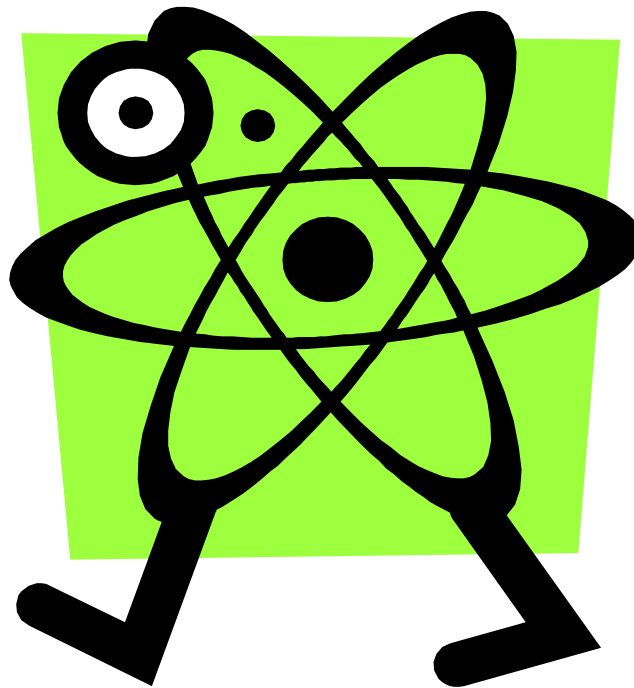


# Lone Tree Community School

## Technology Plan

2015-2018



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## **District Mission Statement**

In partnership with the community, Lone Tree Community School will develop productive, lifelong learners whose goals are academic, vocational and social success.

## **Technology Vision Statement**

Equipping students with the technological skills that are needed to succeed in a global society, a 21<sup>st</sup> Century workplace, and a higher education arena.

## **Technology Mission Statement**

Lone Tree Community School will provide students an opportunity to acquire and develop technology skills that will serve as a foundation to becoming competitive, productive citizens in an ever-changing technological society.

## **Technological Literacy**

The value of communication and information becomes increasingly vital as we move deeper into the 21<sup>st</sup> Century. Technology is the most practical tool used in problem solving, communication, and the handling of information that enhances education and promotes life-long learning. Because productive citizens need to have a foundation of technological concepts and skills, schools must help to facilitate “technological Literacy.” A student who is technologically literate not only has the technology skills that are necessary, but appreciates the privilege of using technology in a responsible manner when accessing, managing, integrating, and evaluating information to construct new knowledge. They will have the ability to communicate effectively with others, and incorporate technology into many facets throughout their life.

## Level 1

### Grades K-2 Technology Standards

**Essential Concept and/or Skill:** *Use technology to create projects, identify patterns, and make predictions. (21.K-2.TL.1)*

- Use a variety of digital tools and media-rich resources to create projects.
- Use technology to illustrate and communicate original ideas related to curriculum content.
- Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance.
- Use technology resources to identify problems, help recognize and describe patterns, make predictions and/or propose solutions.

**Essential Concept and/or Skill:** *Use a variety of technology tools and media-rich resources to work collaboratively with others. (21.K-2.TL.2)*

- In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.
- Use technology resources for communicating and sharing ideas with others.
- Participate in learning activities with or about learners from other countries and/or cultures.

### Grades 3-5 Technology Standards

**Essential Concept and/or Skill:** *Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions. (21.3-5.TL.1)*

- Demonstrate creative thinking to generate new ideas and products using a variety of technology tools and resources.
- Create and share new ideas, products, and processes related to curriculum content.
- Work individually and collaboratively to create, display, publish, or perform media-rich products.
- Use models and simulations to identify problems and propose solutions.
- Use technology resources to gather and depict data, recognize trends, and project outcomes.

**Essential Concept and/or Skill:** *Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area. (21.3-5.TL.2)*

- Use a variety of technology tools to work collaboratively with others inside and outside the classroom.
- Use telecommunication tools efficiently to communicate information and ideas to multiple audiences.
- Access remote information using technology.
- Engage in learning activities with learners from other countries and/or cultures
- Appropriately contribute to project teams to produce original works or solve problems using technology.

**Essential Concept and/or Skill:** *Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems. (21.3-5.TL.3)*

- Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.
- Locate, organize, and ethically use information from a variety of sources and media.
- Access information for specific purposes, and assess the validity of the information source.
- Identify, select, and organize data. Discuss and describe the results.

**Essential Concept and/or Skill:** *Use technological resources to develop and refine questions for investigation. (21.3-5.TL.4)*

- Choosing from a variety of real-world issues and/or problems, use technological resources to develop and refine questions for investigation.
- Use technological resources to conduct research and complete a project.
- Identify trends or solutions or assist students in making decisions.
- Identify and explore diverse perspectives and processes to find multiple solutions to problems.

