

Port Angeles School District
Technology Instruction Task Force Report
June 23, 2008

BACKGROUND

In response to the growing national and statewide reliance on technology in the workplace, the Port Angeles School District included an objective in its strategic plan (Objective 2.3) that demonstrated the need for clarifications in this area. This objective, 2.3, states "...the District will have identified grade level standards for student knowledge and skills in technology and will have developed assessments to measure and report their achievement." This objective defines an integral aspect of our instructional program and framed the work of the task force.

PARAMETERS

The Technology Instruction Task Force was provided a charge (see Appendix A) by the superintendent. The task force was asked to review and respond to target responsibilities: (1) assess current technology uses in instruction K-12; (2) align and document instructional technology for grade bands; (3) examine accountability challenges related to instructional technology; (4) review and document NCLB technology requirements; (5) calendar technology targets K-12; (6) communicate expectations; and (7) identify grade level assessments.

The task force responded to each of these responsibilities with recommendations outlined later in this report.

A key parameter involved a timeline for the Technology Instruction Task Force. The task force was asked to develop and present recommendations responding to its charge by the June 23, 2008 board meeting for superintendent and board of directors' consideration. Further, the task force was to respond to the NCLB requirements and begin documenting the assessment(s) given at the designated grade level(s). This requirement continues into subsequent years. This did occur and the recommendations are being shared at the June board meeting.

PROCESS

In addressing the need to review the district's technology instructional program, the task force decided first on a meeting schedule. Given this task had a finite timeline for study and recommendations, the group agreed to meet this spring at the Central Services Building on five Wednesday afternoons from 3:30 p.m. to 5:00 p.m. The group divided into sub-committees, each taking various pieces of the charge to research and share information with the group for discussion and recommendations. Consensus voting was utilized in the deliberations.

ANALYSIS AND RECOMMENDATIONS

The task force spent a significant amount of time outside the regularly scheduled meetings with sub-group assignments. Each group then reported to the whole group.

The small group assessing current technology uses in instruction K-12 surveyed the staff. They determined one survey would be used for grades K-8 and a different survey would be used for grades 9-12. The results are summarized in Appendix C for both the elementary and secondary levels. An analysis of the survey data shows that the teachers responding to the survey are working hard to implement technology into their instructional routine. The K-8 teachers seem to have more ready access to technology than their high school counterparts. High school teachers (n=24) who responded are using technology, but perhaps as a whole group not as extensively as they might otherwise be able to access more technology. Technology is used as a communication tool and material preparation tool more than as an active and integral assessment or teaching tool.

Even with the limited technology in the district, teachers are committed to integrating technology wherever possible. Some of the software and hardware needs for training include Photoshop[®], web-based education site researching, and the effective use of digital cameras.

The small group researching and making recommendations on calendaring technology targets across grades K-12 met on several occasions and researched representative school districts in the state from the OSPI website. The targets which were the clearest and matched the task force beliefs the best came from the Kent School District. These targets also matched the International Society for Technology in Education (ISTE) standards most prominently mentioned in the research the task force undertook. These targets are being recommended for district consideration and are summarized in Appendix B.

ISTE targets for teacher and administrator technology proficiency are summarized in Appendix D. These will likely be updated later. The task force believes it is helpful to have these models and explicit targets for staff as well as students to assist in planning necessary professional development for technology instructional uses now and in the future.

At the high school level, there was some discussion regarding the technology instruction topics being covered in the Port Angeles High School schedule. Many technology applications occur in the Career and Technical Education courses and/or in other elective courses. While technology is utilized in the academic core courses, it is not as explicit in nature. The primary target for technology instruction at the high school level is the application of learned technology skills. While many, if not all, students utilized technology in some form or another in the completion of their senior culminating project requirement, the task force did not want to add a technology requirement to this graduation requirement at this time.

Another study group worked on the review and documentation of the NCLB technology requirement and assessment. The task force determined that given the two choices of eighth or ninth grade for this assessment, it is best for the assessment to be given at the eighth grade at this

time. For those students not completing the assessment, they would need to do some additional coursework work at the high school.

The task force recommends communication of expectations be assigned to the task force members and principals at this time. The targets are meant to be grade level guides for this important topic, thereby assisting teachers, students and parents in their quest to understand the instructional implications of expected technology use across the district. The task force understands that there may not be the level of technology necessary to sustain these expectations.

SUMMARY

The Technology Instruction Task Force members believe the technology instruction targets proposed, implemented, evaluated and monitored will continue to positively impact student achievement in the Port Angeles School District, and will meet the statutory requirements the district must address.

A prevailing thought centered on the idea that in grades K-8 students learned to use technology and would subsequently be assessed on this knowledge in their eighth grade year in keeping with NCLB requirements. Following this eighth grade year assessment, the majority of the high school experience presumed students would then use technology to learn, thereby making a shift in the focus and function of the technology targets for the district.

This topic of technology instruction is a crucial one. The needs of students and staff around this topic will only become more significant. As the world becomes “flatter” and our graduates increasingly compete in a global economy, the emphasis we put on the training and application of effective instructional technology for each of our students in each of our schools is important.

Appendices to this report are:

Appendix A, Technology Instruction Task Force Charge

Appendix B, Student Technology Standards

Appendix C, Using Technology to Enhance Instruction (Survey) Response

Appendix D, National Educational Technology Standards

Appendix E, Technology Instruction Task Force Membership

Appendix A

Technology Instruction Task Force Charge

The district's Technology Instruction Task Force will be responsible for a broad range of review and recommendations to the superintendent to continuously improve the effectiveness of, responsiveness of, and value received from the instructional technology used by the district. The general scope of the task force's charge includes the following responsibilities:

- Assess current technology uses in instruction K-12
- Align and document instructional technology for grade bands
- Examine accountability challenges related to instructional technology
- Review and document NCLB technology requirements
- Calendar technology targets K-12
- Communicate expectations
- Identify grade level assessments

Appendix B

Student Technology Standards

Port Angeles School District Technology Learning Outcomes		Student Standards by Grade Level												
		K	1	2	3	4	5	6	7	8	9	10	11/12	
I. The student as information navigator.														
A. Information Acquisition: Use online & electronic resources to communicate, collaborate, & retrieve info.														
	1. Use the Internet and other electronic resources for research and digital media retrieval.		I	I	I	D	D	D	A	A	A	A	A	
	2. Use electronics to communicate and collaborate with others. For example, communicate with outside groups, classes, and experts via e-mail, the Internet and/or video conferencing.		I	I	I	D	D	D	D	D	A	A	A	
II. The student as critical thinker and analyzer using technology.														
A. Source Verification: Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.														
	1. Evaluate and critique the quality and credibility of electronic info.					I	I	D	D	D	D	A	A	
III. The student as creator of knowledge using technology, media and telecommunications.														
A. Input and Output Devices: Use input and output devices to successfully use modern technologies.														
	1. Use a variety of input and output devices such as keyboards, scanners, camera, microphones, printers, projectors, CD-ROMs.		I	I	I	I	D	D	D	D	D	A	A	A
B. Productivity Tools: Use a variety of technology tools and peripherals to remediate skill deficits, facilitate learning throughout the curriculum, and support personal, academic and professional productivity.														
	1. Use word processing applications.		I	I	I	D	D	D	D	A	A	A	A	
	2. Use spreadsheet applications.					I	I	I	I	D	D	D	D	
	3. Use database applications.									I	I	D	D	
	4. Use draw and paint applications.		I	I	D	D	D	D	D	A	A	A	A	
	5. Integrate two or more applications.					I	I	D	D	A	A	A	A	
	6. Use electronic resources to practice skills and remediate deficits.		I	I	I	D	D	D	D	D	A	A	A	
IV. The student as effective communicator through a variety of appropriate technologies/media.														
A. Publishing: Design, develop, publish, and present multimedia and online products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.														
	1. Create multimedia and/or online projects.				I	I	I	D	D	D	D	D	A	
	2. Present multimedia and/or online projects to audiences inside and outside the classroom.				I	I	I	D	D	D	D	D	A	
	3. Print, post, publish and/or distribute technology products.		I	I	I	D	D	D	D	D	A	A	A	

I=Introduced | D=Developing | A=Applied

Appendix B, cont.

