail a copy of a document

Using a wizard to create a resume & cover letter with a table

- Create a resume using Word's Résumé Wizard
- Identify the Word screen in print layout view
- Zoom text width
- Identify styles in a document
- Replace selected text with new text
- Insert a line break
- Use print preview to view, reduce the size of, and print a document
- Open a new document window
- Add color to characters
- Set and use tab stops
- Switch from one open Word document to another
- Collect and paste
- Insert a symbol
- Add a bottom border to a paragraph
- Identify the components of a business letter
- Create an AutoText entry

- Insert a nonbreaking space
- Insert an AutoText entry
- Create a bulleted list as you type
- Insert a Word table
- Enter data into a Word table
- Format a Word table

Microsoft PowerPoint 2000

Using a design template and auto layouts to create a presentation.

- Start a presentation as a New Office document
- Describe the PowerPoint window
- Select a design template
- Create a title slide
- Describe and use text attributes such as font size and font style
- Save a presentation
- Add a new slide
- Create a multi-level bulleted list slide
- Move to another slide in normal view
- End a slide show with a black slide
- View a presentation in slide show view
- Quit PowerPoint
- Open a presentation
- Check the spelling and consistency of a presentation
- Edit a presentation
- Change line spacing on the slide master
- Display a presentation in black and white
- Print a presentation in black and white
- Use the PowerPoint Help system

Using outline view and clip art to create a slide show.

- Create a presentation from an outline
- Start a presentation as a new PowerPoint document
- Use outline view
- Create a presentation in outline view
- Add a slide in outline view
- Create multi-level bulleted list slides in outline view
- Create a closing slide in outline view
- Save and review a presentation
- Change the slide layout
- Insert clip art from Microsoft Clip Gallery 5.0
- Move clip art
- Change clip art size
- Add a header and footer to outline pages
- Add animation and slide transition effects
- Apply animation effects to bulleted slides
- Animate clip art objects
- Format and animate a title slide
- Run an animated slide show
- Print a presentation outline
- E-mail a slide show from within PowerPoint

Outlook 2000

Start Outlook
Open the Calendar folder
Describe the components of the Calendar – Microsoft Outlook window
Understand the elements of the Outlook Bar
Create a personal subfolder
Enter one-time and recurring appointments
Use the Date Navigator to move to different days
Use natural language phrases to enter appointment dates and times
Move and edit appointments
Create an event
Display the calendar in Day, Work Week, Week, and Month views
Print the calendar in Daily Style, Weekly Style, and Monthly Style
Create and print a task list
Create and print a contact list
Use the find contact feature
Create a category of contacts
Import and export personal subfolders
Delete personal subfolders from the hard disk
Quit Outlook

3b-1. Assessment of Curriculum Integration and Enhancement

How are you going to assess progress toward curriculum integration? What measures will you use to monitor what is happening in the classrooms, and what learner outcomes are being met?

3b-1. Curriculum Integration Assessments

Awareness	Emerging	Leadership
Assessments are mentioned but it is not clear how the data collected is used in decision making.	Baseline data has been established but it is not clear how the data will be used in decision-making.	Baseline data has been established and regular, ongoing assessment provides quantitative and qualitative data to drive curricular decision making.

Enter your plan for curriculum integration assessment here:

Baseline Data, Current Use and Future Enhancement:

School Improvement (QPA) Goals and Objectives towards student achievement are being benefited from technology integration. CPDC discusses and approves the programs and activities that will be used to assure student success. The Southwest Plains Resource Service Center (SWPRSC) are contracted to deliver services such as curriculum alignment and professional development.

Assessments

2002 Faculty, Student and Community Assessments – These assessments were created and used for the 2002 plan. After reviewing those results, the assessments were modified to reflect the growth of district technology and provide more specific results.

Current Educational Institutions and Community Assessments Results – These assessments were designed to give input as to the current status of technology use in relation to the technology goals. Questions were constructed to determine importance of technology skills needed for graduating seniors.

The results gave us an overview of which goals were being used by teachers and students and to what extent they were being met.

Current Twelfth Grade Assessment Results - Our twelfth grade students have attained 80% proficiency or higher in the use of World Wide Web, email, presentation technologies and word processing. The lowest proficiency areas included: online referencing, web authoring and multimedia use.