**Essential Concept and/or Skill:** *Understand and practice appropriate, legal, and safe uses of technology for lifelong learning. (21.3-5.TL.5)*

- Demonstrate awareness of the dangers of sharing personal information with others.
- Demonstrate an understanding of what electronic theft and plagiarism are and why they are harmful.
- Identify the positive values of using technology to accomplish tasks.
- Use technology to explore and pursue personal interests.
- Show others how to use new technologies, and use technology in a way that assists, rather than prevents, others from learning.

**Essential Concept and/or Skill:** *Understand technology hardware and software system operations and their application. (21.3-5.TL.6)*

- Use everyday technology processes, hardware, and software
- Select the most efficient and appropriate technology tool for a specific task.
- Begin to identify the source of a problem with technology, and, if necessary, identify the appropriate support personnel.
- Apply prior knowledge of technologies to new technologies.

## Learning Sequence

Skill	Kinder.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>K-2 Standards</b>						
<b>Standard 1: Use technology to create projects, identify patterns, and make predictions. (21.K-2.TL.1)</b>						
<b>Benchmarks:</b>						
1. Use a variety of digital tools and media-rich resources to create projects.	2.	*				
3. Use technology to illustrate and communicate original ideas related to curriculum content.	4.	*				
5. Create multimedia products with support from teachers, family members, and/or student partners for the purpose of display, publication and/or performance.	6.	*	*			
7. Use technology resources to identify problems, help recognize and describe patterns, make predictions and propose solutions.		*				
<b>Standard 2: Use a variety of technology tools and media-rich resources to work collaboratively with others. (21.K-2.TL.2)</b>						
<b>Benchmarks:</b>						
1. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.						
2. Use technology resources for communicating and sharing ideas with others.			*			
3. Participate in learning activities with or about learners from other countries and/or cultures.	4.					
<b>3-5 Standards</b>						
<b>Standard 1: Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions. (21.3-5.TL.1)</b>						
<b>Benchmarks:</b>						
1. Demonstrate creative thinking to generate new ideas and products using a variety of technology tools and resources.					*	*
2. Create and share new ideas, products, and processes related to curriculum content.				*	*	*
3. Work individually and collaboratively to create, display, publish, or perform media-rich products.				*	*	*

4. Use models and simulations to identify problems and propose solutions.				*	*	*
5. Use technology resources to gather and depict data, recognize trends, and project outcomes.	6.			*	*	*
<b>Standard 2: Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area. (21.3-5.TL.2)</b>						
<b>Benchmarks:</b>						
1. Use a variety of technology tools to work collaboratively with others inside and outside the classroom.						*
2. Use telecommunication tools efficiently to communicate information and ideas to multiple audiences.						
3. Access remote information using technology.				*	*	*
4. Engage in learning activities with learners from other countries and/or cultures						
5. Appropriately contribute to project teams to produce original works or solve problems using technology.					*	*
<b>Standard 3: Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.</b>						
<b>Benchmarks</b>						
1. Create a plan or process that utilizes digital tools and resources to investigate and answer issues, questions, or problems.	2.					
3. Locate, organize, and ethically use information from a variety of sources and media.	4.			*	*	*
5. Access information for specific purposes, and assess the validity of the information source.	6.				*	*
7. Identify, select, and organize data. Discuss and describe the results.	7.					
<b>Standard 4: Essential Concept and/or Skill: Use technological resources to develop and refine questions for investigation. (21.3-5.TL.4)</b>						
<b>Benchmarks:</b>						
1. Choosing from a variety of real-world issues and/or problems, use technological resources to develop and refine questions for investigation.						
2. Use technological resources to conduct research and complete a project.				*	*	*

3. Identify trends or solutions or assist students in making decisions.						
4. Identify and explore diverse perspectives and processes to find multiple solutions to problems.						*
<b>Standard 5: Understand and practice appropriate, legal, and safe uses of technology for lifelong learning. (21.3-5.TL.5)</b>						
<b>Benchmarks:</b>						
1. Demonstrate awareness of the dangers of sharing personal information with others.				*	*	*
2. Demonstrate an understanding of what electronic theft and plagiarism are and why they are harmful.					*	*
3. Identify the positive values of using technology to accomplish tasks.						*
4. Use technology to explore and pursue personal interests.				*	*	*
5. Show others how to use new technologies, and use technology in a way that assists, rather than prevents, others from learning.				*	*	*
<b>Standard 6: Understand technology hardware and software system operations and their application. (21.3-5.TL.6)</b>						
<b>Benchmarks:</b>						
1. Use everyday technology processes, hardware, and software				*	*	*
2. Select the most efficient and appropriate technology tool for a specific task.				*	*	*
3. Begin to identify the source of a problem with technology, and, if necessary, identify the appropriate support personnel.				*	*	*
4. Apply prior knowledge of technologies to new technologies.					*	*