Student Technology Standards

	K	1	2	3	4	5	6	7	8	9	10	11/12
V. The student as a discriminating selector of appropriate technology for specific purposes.												
A. Tool Selection and Use: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.												
1. Make appropriate technology resource choices according to learning purposes and outcomes.					I	I	D	D	D	A	A	A
VI. The student as technician.												
A. Terminology and Usage: Understand and communicate, using accurate terminology, common uses of technology in daily life and the advantages and disadvantages those uses provide.												
1. Demonstrate an understanding of terminology related to technology.	I	I	I	D	D	D	D	A	A	A	A	A
B. Basic Operations and Networking: Understand and effectively utilize a networked computer system.												
1. Access, print, save and retrieve resources using the network.		I	I	I	I	I	D	D	A	A	A	A
2. Use basic operating system features. For example, using help menus and control panels.				I	I	D	D	D	A	A	A	A
C. Troubleshooting: Apply strategies for identifying and solving routine hardware and software problems.												
1. Employ basic technology troubleshooting and maintenance techniques.				I	I	I	D	D	D	D	D	D
VII. The student as a responsible citizen, worker, learner, community member and family member in a technological age.												
A. Ethics: Advocate and apply positive social and ethical behaviors when using technology and identify the consequences of misuse.												
1. Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources.				I	I	D	D	D	D	A	A	A
2. Demonstrate appropriate behavior for technology use and show respect for technology equipment.	I	I	D	D	D	D	D	D	A	A	A	A
3. Apply and advocate the Port Angeles School District Acceptable Use Policy.	I	I	D	D	D	D	D	D	A	A	A	A
B. Adapting to Changes in Technology: Demonstrate knowledge of and make informed choices among technology systems, resources, and services. Assess the advantages and disadvantages of these systems in the workplace and in society as a whole.												
1. Understand the relationship that technology has to career opportunities, history, and to today's society and world.				I	I	I	I	I	D	D	D	D

I=Introduced | D=Developing | A=Applied

Appendix B, cont.

Student Technology Standards
Kindergarten

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Turn on the computer correctly			
<input type="checkbox"/> Shutdown the computer correctly			
<input type="checkbox"/> Use the mouse			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Print			
<input type="checkbox"/> Understand basic use of the keyboard			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Log in/off to a networked computer			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Use bookmarks and/or hyperlinks to access the Internet			

4. Use technology to create and deliver presentations	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Print, post or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

5. Demonstrate ethical behavior	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Demonstrate appropriate behavior for technology use and show respect for technology equipment			
<input type="checkbox"/> Understand consequences for misuse of technology			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			

Appendix B, cont.

Student Technology Standards
Grade 1

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Turn on the computer correctly			
<input type="checkbox"/> Shutdown the computer correctly			
<input type="checkbox"/> Use the mouse			
<input type="checkbox"/> Utilize basic paint, text and graphic tools (KidPix)			
<input type="checkbox"/> Print			
<input type="checkbox"/> Understand basic use of the keyboard			
With Assistance			
<input type="checkbox"/> Insert graphics into word-processed documents			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Toggle between two or more applications			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Type text into a word processing document			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Log in/off to a networked computer			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
With Assistance			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Use bookmarks and/or hyperlinks to access the Internet			
With Assistance			
<input type="checkbox"/> Use telecommunications to work with other individuals to complete a task			

Appendix B, cont.

**Student Technology Standards
Grade 1**

4. Use technology to create and deliver presentations	Trimester Taught		
	1	2	3
With Assistance			
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more curriculum-related multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

Demonstrate ethical behavior	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Demonstrate appropriate behavior for technology use and show respect for technology equipment			
<input type="checkbox"/> Understand consequences for misuse of technology			
With Assistance			
<input type="checkbox"/> Discuss copyright issues of electronic media			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			

Appendix B, cont.

Student Technology Standards
Grade 2

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Turn on the computer correctly			
<input type="checkbox"/> Shut down the computer correctly			
<input type="checkbox"/> Use the mouse			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Type text into a word processing document			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Print			
With Assistance			
<input type="checkbox"/> Insert graphics into word-processed documents			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Toggle between two or more applications			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Begin basic keyboarding awareness			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Log in/off to a networked computer			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
With Assistance			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Use bookmarks, and/or hyperlinks to access the Internet			
With Assistance			
<input type="checkbox"/> Use telecommunications to work with other individuals to complete a task			

Appendix B, cont.

Student Technology Standards
Grade 2

4. Use technology to create and deliver presentations	Trimester Taught		
	1	2	3
With Assistance			
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

5. Demonstrate ethical behavior	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Demonstrate appropriate behavior for technology use and show respect for technology equipment			
<input type="checkbox"/> Understand consequences for misuse of technology			
With Assistance			
<input type="checkbox"/> Discuss copyright issues of electronic media			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			

Appendix B, cont.

Student Technology Standards
Grade 3

Students Will

6. Use hardware and software to support learning and productivity	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Turn on the computer correctly			
<input type="checkbox"/> Shutdown the computer correctly			
<input type="checkbox"/> Use the mouse			
<input type="checkbox"/> Begin formal keyboarding training			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Type text into a word processing document			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Use left, center and right justification modes			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Print			
With Assistance			
<input type="checkbox"/> Insert graphics into word-processed documents			
<input type="checkbox"/> Copy, cut, and paste text and graphics			
<input type="checkbox"/> Toggle between two or more applications			

7. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Log in/off to a networked computer			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
With Assistance			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			
<input type="checkbox"/> Use “find file” features			
<input type="checkbox"/> Use help tools (examples: menus, balloons, assistants)			
<input type="checkbox"/> Apply strategies for identifying and solving routine hardware and software problems (examples: CTRL + ALT + DELETE, checking cable connections, etc.)			

Appendix B, cont.

Student Technology Standards
Grade 3

8. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Use URLs, bookmarks, and/or links to access the Internet			
<input type="checkbox"/> Create Favorites (bookmarks) in a browser			
With Assistance			
<input type="checkbox"/> Use telecommunications to work with other individuals to complete a task			

9. Use technology to create and deliver presentations	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more curriculum-related multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

10. Demonstrate ethical behavior	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Discuss copyright issues of electronic media			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			

Appendix B, cont.

Student Technology Standards
Grade 4

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Continue to develop formal keyboarding skills			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Type text into a word processing document			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Use left, center and right justification modes			
<input type="checkbox"/> Insert graphics into a word processed document			
<input type="checkbox"/> Copy, cut and paste text and graphics			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Toggle between two or more applications			
With Assistance			
<input type="checkbox"/> Enter and manipulate data in spreadsheets			
<input type="checkbox"/> Produce graphs and/or charts based on spreadsheet data			
<input type="checkbox"/> Select, crop, move and resize images			
<input type="checkbox"/> Copy and paste text and/or graphics from one application to another			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Log in/off to a networked computer			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
<input type="checkbox"/> Understand editing and word processing terminology (cut, copy, paste, tab, graphic, etc.)			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			
<input type="checkbox"/> Create folders for saving and organizing work in user/home folders			
With Assistance			
<input type="checkbox"/> Use “find file” features			
<input type="checkbox"/> Use help tools (examples: menus, balloons, assistants)			
<input type="checkbox"/> Apply strategies for identifying and solving routine hardware and software problems (examples: CTRL + ALT + DELETE, checking cable connections, etc.)			
<input type="checkbox"/> Print to different locations			

Appendix B, cont.