Faculty Current Technology Integration Data Collection – Approximately a third of our staff, identified PowerSchool and Online Curriculum as the two technologies that have had the greatest impact on student learning. The top three technologies integrated into student products are: Internet, search engines and video. Based on this information we continue supporting these areas of technology for our staff and students. The staff has indicated a need for further technology staff development in the areas of assessment and instruction, such as Classroom Performance System (CPS), research techniques, website authenticity and ethical use. We plan to train new staff in our current technology.

Scores

Star Math and Star Reading Scores – Curriculum Integration Assessments are used to drive curricular decision-making. The district utilizes assessments that include product, process, and progress. Teachers conduct pretests and posttests in the core curricular areas to derive quantitative baseline and progress data each school year. STAR Reading and STAR Math are utilized to produce valuable data. The average of all grade level scores have improved since the use of technology. Based on this data the decision has been made to continue this use of technology assessment for our school improvement goals.

State Assessments Scores – The district continues to meet AYP (Annual Yearly Progress) in the school improvement target areas of Math, Reading and Writing as well as the non-target areas of Science and Social Studies. Technology plays a vital role in instruction and learning and directly contributes to the district's high scores in all academic areas. The district has recognized the need for continued technology integration in all curricular areas. We will continue technology integration into curriculum, increase technology resources and staff development to best utilize technology and instruction. One of our primary goals is that our students be efficient technology users and will continue to grow in their ability to effectively use technology in their everyday lives. Technology allows us to readily identify indicators with low scores, and those will be targeted for technology-based intervention both with classroom and individual instruction.

Checklists

Curriculum Checklists – These checklists provide educators a way to effectively monitor that State Standards are being taught. Based on our State Assessment scores, several tested indicators have been moved in Scope and Sequence, as well as being taught at different times in the school year. The Curriculum Checklist provides evidence of this progress as well as areas where improvement is needed.

Technology Checklists – Checklists are completed by technology instructors and directly correlate to technology standards. Based on these checklists, progress is monitored in the area of student technology skills. New classes and new class requirements have been modified to see that all students are attaining these standards. We continue to move from isolated technology skills to technology skills integrated in other curricular areas. Student projects are assessed by production of I-Searches, PowerPoint presentations, and Web pages as a means to demonstrate technology competencies. We have moved from a non-graded technology curriculum in the primary grades to a graded curriculum, which gives a quantitative measurement of student progress. The requirement of passing a computer applications course at the high school ensures basic computer skills in our high school graduates.

3c. Alignment to the Vision – Professional Development

This section defines the district professional development in technology plan. The exemplary action plan includes multiple strategies, incentives, and resources, and supports building level research based staff development plans.

3c. Professional Development - Teachers and Administrators

Technology professional development includes multiple strategies, incentives, and resources. The technology staff development supports building level research based staff development plans, student learning objectives, and thus the goals and objectives of the schools' improvement plans.

Awareness	Emerging	Leadership
Technology professional development is mentioned, but it is not clearly articulated as to how it will be accomplished or evaluated.	Technology professional development is articulated in an action plan including multiple strategies, incentives, and resources. Technology professional development supports building level research based staff development plans and student learning objectives and outcomes.	Technology professional development, articulated in an action plan including multiple strategies, incentives, and resources, supports building level research based staff development plans and student learning objectives and outcomes. Technology professional development is ongoing and leads to student learning activities in the classrooms.

Enter your technology professional development plan here:

USD 378, Riley County, Research-Based Technology Professional Development action plan supports the concept of improved instructional techniques resulting in improved student achievement. Inservice agendas identify technology strands on a regular basis. The Curriculum and Professional Development Council (CPDC), which includes a technology staff member, guides the district professional development plan. Multiple strategies, incentives, and resources are supported in this action plan.

Multiple Strategies

Technology professional development is ongoing and leads to student learning activities in the classrooms. From the results of the Kansas Computerized Assessments (KCA), administration and QPA chairs meet with SWPRSC consultants to analyze data for the beginning of the year in-service for all staff. At this in-service faculty examine the Instructional Planning Report for their specific grade level to identify strengths and needs for their students.