## Grades 6-8 Technology Standards

**Essential Concept and/or Skill:** *Demonstrate creative thinking in the design and development of innovative technology products and problem solving. (21.6-8.TL.1)*

- Design, develop, create, and/or test digital technology products.
- Individually or collaboratively create media-rich products and display, publish, or perform them for a variety of audiences.
- Use simulations to help understand complex, real-world systems, identify problems, develop models, and analyze the output.
- Investigate global issues and make informed choices based on knowledge of technology systems, resources, and services.

**Essential Concept and/or Skill:** *Collaborate with peers, experts, and others using interactive technology. (21.6-8.TL.2)*

- Interact and collaborate with peers, experts, and others using technology.
- Contribute to a content knowledge base by creating, producing, and sharing information, models, and creative works.
- Efficiently use technology tools and resources for communication and to access remote information and exchange it with a variety of audiences.
- Engage in learning activities with learners from other countries and/or cultures using telecommunication tools to create, produce, and share information, models, and other projects with a global or cultural focus.
- Share knowledge and skills with local or distant teams of peers, experts, or others using technology tools and resources to create group works and/or innovative solutions.

**Essential Concept and/or Skill:** *Plan strategies using digital tools to gather, evaluate, and use information. (21.6-8.TL.3)*

- Create a plan for the use of digital tools and resources to investigate a real-world issue.
- Locate, organize, analyze, evaluate, and synthesize information from a variety of sources and media and use this information in a legal and ethical manner.
- Evaluate resources in terms of their usefulness and validity for research.
- Use technological tools to select data and organize it into a format that is easily understood by others.

**Essential Concept and/or Skill:** *Use critical thinking skills to conduct research, solve problems, and make informed decisions using appropriate technological tools and resources. (21.6-8.TL.4)*

- Identify real-world issues and analyze technological resources for developing and refining questions for investigation.
- Effectively use multiple technological resources to develop a systematic plan for conducting research. Develop possible solutions or a complete product to demonstrate knowledge and skills.
- Use technology to gather, analyze, and assess data and its effectiveness to design, develop and test possible solutions that assist students in making decisions.
- Analyze and evaluate information from a variety of perspectives and resources in order to assess multiple solutions and investigate them from differing viewpoints.

**Essential Concept and/or Skill:** *Understand the legal and ethical issues of technology as related to individuals, cultures, and societies. (21.6-8.TL.5)*

- Use technology efficiently and in a manner that does not harm them or others.
- Demonstrate awareness of legal and ethical responsibilities when using copyrighted material, and how a disregard of legal and ethical responsibilities affects others.
- Use online resources to work with others to complete a task and accept responsibility for the results.
- Identify capabilities of contemporary technology resources.
- Develop examples of how technology systems and services can assist them in pursuing personal interests.

**Essential Concept and/or Skill:** *Understand the underlying structure and application of technology systems. (21.6-8.TL.6)*

- Utilize technology for everyday use and understand how technology systems can be applied to various situations.
- Select and use technology applications to conduct research, solve problems and produce finished products.
- Identify the source of a problem with technology, and, if necessary, the appropriate support personnel needed.
- Apply knowledge of technology to explore other technologies and be able to identify commonalities among them.

## **Grades 9-12 Technology Standards**

**Essential Concept and/or Skill:** *Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. (21.9-12.TL.1)*

Apply existing knowledge to generate new ideas, products, or processes.

- Students design, develop, create, and/or test self-generated digital learning objects that are accessible by as many users as possible, and demonstrate knowledge and skills related to curriculum content.

Create original works as a means of personal or group expression.

- Students individually or collaboratively create media-rich products to be displayed, published, or performed for a variety of audiences.

Use models and simulations to explore complex systems and issues.

- Students employ curriculum-specific, technology-based simulations to aid them in understanding complex, real-world systems. Simulation studies include formulating problems, developing models, running models, and analyzing outputs that help predict behaviors and outcomes.

Identify trends and forecast possibilities.

- Students investigate complex global issues, make informed choices based on capabilities and limitations of technology systems, resources, and services, and apply this learning to personal and workplace needs.

**Essential Concept and/or Skill:** *Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. (21.9-12.TL.2)*

Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

- Using technology, students interact and collaborate with peers, experts, and others to contribute to a content-related, media-rich knowledge base by compiling, synthesizing, producing, and disseminating information, models, and other creative works.

Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

- Students use technology tools and resources, including distance and distributed education, for effectively exchanging information with a variety of audiences in an array of media-rich formats.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

- Students use a variety of existing online tools and emerging technologies for communicating with and learning about people of other cultures. Students investigate, communicate, and understand cultural norms manifested in music, literature, painting and sculpture, and theater and film, resulting in greater global awareness.

Appropriately contribute to project teams to produce original works or solve problems.

- Students share knowledge and skills with local or distance teams of peers, experts, or others using technological tools and resources to create collaborative works and/or innovative sustainable solutions.

## Iowa Core Curriculum and Standards/Benchmarks Crosswalk

Iowa Core Curriculum Key Elements	LT Elem Standards	LT MS Standards	Lt HS Standards
<b>1. Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</b>			
a. Apply existing knowledge to generate new ideas, products or processes.			
b. Create original works as a means of personal or group expression.		1.6; 1.7; 1.8	1.8; 1.9; 1.10, 1.11; 1.12
c. Use models and simulations to explore complex systems and issues.		1.11	
d. Identify trends and forecast possibilities.			
<b>2. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</b>			
a. Interact collaborative and publish with peers, experts or others employing a variety of digital environments and media.			
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.		3.4	1.13
c. Develop cultural understanding and global awareness by engaging with learners of other cultures.			2.1
d. Appropriately contribute to project teams to produce original works or solve problems.			
<b>3. Students apply digital tools to gather, evaluate and use information.</b>			
a. Plan strategies to guide inquiry.			
b. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.	5.2; 5.3		
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.	5.1; 5.4	2.8; 3.3; 3.5	2.2; 3.3; 3.5
d. Process data and report results.			3.7
<b>4. Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate tools and resources.</b>			
a. Identify and define authentic, real-world problems and significant questions for investigation.	3.7; 4.1; 4.6		2.3
b. Plan and manage activities to develop a solution or complete a project.			2.1; 2.2

c. Collect and analyze data to identify trends, solutions or make informed decisions.			2.2
d. Use multiple processes and diverse perspectives to explore alternative solutions.			3.2
<b>5. Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior.</b>			
a. Advocate and practice safe, legal and responsible use of information and technology at an age-appropriate level.	3.2; 3.4; 3.8	2.5; 2.6; 2.7	2.5; 2.9
b. Exhibit positive attitude toward using technology that supports collaboration, learning, and productivity.		2.5; 2.6	2.9
c. Demonstrate personal responsibility for lifelong learning.	1.3; 3.3; 3.5; 3.8	2.5; 2.6	2.5; 2.9
d. Exhibit leadership for digital citizenship.	3.3	2.5; 2.6	2.5; 2.9
<b>6. Students demonstrate a sound understanding of technology concepts, systems and operation.</b>			
a. Understand and use technology systems.	1.1, 1.2, 1.4, 1.6, 2.5, 3.1, 3.5, 3.6, 4.2, 4.4, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4	1.1, 1.2, 1.4, 1.9, 1.10, 2.1	1.2, 1.6, 1.7, 2.1, 2.4, 2.6, 2.7, 2.8
b. Select and use applications effectively and productively.	2.1, 2.2, 2.3, 2.4, 5.5, 5.6	1.3, 1.5, 1.6, 1.7, 1.8	1.5
c. Troubleshoot systems and applications.	1.5; 4.5	3.1; 3.2	1.3; 3.2
d. Transfer current knowledge to learning of new technologies.			1.1; 1.4

## Technology Standards for Teachers

### STANDARD 1 - Basic Computer/Technology Operations and Concepts

**The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.**

1. Knowledge Indicator: The teacher understands how to operate computer software; access, generate, and manipulate data; and publish results.
2. Performance Indicators:
  - a. The teacher operates a multimedia computer system with related peripheral devices and uses a variety of software packages.
  - b. Uses appropriate terminology related to computers and technology in written and oral communications.
  - c. Implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices.
  - d. Uses audio/visual imaging devices cameras with computer systems and software.
  - e. Demonstrates knowledge of uses of computers and technology in today's society.

### STANDARD 2 - Personal and Professional Use of Technology

**The teacher will apply technology for enhancing his/her own professional growth and productivity. He or she will use technology in communicating, collaborating, conducting research, and solving problems.**

1. Knowledge Indicator: The teacher understands how to use technology in communicating, collaborating, conducting research, and solving problems.
2. Performance Indicators:
  - a. The teacher identifies computer and other related technology resources for facilitating lifelong learning in collaborative learning environments.
  - b. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
  - c. Uses software for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
  - d. Uses computer-based technology including telecommunications to access information and enhance personal and professional productivity.
  - e. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
  - f. Participates in courses and other professional development activities to enhance teaching and learning.