Student Technology Standards
Grade 4

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Use URLs, bookmarks, and/or links to access the Internet			
<input type="checkbox"/> Create Favorites (bookmarks) in a browser			
With Assistance			
<input type="checkbox"/> Use telecommunications to work with other individuals to complete a task			
<input type="checkbox"/> Access, copy and/or print digital media (graphics, text, movies, sounds, etc.) from electronic and/or online services			

4. Use technology to create and deliver presentations	Trimester Taught		
	1	2	3
With Assistance			
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more curriculum-related multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

5. Demonstrate ethical behavior	Trimester Taught		
	1	2	3
With Assistance			
<input type="checkbox"/> Understand and abide by copyright issues of electronic media			
<input type="checkbox"/> Identify and cite Internet and electronic references in a bibliography			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			
<input type="checkbox"/> Apply the concept and understand the consequences of plagiarism and copyright infringement			

Appendix B, cont.

Student Technology Standards
Grade 5

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Continue to develop formal keyboarding skills			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Use left, center and right justification modes			
<input type="checkbox"/> Insert graphics into a word processed document			
<input type="checkbox"/> Copy, cut and paste text and graphics			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Toggle between two or more applications			
<input type="checkbox"/> Select, crop, move and resize images			
<input type="checkbox"/> Use bullets and numbering			
With Assistance			
<input type="checkbox"/> Create tables			
<input type="checkbox"/> Enter and manipulate data in spreadsheets			
<input type="checkbox"/> Produce graphs and/or charts based on spreadsheet data			
<input type="checkbox"/> Copy and paste text and/or graphics from one application to another			
<input type="checkbox"/> Use peripheral devices such as digital cameras and scanners			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Use the calculator accessory			
<input type="checkbox"/> Know basic network terms (server, account, login terms, etc)			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
<input type="checkbox"/> Recognize basic file name extensions (.ppt, .doc, .xls, .pub, etc.)			
<input type="checkbox"/> Understand editing and word processing terminology (cut, copy, paste, tab, graphic, etc.)			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			
<input type="checkbox"/> Create folders for saving and organizing work in user/home folders			
<input type="checkbox"/> Print to different locations			
With Assistance			
<input type="checkbox"/> Use “find file” features			
<input type="checkbox"/> Use help tools (examples: menus, balloons, assistants)			
<input type="checkbox"/> Apply strategies for identifying and solving routine hardware and software problems (examples: CTRL + ALT + DELETE, checking cable connections, etc.)			

Appendix B, cont.

Student Technology Standards
Grade 5

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Use URLs, bookmarks, and/or links to access the Internet			
<input type="checkbox"/> Create Favorites (bookmarks) in a browser			
With Assistance			
<input type="checkbox"/> Use telecommunications to work with other individuals to complete a task			
<input type="checkbox"/> Use appropriate search strategies to locate information on the Internet and in electronic media			
<input type="checkbox"/> Access available electronic databases			
<input type="checkbox"/> Access, copy and/or print digital media (graphics, text, movies, sounds, etc.) from electronic and/or online services			
<input type="checkbox"/> Evaluate and critique the quality and credibility of electronic information			

4. Use technology to create and deliver presentations	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more curriculum-related multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

5. Demonstrate ethical behavior	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Understand and abide by copyright issues of electronic media			
With Assistance			
<input type="checkbox"/> Identify and cite Internet and electronic references in a bibliography			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			
<input type="checkbox"/> Apply the concept and understand the consequences of plagiarism and copyright infringement			

Appendix B, cont.

Student Technology Standards
Grade 6

Students Will

1. Use hardware and software to support learning and productivity	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Continue to develop formal keyboarding skills			
<input type="checkbox"/> Insert information into a template (Word, PowerPoint, etc.)			
<input type="checkbox"/> Use formatting features purposefully (text styles, colors, fonts and size)			
<input type="checkbox"/> Spell-check a document			
<input type="checkbox"/> Use left, center and right justification modes			
<input type="checkbox"/> Insert graphics into a word processed document			
<input type="checkbox"/> Copy, cut and paste text and graphics			
<input type="checkbox"/> Utilize basic paint, text and graphic tools			
<input type="checkbox"/> Toggle between two or more applications			
<input type="checkbox"/> Copy and paste text and/or graphics from one application to another			
<input type="checkbox"/> Select, crop, move and resize images			
<input type="checkbox"/> Use bullets and numbering			
With Assistance			
<input type="checkbox"/> Create tables			
<input type="checkbox"/> Enter and manipulate data in spreadsheets			
<input type="checkbox"/> Produce graphs and charts based on spreadsheet data			
<input type="checkbox"/> Use peripheral devices such as digital cameras and scanners			

2. Apply vocabulary and strategies for using technology in a networked system	Trimester Taught		
	1	2	3
Independently			
<input type="checkbox"/> Use the calculator accessory			
<input type="checkbox"/> Know basic parts of the computer by name			
<input type="checkbox"/> Know basic network terms (server, login terms, etc.).			
<input type="checkbox"/> Recognize and use desktop/toolbar icons and menus			
<input type="checkbox"/> Recognize basic file name extensions (.ppt, .doc, .xls, .pub, etc.)			
<input type="checkbox"/> Open files or applications correctly			
<input type="checkbox"/> Save files to a specified folder on the server correctly			
<input type="checkbox"/> Create folders for saving and organizing work in user/home folders			
<input type="checkbox"/> Print to different locations			
<input type="checkbox"/> Use “find file” features			

Appendix B, cont.

Student Technology Standards
Grade 6

With Assistance			
<input type="checkbox"/> Use help tools (examples: menus, balloons, assistants)			
<input type="checkbox"/> Apply strategies for identifying and solving routine hardware and software problems (examples: CTRL + ALT + DELETE, checking cable connections, etc.)			

3. Use electronic resources to communicate, collaborate & retrieve information	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Use URLs, bookmarks, and/or links to access the Internet			
<input type="checkbox"/> Create Favorites (bookmarks) in a browser			
With Assistance			
<input type="checkbox"/> Use appropriate search strategies to locate information on the Internet and in electronic media			
<input type="checkbox"/> Access, copy and/or print digital media (graphics, text, movies, sounds, etc.) from electronic and/or online services			
<input type="checkbox"/> Evaluate and critique the quality and credibility of electronic information			

4. Use technology to create and deliver presentations	Trimester Taught		
With Assistance	1	2	3
<input type="checkbox"/> Create one or more curriculum-related multimedia projects			
<input type="checkbox"/> Present one or more curriculum-related multimedia projects			
<input type="checkbox"/> Print, post, or publish completed work (Examples of published pieces include a slide show with voice, printed documented/drawing for class book or bulletin board, and/or posted work on the Internet.)			

5. Demonstrate ethical behavior	Trimester Taught		
Independently	1	2	3
<input type="checkbox"/> Identify and cite Internet and electronic references in a bibliography			
<input type="checkbox"/> Understand and abide by the Port Angeles School District Acceptable Use Policy			
With Assistance			
<input type="checkbox"/> Understand and abide by copyright issues of electronic media			
<input type="checkbox"/> Apply the concept and understand the consequences of plagiarism and copyright infringement			
<input type="checkbox"/> Understand the need for protection against software and hardware vandalism (examples: altering or deleting software, having an awareness of viruses, etc.)			