Five of the twelve professional development days are set aside for enhancing the curriculum that has already been developed and aligned to the state standards in the core curriculum areas of math, science, language arts and social studies with the assistance of the service center. Also during these days, time is given to complete Competency Profiles for all VE-II funded programs and align curriculum with standards in other areas of elective credit. Two specific titles of workshops that have been presented on professional development days are Using Assessment Results to Plan Your Instruction and PowerSchool.

Staff members are provided the opportunity and encouraged to attend workshops, conferences, and/or seminars relating to the district's goals and objectives for student learner outcomes.

Incentives

Staff members are provided the opportunity and encouraged to attend workshops, conferences, and/or seminars relating to the district's goals and objectives for student learner outcomes. Additionally, staff members are encouraged to be presenters at local, state, and national level conferences and workshops. Examples include: Integrating Lesson Design with Technology, Technology and Curriculum, Alan November conference, and Kansas Academy for Leadership in Technology (KAL-TEC). Our Technology Coordinator is the president of the Kansas PowerSchool Users Group.

The professional development plan allows faculty to earn Individual Development Plan (IDP) inservice points for local professional development days, attending conferences, workshops, and/or seminars. Inservice points are also awarded to faculty members who share information attained at conferences and who mentor fellow staff members.

Resources

USD 378, Riley County employs one Technology Coordinator and one Network Administrator to provide a full range of services to the 642 (3A classification) students, 100 staff members and four administrators. Services include training, technical assistance, and research information to better facilitates the integration of technology into the curriculum.

The district maintains a continuous line of communication with Manhattan Area Technical College, Kansas State University, Cloud County Community College, and Greenbush service center.

3c-1. Technology Professional Development Assessment

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning.

3c-1. Technology Professional Development Assessment

Awareness	Emerging	Leadership
Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants	Technology professional development is assessed in more than one way. Not only are those going through the training surveyed, but assessment of classroom learning activities that are conducted as a result of the training are also made.	Technology professional development clearly brings staff forward in a measurable way. A variety of appropriate assessments are implemented and used to monitor this progress on a regular basis. Qualitative and quantitative data from the assessments are used to drive decision making regarding professional development.

Enter your plan for assessment of technology professional development here:

Technology Professional Development Assessment

The district technology team has implemented four assessments to monitor technology professional development needs for USD 378, Riley County.

1. Evaluation After Inservice:

After each professional development day, staff is required to fill out an evaluation form that identifies the technology activities with which staff was involved and how they can use those activities to improve instruction within their own individual classrooms. The evaluation also asks for further training needed/wanted.

From these results, we have incorporated more training on the online curriculum, PowerSchool, PowerGrade, NetTV's and Email. Teachers repeatedly request time to collaborate and integrate research based activities and technology into instruction. Tech support has been provided to teachers to meet these ends. Based on the survey results additional technology strands will continually be added to in-services.

2. (QPA) Quality Performance Accreditation Annual Staff Development Survey:

This assessment tool is administered to all certified teachers on an annual basis. The results of this assessment are used to drive decision-making regarding professional development. The goal is to move the staff from the non-use level to the transfer level. The results of this survey show measurable growth in moving the staff from non-use, to awareness, to demonstration, now integration of technology in curricular areas, and transfer level.

From these results, we have increased online technology training, PowerSchool/PowerGrade training and opportunities to attend workshops that pertain to School Improvement target areas. We will continue to offer training for teachers who have not reached the transfer level. This training addresses the goals of our Results Based Staff Development Plan (RBSD).

3. Professional Development Needs Assessment:

This annual assessment provides the staff an opportunity to suggest needed professional growth opportunities in: Teaching skills, professional development skills, curriculum and instruction, and student development.

From the results, teachers have been encouraged to attend workshops that meet their professional growth needs. As a result of the professional development needs assessment the following are results of topics that have been addresses on professional development days: Six Trait Problem Solving, reading strategies, online practice tests for state assessments, PowerGrade, online curriculum, Discovery United Streaming Video, Star Math, Star Reading, Accelerated Reading, NetTV, CPS, internet use and the use of spreadsheets for assessment results.

4. Curriculum and Professional Development Committee (CPDC) Individual Development Plan (IDP) Points:

Staff attending technology in-services or training have the opportunity to earn points toward teacher re-licensure through the established process as mandated by the state department of education.