### **STANDARD 3 - Application of Technology in Instruction**

**The teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.**

1. Knowledge Indicator: The teacher understands how to apply learning technologies that support instruction at their grade level and in their subject areas.
2. Performance Indicators:
  - a. The teacher explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
  - b. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.
  - c. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.
  - d. Designs student learning activities that foster equitable, ethical, and legal use of technology.
  - e. Uses E-mail and web browser applications for communication and research to support instruction.
  - f. Develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and use technology to support these processes.

### **STANDARD 4 - Social, Ethical, and Human Issues pertaining to use of technology**

**The teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.**

1. Knowledge Indicator: The competent teacher understands the social, ethical, and human issues related to computing and technology.
2. Performance Indicators:
  - a. The teacher demonstrates knowledge of ethical and legal use of computers and technology.
  - b. Adheres to copyright laws and guidelines in accessing and using information from various technologies.
  - c. Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.
  - d. Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.
  - e. Identifies and uses technology resources that affirm diversity.
  - f. Facilitates equitable access to technology resources for all students.

## **STANDARD 5 - Productivity Tools**

**The teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.**

1. Knowledge Indicator: The teacher knows advanced features of technology-based productivity tools.
2. Performance Indicators:
  - a. The teacher uses advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products
  - b. The teacher uses utility and classroom management tools to design solutions for a specific purpose.
  - c. Identifies, selects and integrates video and digital images in varying formats for use in presentations, publications and/or other products.
  - d. Applies specific-purpose electronic devices in appropriate content areas.
  - e. Uses features of integrative software applications to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
  - f. Uses a computer projection device to support and deliver oral presentations.

## **STANDARD 6 - Information Literacy Skills**

**The teacher will develop his/her own information literacy skills to be able to access, evaluate and use information to improve teaching and learning.**

1. Knowledge Indicator: The teacher understands how to access, evaluate, and use information to improve teaching and learning.
2. Performance Indicators:
  - a. The teacher models evaluation and use of information to solve problems and make decisions.
  - b. Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.
  - c. Instruction, learning tasks, and assignments reflect higher level thinking skills.
  - d. Structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.

## **STANDARD 7 - Collaborative Planning and Teaching**

**The teacher will engage in collaborative planning and teaching with other educator colleagues and the larger school community.**

1. Knowledge Indicator: The teacher knows how to plan and teach collaboratively.
2. Performance Indicators:
  - a. The teacher works collaboratively implementing planned resource-based learning experiences.
  - b. Develops assessments to measure learning and development in information literacy.
  - c. Works collaboratively to develop single subject and cross-subject teaching goals and objectives

## Staff Goals and Objectives Prioritized Across Three Years

### Year 1:

#### ***STANDARD 1 - Basic Computer/Technology Operations and Concepts***

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

#### ***STANDARD 2 - Personal and Professional Use of Technology***

The teacher will apply technology for enhancing his/her own professional growth and productivity. He or she will use technology in communicating, collaborating, conducting research, and solving problems.

#### ***STANDARD 3 - Application of Technology in Instruction***

The teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

### Year 2:

#### ***STANDARD 3 - Application of Technology in Instruction***

The teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

#### ***STANDARD 5 - Productivity Tools***

The teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

#### ***STANDARD 4 - Social, Ethical and Human Issues***

The teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.

### Year 3:

#### ***STANDARD 6 - Information Literacy Skills:***

The competent teacher will develop his/her own information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

#### ***STANDARD 7 - Collaborative Planning and Teaching:***

The competent teacher will engage in collaborative planning and teaching with other educator colleagues and the larger school community.

#### ***STANDARD 4 - Social, Ethical and Human Issues***

The teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.



## Professional Development

Members of the committee for the technology plan recognize the importance of employing teachers with strong technology skills. Below is a list of programs and activities frequently accessed in our building. We encourage staff members to become skillful in technology competent in the use of the following software:

**Basic Knowledge in Technology:** There should be a set of basic computer requirements that all teachers meet. Items included in this might be:

- Email
- How to open attachments
- Accessing the Web
- Using a web browser
- Using search engines
- Saving files to the server
- Using teacher and student folders on the server
- Using help guides
- Sending and opening documents
- Choosing a printer
- Using a projector
- Basing troubleshooting techniques
- Changing an ink cartridge
- Search for a missing document
- SMART/Promethean Board use
- Use of scanner/copier
- Use of digital cameras
- Use of PowerSchool
- Use of the website/teacher pages
- Use of the Library Catalog

**Suggested Topics (Technology) for Professional Development:**

- Multimedia Presentations (PowerPoint, Prezi, etc.)
- Microsoft Excel
- Microsoft Publisher
- Online Databases
- Fair Use and Copyright
- Google Documents
- Google Classroom
- Social Media for Classroom Use
- Webquests

## **K-12 Hardware Analysis (Infrastructure, Hardware, Technical Support and Software)**

A. Identify the needs for telecommunications services, computer hardware and software, and other technological services to improve education.