Appendix B, cont.

**Student Technology Standards
Middle School**

Students Will

Eighth-grade Technology Literacy Indicators Students will use technology to build and share knowledge and to improve and enhance learning in all subject areas and experiences.		
Tier 1	Tier 2	Tier 3
Personal use and Communication	Access, collect, manage, integrate, and evaluate information	Solve problems and create solutions
<i>Students use technology to complete school work.</i>	<i>Students use technology for research and/or public presentations.</i>	<i>Students use technology to solve authentic problems and create quality artifacts.</i>

1. Applies strategies for identifying and solving routine hardware and software problems that occur during everyday use.	
Tier 1: Student knows how to connect and use a wide variety of input and output devices and how to access networked resources.	Met Standard
Properly connects, disconnects and troubleshoots devices (i.e. mouse, keyboard, network, camera, external storage devices, projector)	<input type="checkbox"/>
Demonstrates understanding of the Port Angeles School District networked resources and structure (i.e. Home folders, servers)	<input type="checkbox"/>
Uses the KSD networked resources efficiently (i.e. manage passwords and home folders)	<input type="checkbox"/>
Tier 2: Student knows how to troubleshoot various research tools.	
Accesses on-line databases and refine search to access appropriate material	<input type="checkbox"/>
Manages various passwords (i.e. database passwords, network password)	<input type="checkbox"/>
Demonstrates strategies to troubleshoot a non-responsive web-page (i.e. refresh, truncate URLs)	<input type="checkbox"/>
Tier 3: Student demonstrates strategies to solve and prevent routine technology problems.	
Solves routine hardware problems (i.e. wireless connectivity, power, checking connections, recognizing damaged connections)	<input type="checkbox"/>
Solves routine software problems (i.e. checking accuracy of URLs, refresh web pages, appropriate use of Task Manager)	<input type="checkbox"/>
Knows when and to whom to report a technical problem	<input type="checkbox"/>

2. Demonstrates knowledge of current changes in information technology and the effects those changes have on the workplace and society.	
Tier 1: Student adapts to changes in technology.	Met Standard
Acknowledges and discusses new technologies available to them	<input type="checkbox"/>
Tier 2 Student uses new technologies for research and final artifact presentations.	
Makes informed choices among technology systems, resources and service available to them	<input type="checkbox"/>

Appendix B, cont.

**Student Technology Standards
Middle School**

Tier 3: Student recognizes and discusses changes in information technology and the effects those changes have on workplace, society and/or themselves.	
Demonstrates an understanding of how fast technology (hardware and software) changes and its impact	<input type="checkbox"/>

3. Exhibits legal and ethical behaviors when using information and technology and discusses consequences of misuse.

Tier 1: Student is acquainted with the legal and ethical issues related to use and misuse of technology.	Met Standard
Follows the Port Angeles School District Acceptable Use Policy	<input type="checkbox"/>
Demonstrates understanding of the consequences associated with misuse of technology	<input type="checkbox"/>
Remembers their passwords and keeps passwords secure	<input type="checkbox"/>
Tier 2: Student understands the issues related to privacy, security, copyright, plagiarism and personal safety when using technology.	
Identifies and cites internet and electronic resources	<input type="checkbox"/>
Understands and abides by copyright laws	<input type="checkbox"/>
Understands the concept and consequences of plagiarism	<input type="checkbox"/>
Tier 3: Student illustrates ethical behaviors for use of copyrighted media and analyzes consequences of unethical use of information and communication technology.	
Understands the need for protection against software and hardware vandalism (altering or deleting software, awareness of viruses)	<input type="checkbox"/>
Recognizes what qualifies as unethical use (i.e. hacking, spamming, consumer fraud, pirating software and media files)	<input type="checkbox"/>
Uses appropriate language and behavior when communicating electronically with others (i.e. the Internet, videoconferencing, and email)	<input type="checkbox"/>

4 and 5. Applies the use of technology tools to support personal productivity, group collaboration, and learning throughout the curriculum

Tier 1: Student uses available tools to support personal productivity and enhance learning across the curriculum.	Met Standard
Student can keyboard to ## wpm using correct technique	<input type="checkbox"/>
Independently uses a word processing application to accomplish tasks	<input type="checkbox"/>
Uses edit and format features to improve documents in standard applications (i.e. Office, Inspiration). Features will include spell and grammar check, font menus, justification, bullets and numbering and appropriate use of color	<input type="checkbox"/>
Copies and pastes or inserts graphics from various sources to improve documents and presentations	<input type="checkbox"/>
Edits a graphic using the Picture tools	<input type="checkbox"/>
Uses draw toolbar to add elements to documents	<input type="checkbox"/>
Independently uses Help Menus within software applications	<input type="checkbox"/>

Appendix B, cont.

**Student Technology Standards
Middle School**

Independently uses Search features within the Start Menu to find files and folders	<input type="checkbox"/>
Tier 2: Student uses available technology tools to gather, use, and analyze data and information.	
Integrates the use of two or more applications to create a product	<input type="checkbox"/>
Accesses and uses available online research sources (i.e. ProQuest, United Streaming)	<input type="checkbox"/>
Uses efficient internet search strategies	<input type="checkbox"/>
Creates presentation using a variety of technology tools and media	<input type="checkbox"/>
Effectively communicates information and ideas with the support of media or a multimedia project	<input type="checkbox"/>

Tier 3: Student uses available technology tools to support their learning and creativity across the curriculum.	
Independently uses technology tools in the pre-writing and planning process	<input type="checkbox"/>
Independently uses technology tools to investigate and research essential questions	<input type="checkbox"/>
Chooses appropriate technology tools to solve problems and test solutions (i.e., calculators, microscopes, probes)	<input type="checkbox"/>
Uses technology to enhance work with visuals (i.e., cameras, video, scanner, photo editing, paint and draw programs)	<input type="checkbox"/>
Creates documents to support the presentation of solution to problems or answers to essential questions	<input type="checkbox"/>
Students work in teams using software collaboration tools (ie. Workspace, IM etc.)	<input type="checkbox"/>

6. Uses technology tools to design, publish and present to various audiences	
Tier 1: Student uses technology to plan, organize and/or sequence ideas.	Met Standard
Uses word processing or concept-mapping to brainstorm ideas and questions (i.e. lists in Word, Inspiration diagrams)	<input type="checkbox"/>
Uses word processing, concept-mapping or organizational software to organize group or individual work (i.e., Word tables, Publisher calendars)	<input type="checkbox"/>
	<input type="checkbox"/>
Tier 2: Student creates a product to publish and/or present as assigned by teacher.	
Chooses and cites information from online research databases to help answer a question or solve a problem provided by teacher	<input type="checkbox"/>
Uses technology to assist in the organization and synthesis of text related to a given question or problem	<input type="checkbox"/>
Uses technology to create a product that will be used in the communication and/or presentation to the solution of a given problem	<input type="checkbox"/>

Appendix B, cont.

**Student Technology Standards
Middle School**

Tier 3: Student creates a product to publish and/or present for the purpose of solving a problem or answering an essential question.	
Student individually or collaboratively chooses and plans to design and create a technology rich product that will assist in the communication of their original ideas	<input type="checkbox"/>
Student uses various technology tools together to create a product	<input type="checkbox"/>
Student presents and/or publishes using created product	<input type="checkbox"/>

7. Uses technology to investigate, collaborate and share solutions and products	
Tier 1: Student uses electronic communication to access information and opinions.	Met Standard
Effectively uses a search engine to find related and valuable web sites	<input type="checkbox"/>
Copies and pastes URL into document for later use	<input type="checkbox"/>
Accesses, sends and receives e-mail	<input type="checkbox"/>
Tier 2: Student uses electronic communication to exchange and share information and opinions.	
Uses technology to exchange information with an expert or group member (i.e., e-mail, fax, podcasts, dynamic web sites)	<input type="checkbox"/>
Tier 3: Student uses technology to work collaboratively to develop and share ideas or information.	
Uses a technology based collaborative tool to learn and share curriculum related information outside of the classroom (i.e., weblogs, discussion boards, videoconferences)	<input type="checkbox"/>
Uses technology within the classroom to enhance the work of cooperative groups (i.e., students use projectors, document cameras, interactive whiteboards to gather, share and synthesize group input)	<input type="checkbox"/>

8: Selects and uses appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	
Tier 1: Student selects from a limited set of technology tools to complete assigned work.	Met Standard
Collects and analyzes data using spreadsheets and graphs	<input type="checkbox"/>
Uses a multimedia program to create a presentation	<input type="checkbox"/>
Uses a word processing program to create an artifact	<input type="checkbox"/>
Tier 2: Student selects from a variety of teacher defined technology tools to solve specific problems or present results.	
Chooses a concept mapping tool to help brainstorm or organize information	<input type="checkbox"/>
Chooses a database to conduct research for a final product	<input type="checkbox"/>
Chooses a multimedia program to create a final product	<input type="checkbox"/>

Appendix B, cont.

Student Technology Standards
Middle School

Tier 3: Student identifies, evaluates, and independently selects appropriate technology tools to solve problems or create products.	
Self-selects an appropriate tool to brainstorm and organize information	<input type="checkbox"/>
Self-selects an appropriate tool to conduct research for a final product	<input type="checkbox"/>
Self-selects an appropriate technology tool to create a final product	<input type="checkbox"/>

9. Demonstrates an understanding of concepts underlying hardware, software, connectivity, and of practical applications to their learning and problem solving.	
Tier 1: Student understands the basics of the Port Angeles School District file structure and network.	Met Standard
Knows to use “save as” to change file format and recognizes basic extensions (.ppt, .doc, .jpeg etc.)	<input type="checkbox"/>
Knows to save regularly and in the appropriate place on the network	<input type="checkbox"/>
Knows how to navigate to locate files and templates	<input type="checkbox"/>
Tier 2: Student understands the folder structure within our network.	
Creates folders for saving and organizing projects within their Home folder	<input type="checkbox"/>
Knows how to navigate and save projects to the collaborative workspaces on the network	<input type="checkbox"/>
Uses the teachers’ inbox to turn in completed assignments	<input type="checkbox"/>
Tier 3: Student explores various ways information and technology resources can be combined, personalized, or re-purposed to develop and promote learning.	
Produces a multimedia project that may include sound, video, and/or graphics	<input type="checkbox"/>
Uses resources available to them to share and collaborate on projects (editing streaming video resources, share slides from slideshow presentations)	<input type="checkbox"/>

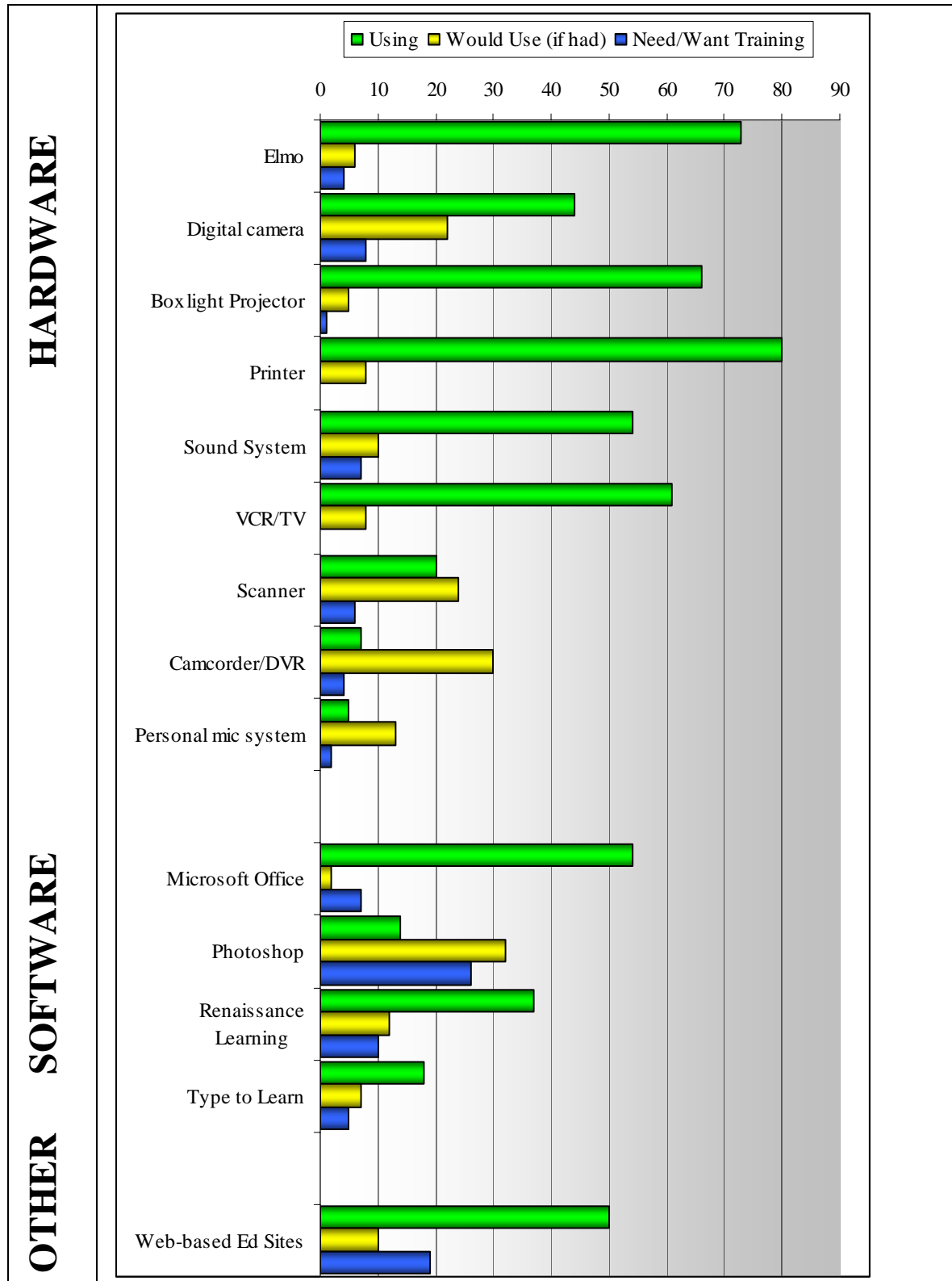
10. Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.	
Tier 1: Student applies efficient search strategies to locate relevant information on-line.	Met Standard
Uses the advanced search features to narrow searches (Boolean searches, uses + and -, uses quotes)	<input type="checkbox"/>
Uses appropriate search engines and databases for locating information	<input type="checkbox"/>
Recognizes the parts of a URL address to check for bias and accuracy (endings such as edu, com, gov, and ~)	<input type="checkbox"/>
Tier 2: Student searches, collects, and evaluates the accuracy and relevance of electronic resources.	
Evaluates sources for credibility (i.e. supporting evidence, author bias)	<input type="checkbox"/>
Analyzes who links to the electronic resource for validity of information	<input type="checkbox"/>

Appendix B, cont.