- *Current Status*

1. The high school computer lab has 20 computers. They are Dell Optiplex series workstations that were installed in July of 2013. Each machine has a 120GB Solid State Hard Drive, 4GB of RAM, Core i5-3470 Processor, and DVD burner. They are running the Microsoft Windows 8 and Office 2013.
2. The middle school lab has 13 computers. They are Vostro series workstations that were installed in 2010. These machines have 250GB Hard Drives, 3GB of RAM, Core 2 Duo E7500 Processors and DVD Burners. They are running the Microsoft Windows 8 and Office 2013.
3. The elementary lab has 26 computers. They are Dell Optiplex series workstations that were installed in July of 2014. Each machine has a 120GB Solid State Hard Drive, 4GB of RAM, Core i5-3470 Processor, and DVD burner. They are running the Microsoft Windows 8 and Office 2013.
4. The library has 10 computers. They are Optiplex series workstations that were installed in 2008. These machines have 160GB Hard Drives, 2GB of RAM, Core 2 Duo E7500 Processors and DVD Readers. They are running the Microsoft Windows 8 and Office 2013.
5. The elementary classrooms have two computers in each room. They are Optiplex series workstations that were installed in 2008. These machines have 160GB Hard Drives, 2GB of RAM, Core 2 Duo E7500 Processors and DVD Readers. They are running the Microsoft Windows 8 and Office 2013.
6. There are approximately 15 laptop carts. Each cart holds between 10-25 laptops. The laptops are mostly Vostro series with 250GB Hard Drives, 4GB of RAM, Core i3 Processors and DVD Burners. They are running the Microsoft Windows 8 and Office 2013.
7. The staff computers are either Latitude series laptops or Optiplex series desktops. The majority have been replaced between 2013 and 2014. They all have 120GB Solid State Hard Drive, 4GB of RAM, Core i5-3470 Processor, and DVD burners. They are running the Microsoft Windows 8 and Office 2013.
8. There is one physical server in production that runs VMWare ESX 5.5. It acts as the host for nine virtual servers: two domain controllers, file server, library server, anti-virus server, applications server, email server, terminal services server, and the door system server. They are running Windows 2008 R2 and Server 2012 R2 operating systems. This server was installed in July of 2013.
9. There is an additional windows 7 machine that is controlling the camera system for the school campus. This machine connects to a number of cameras throughout the campus and provides live access at any time. This system was installed in July of 2013.
10. The firewall is an NSA 4600 that was installed in 2013. This firewall controls the wireless system throughout the campus. There are 29 access points spread throughout the campus providing coverage to classrooms and library areas.
11. Almost all classrooms have mounted projectors and interactive boards. There are 18 Smartboards and 20 Promethean Boards. The projector models are primarily Epson, Mitsubishi, and Promethean.
12. There are 35 iPads for various classrooms and one iPad cart with 25 iPads in the HS Math department. The models range from iPad 2, 3, 4, Air, and Minis.
13. We replaced all the network infrastructure switches in 2012. The switches were upgraded from 100MB switches to 1GB switches.
14. Content filtering is provided through Grant Wood AEA using iBoss. The firewall also provides additional content filtering.

- *Hardware and Infrastructure Needs*

1. Wireless hardware throughout the building.
2. LCD Projectors are needed in more classrooms.
3. The classrooms need updated computers with more RAM and faster processors to make full use of the Internet and Multimedia software. More computers for student use should be provided in every classroom.

- *Technical Support*

Support procedures: Any staff member can place a support request through the computer teacher or technical coordinator for necessary repairs, technical support, or maintenance. If the Lone Tree Community School personnel is not able to troubleshoot the problem, the problem will be referred to tech support for resolution. Computer repairs and maintenance are funded through the general fund of the school district and provided professionals. This current plan is effective and we expect it to serve us well through the next three years as it has over the last three. An inventory of all hardware and software owned by the school is compiled and kept in the office of the business manager.

## B. Hardware Technology Goals:

- *Technology Goals: Hardware*

1. Increase the number of computers available to students by providing more workstations in the regular classrooms.
2. Upgrade computers every three years in the computer labs.
3. Continue to upgrade our servers on an as-needed basis.
4. Purchase laptops so that technology is one-to-one.