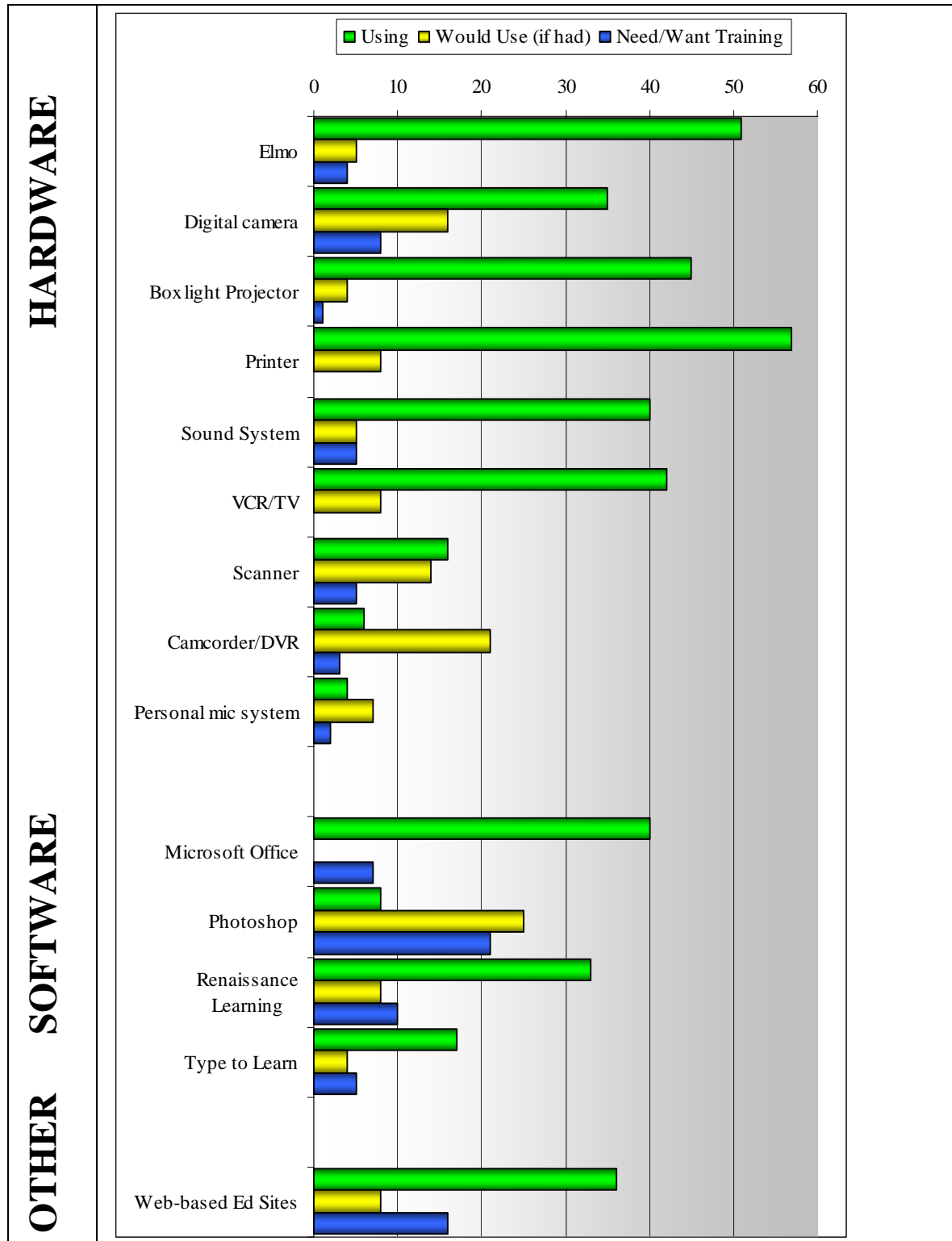
Student Technology Standards
Middle School

Tier 3: Student evaluates information from a variety of electronic resources for appropriateness, comprehensiveness and bias.	
Finds and recognizes sponsored links and their bias	<input type="checkbox"/>
Distinguishes between fact or opinion on websites	<input type="checkbox"/>
Recognizes origins, authors and purpose of websites	<input type="checkbox"/>

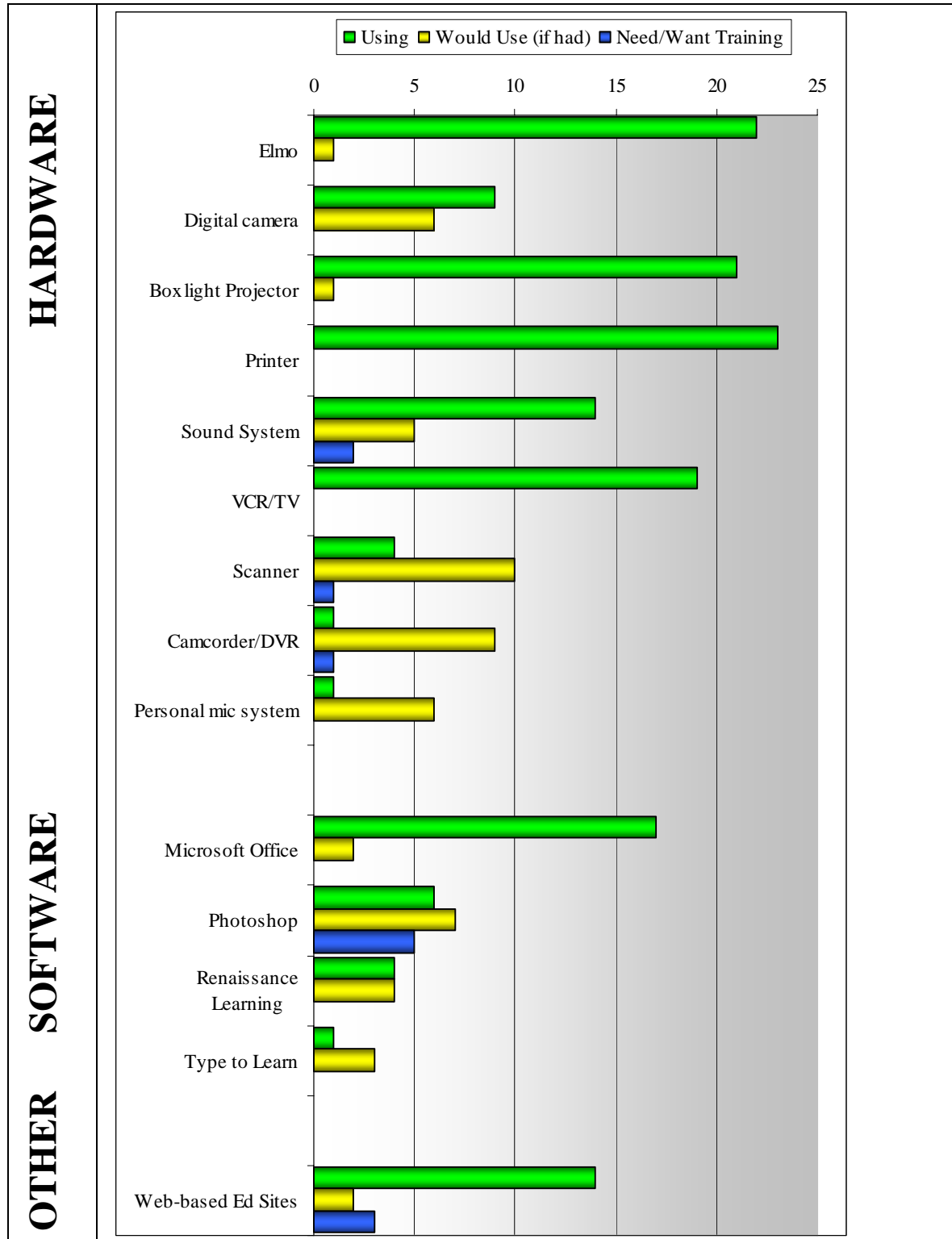
Appendix C Using Technology to Enhance Instruction (Survey) Response District-Wide



Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Elementary Schools



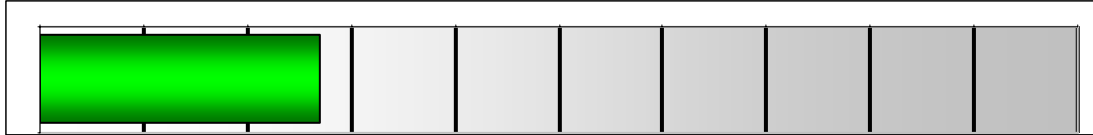
Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Middle School



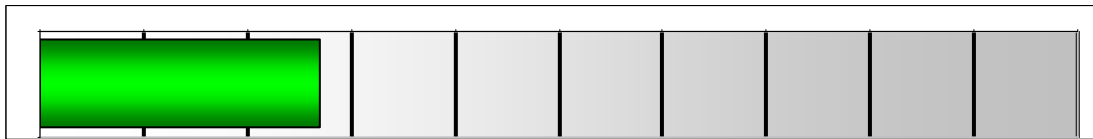
**Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Port Angeles High School**

Tier 1 (Graph shows Percent Response to the Following Questions)

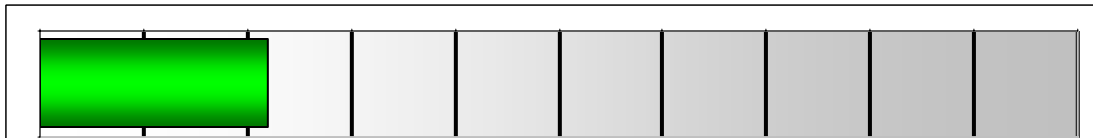
I use electronic tools to align lessons with standards and create assessments.



I create electronic presentations for my own use or view presentations that others have created.



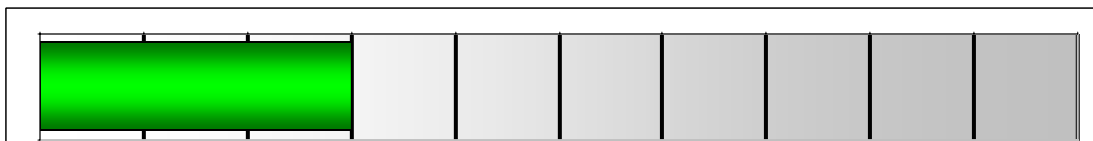
I use technology to collaborate with other educators to support my own professional growth.



I use e-mail and/or the web to communicate with colleagues, parents, and others to support my teaching.



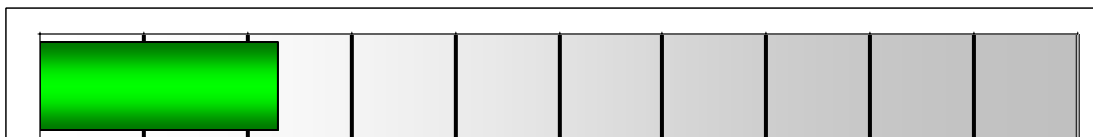
I use an electronic grade book program to track student progress.



I use the Internet to find instructional resources such as Thinkfinity (formerly MarcoPolo) lesson plans, etc.

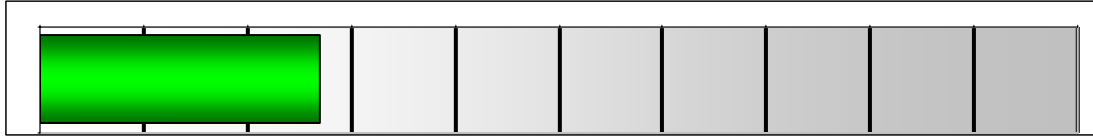


I use technology to write my lesson plans.

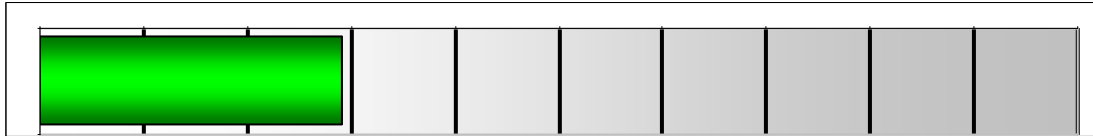


**Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Port Angeles High School**

I use technological tools to support and enhance my own content knowledge.

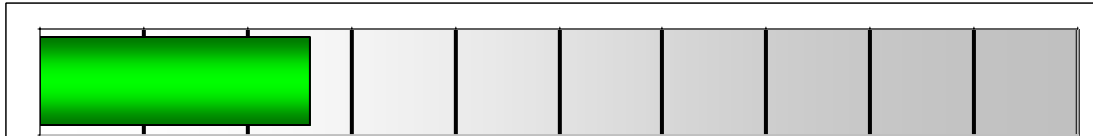


I use technological tools to produce handouts and worksheets for my students.

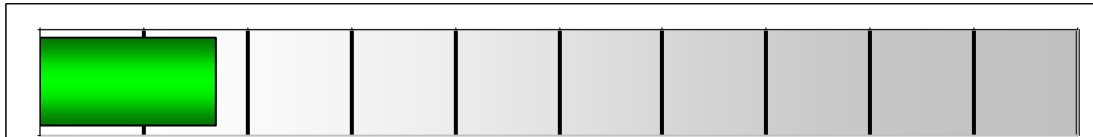


Tier 2 (Graph shows Percent Response to the Following Questions)

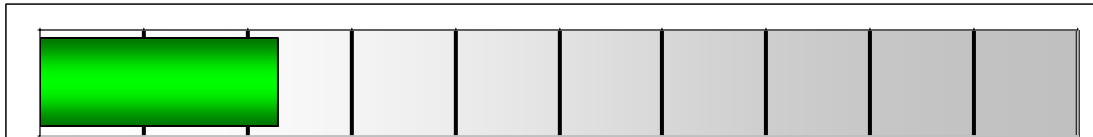
My students use the Internet to gather information for teacher-directed projects.



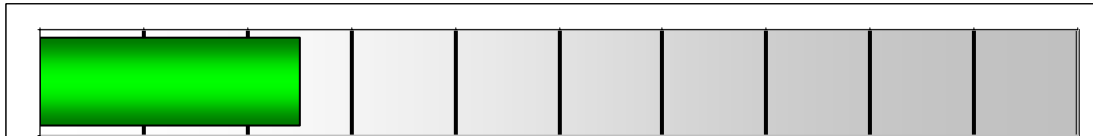
I use technology to facilitate group discussions and support student collaboration.



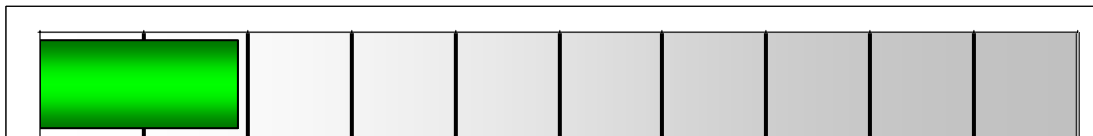
I identify Internet sites and resources for students to use in completing teacher-directed assignments.



I create electronic presentations for instructional use.



I conduct one-computer classroom lessons to actively engage my students.

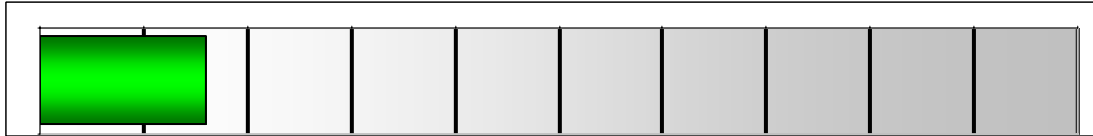


**Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Port Angeles High School**

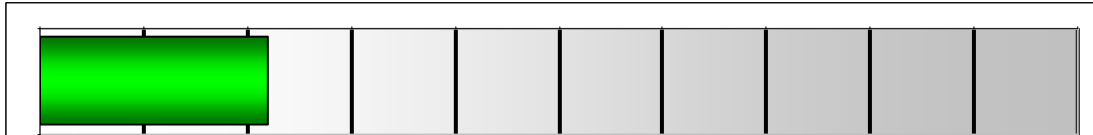
I use multiple technological tools (as available) to present information and concepts or lead classroom learning activities.



I create electronic quizzes or activities with embedded assessments for my students to complete with the use of a computer.



I create structured learning opportunities that provide my students with access to technological resources.



I use technology tools with my students to analyze their progress.



Tier 3 (Graph shows Percent Response to the Following Questions)

My students use electronic tools to communicate and interact with teachers, parents, students, community members, and others for learning purposes.

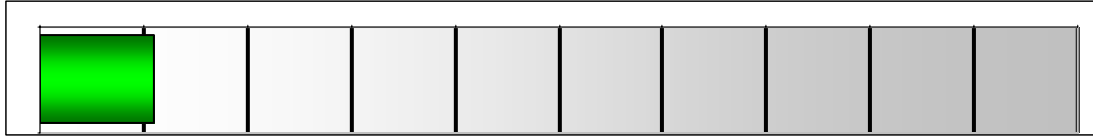


My students are involved in planning for the use of technological resources in their own learning.

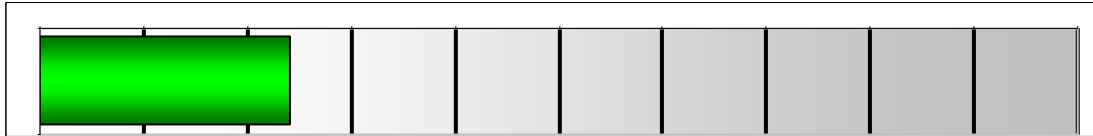


Appendix C, cont. Using Technology to Enhance Instruction (Survey) Response
Port Angeles High School

My students use technology tools to design their own assessments or assess their own learning.



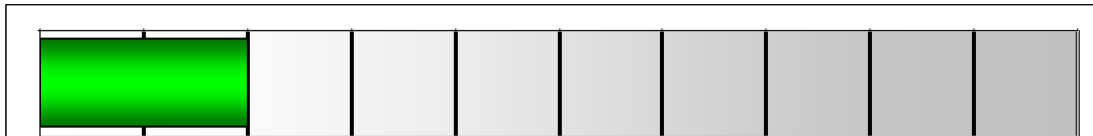
My students use technology to engage in inquiry-based projects driven by essential questions.



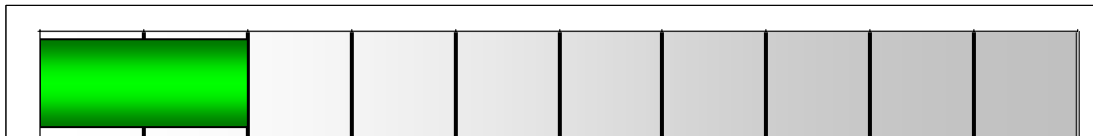
My students create or use online resources to facilitate inquiry.



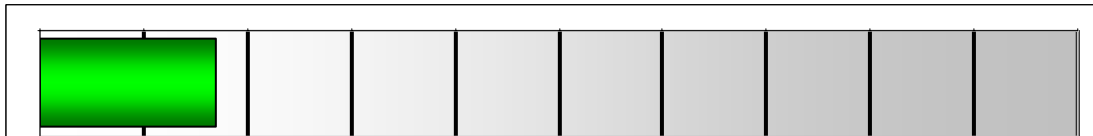
My students use technology to develop student-directed projects or build collaboration skills.



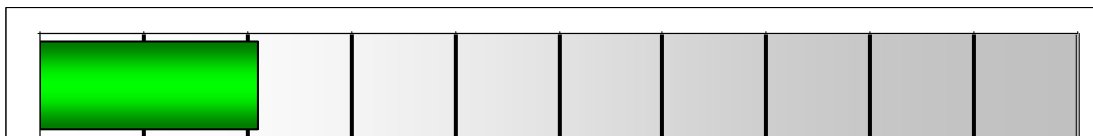
My students select from multiple technological tools (as available) to present their products or projects.



My students create electronic presentations to share their learning.



My students use technology tools to create their own learning materials or learning environment.



Appendix D**National Educational Technology Standards
Port Angeles School District Teachers****I. Technology Operations and Concepts**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. Planning and Designing Learning Environments and Experiences

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

III. Teaching, Learning, and the Curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher-order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

Appendix D, cont.

**National Educational Technology Standards
Port Angeles School District Teachers****IV. Assessment and Evaluation**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. Productivity and Professional Practice

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.

VI. Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

Teachers:

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

Appendix D, cont.

**National Educational Technology Standards
Port Angeles School District Administrators****I. Leadership and Vision**

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision. Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. Advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

II. Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of high-quality professional learning opportunities for improved learning and teaching with technology.

Appendix D, cont.

**National Educational Technology Standards
Port Angeles School District Administrators****III. Productivity and Professional Practice**

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

IV. Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration. Educational leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

V. Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation. Educational leaders:

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate high-quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

Appendix D, cont.

**National Educational Technology Standards
Port Angeles School District Administrators**

VI. Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision making related to these issues.

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Appendix E Technology Instruction Task Force Membership

	Task Force Composition	Volunteers	✓
1	Jefferson Elementary School Certificated Staff (1)	Teresa Schmid	✓
2	Franklin Elementary School Certificated Staff (1)	Maria Kays	✓
3	Roosevelt Elementary School Certificated Staff (1)	Teresa Thorson	✓
4	Hamilton Elementary School Certificated Staff (1)	George Kheriarty	✓
5	Dry Creek Elementary School Certificated Staff (1)	Patricia Schromen	✓
6	Stevens Middle School Certificated Staff (1)	Rob Edwards	✓
8	Port Angeles High School Certificated Staff (4)	John Mitchell	✓
9		Scott Moseley	✓
10		Lisa Joslin	✓
11		Thomas Jay	✓
12	Lincoln High School Certificated Staff (1)	Tyler Jones	✓
13	Elementary School Principal (1)	Doug Hayman	✓
14	Middle School School Principal (1)	Chuck Lisk	✓
15	High School School Principal (1)	Jeff Lunt	✓
16	Community Representatives (2)		
17			
18	Secondary Students (2)		
19			
20	Chairperson (1) – non-voting	Michelle Reid	✓

✓ Board-approved: September 24, 2007