- *Technology Goals: Software*

1. Ensure that each workstation maintains current software including system software, word processing software, database software, spreadsheet software, presentation software and graphics software.
2. Maintain the most current virus software on all PC computers.
3. Allow for the support of curriculum using various software applications.
4. Support the teaching of computer art using various software applications.

# Inventory: High School Lab

## Hardware:

- Desktop Computers (19 student, 2 teacher)
- Scanner
- Color LaserJet Printer
- Black and White LaserJet Printer
- Promethean Board
- Overhead Projector
- Digital Cameras (5 Point and Shoot, 1 DSLR)
- Microphone
- Calculators

## Software:

- Microsoft Office 2013
- Adobe CS5
- Windows (Media Player, Movie Maker, Photo Gallery)
- Quicktime
- Microtype
- QuickBooks
- Notepad++

## **ICN Use**

The ICN is used to enhance the number of classes that can be offered at Lone Tree Community School. Lone Tree offers several classes for high school credit and college credit. In other words, the dual credit class that counts as a high school credit, also counts as college credit. Outside groups use the ICN for presentations as well. Para Educators use the ICN after school to take Kirkwood classes to become Certified Para Educators.

### **High School/Kirkwood Classes include:**

Environmental Science  
Europe in the Age of the Monarchy  
Developmental Psychology  
Introduction to Sociology  
Ancient Mediterranean World  
Introduction to Criminal Justice  
Microbes  
US History Since 1877  
US History to 1877  
Forensic Science  
Criminal Law  
Introduction to Psychology  
Introduction to Philosophy  
Sociology  
Composition I  
Composition II  
Literature  
Human Relations

## Internet Use Policy

### Internet Network Agreement

Internet access is available to students for academic-related purposes. The goal in providing access to the Internet's vast, diverse, and unique resources is to promote educational excellence by facilitating research, innovation, and communication. With access to computers and people all over the world, comes the availability of material that may not be considered to be of educational value in the context of our school setting. Students are expected to use good judgment in accessing appropriate Internet resources and sites. Students must adhere to established guidelines regarding proper conduct and efficient, ethical and legal usage of the Internet and other computer networks. Any student who wishes to access computer resources in the school will be asked to follow district and building policies regarding such use. Students will be asked to read and sign an agreement outlining the terms and conditions of school computer use. Students who violate this agreement will lose access privileges. School disciplinary action and/or appropriate legal action may be taken.

1. **Acceptable Use:** The use of the school's computers must be in support of education and research, and consistent with the district's educational objectives. Computers are to be used for academic, course-related purposes: research, word processing, preparing graphics, creating slide shows. Computers may not be used for non-academic purposes such as playing games, aimless Web surfing, participating in online chats, or e-mailing.

2. **Privileges:** The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Your Internet Card must be shown in order to log-on to the Internet.

3. **Network Etiquette:** Users are expected to abide by the generally accepted rules of network etiquette.

4. **Illegal Activities:** Illegal activities are strictly forbidden. This includes but is not limited to threats, harassment, stalking, and fraud.

5. **Network Use:** Computer networks including the Internet may not be used in such a way as to disrupt the use of the network by others.

6. **Intellectual Property:** Respect the intellectual property of others by crediting sources and following all copyright laws. Students may not load or download software on school computers without authorization.

7. **Vandalism:** Vandalism will be grounds for losing computer privileges. It is defined as any malicious attempt to harm or destroy the equipment, the computer configuration, or data of another user, the Internet, or any other networks.

8. **Security:** Security on the computer system is imperative. Students are prohibited from using another individual's account without permission. Attempts to log on to the network as a system operator will result in cancellation of user privileges. Any attempt to breach the desktop security of a computer will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the school's computer resources.

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**LONE TREE COMMUNITY SCHOOL DISTRICT  
INTERNET APPROPRIATE USE AGREEMENT**

**STUDENT**

I understand and will abide by the Internet Use Agreement. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit and violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be taken.

Student Name (please print): \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_

**PARENT OR GUARDIAN**

As the parent or guardian of \_\_\_\_\_, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes. The Lone Tree Community School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Lone Tree Community School District to restrict access to all controversial materials and I will not hold the district responsible for materials acquired on the network.

I hereby give my permission to issue access to \_\_\_\_\_.

Parent or Guardian (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

Please return to your student's teacher. If this card is not returned your child will NOT be inserviced for use of the Internet.

# Goals of the Lone Tree Community School District Website

- To provide information to students, staff and the Lone Tree Community.
- To provide an easily accessible database of well-developed resources and educational materials that support the curriculum and allow for professional staff development.

Lone Tree Community School has established a website ([www.lone-tree.k12.ia.us](http://www.lone-tree.k12.ia.us)) and may establish additional websites that belong to the Lone Tree Community School. Developed websites shall be the property of Lone Tree Community School who shall control their content. The following regulations apply to Lone Tree Community School websites and to the use of hardware, software, and internet capabilities as they apply to school websites.

## 1. Website Establishment

School websites (including teacher and staff Web pages) may only be published by administrators or certified teachers who are employed by Lone Tree School. School websites may be monitored by an administrator or an administrative designee.

## 2. Web Site Content and Use

- A. School websites may be utilized for the following purposes:
  - a) Showcase student work and achievements (selected by teachers) to demonstrate how our programs meet the Iowa standards;
  - b) Development of websites as part of classroom instruction under teacher supervision;
  - c) Teacher created websites for classroom instruction;
  - d) Information for parents and/or students.
- B. Solicitations or advertisements for the purpose of commercial or financial gain are prohibited.
- C. Student privacy must be protected:
  - a) Students' names may be published on the school web pages in the format of students' first and last name. Parents not wanting their child(ren) pictured and/or identified on the school website may sign a form requesting their child(ren) be omitted.
  - b) Group Photos: Groups of students in a photo where students are sometimes identified may be used on school web pages (including teacher pages). Please see your child's teacher or an administrator if you do not want your child(ren) pictured or identified in group photos.
  - c) Students' home addresses, telephone numbers and email addresses may not be published as well as any personal information regarding the student.
  - d) If you do not want your child's identity revealed in pictures or any other form of social media, Lone Tree Community School has a Consent Form regarding the use of students' identification, creative work and likeness or voice in school publications, the Internet or on an educational CD or any other print, electronic or digital media that you may sign to ensure privacy. Contact the school principal to verify that a completed Consent Form is on file.
- D. Links to outside sources:
  - a) Links to chat rooms and personal websites are prohibited.
- E. Podcasts, wikis and vodcasts:
  - a) In addition to or as part of a webpage, you may choose to create podcasts, wikis and vodcasts to engage students and staff members in effective dialogue on selected topics or for instructional purposes.



- b) Guidelines for content integrity, copyright and use of images and photos on Web pages also apply to all Web 2.0 communication tools including, but limited to wikis, podcasts and vodcasts.
  - c) Important!! All podcasts, wikis, vodcasts developed pursuant to this regulation must be monitored by the teacher or staff member and adhere to naming students as regulated.
  - d) Podcasts, vodcasts and wikis will be monitored in the same manner as teacher/staff web pages. Inappropriate material may not be posted. If inappropriate content is found, it will be removed immediately and notification will be made to the teacher or staff member responsible for its creation.
- F. Website content shall be of high quality and will comply with the district Web Publishing Regulations. Poor quality or non-compliance shall constitute the basis for rejecting or removing material from the Lone Tree CSD website.
- G. All websites must comply with current copyright laws. No institutional support will be given to an employee who violates the parameters of copyright law.
- H. The Lone Tree CSD website is not intended for general distribution of information or free exchange of ideas. The district websites are proprietary and belong to Lone Tree CSD.

### **3. Procedures for Control of Web Site Content**

- A. All content must comply with the purpose statements outlined.
- B. Each website creator must comply with the district Web Publishing Regulations for each website to be published and sponsored by Lone Tree CSD.
- C. A teacher/advisor/administrator will be responsible for compliance with Web Publishing Regulations and current copyright law for each website published and sponsored by Lone Tree CSD.
- D. The Lone Tree CSD superintendent or his/her designee reserves the right to edit, change, and/or delete any material that appears on any Lone Tree CSD website.
- E. No person, including but not limited to students and district personnel, may publish an independent web site referencing or implying Lone Tree CSD sponsorship.
- F. The Lone Tree CSD reserves the right to designate the service provider for hosting websites.

### **4. Disclaimer**

This policy regulates only websites established by Lone Tree CSD. Any other website established by Lone Tree CSD students, faculty or administrators or other personnel must not be established using Lone Tree CSD facilities or equipment and such sites will not be recognized as, and may not be identified as, Lone Tree CSD websites or affiliates.

# Lone Tree Community School 2015-2018 Technology Plan

Please indicate on the form below if an accommodation is necessary for your child. It is the practice of the Lone Tree Community School and the policy of the Lone Tree Elementary School that student names **NOT** accompany photographs anywhere on the website or Facebook page. Questions regarding the Lone Tree Community School website or our Technology Plan can be directed to the Office of the Superintendent.

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**I would like my child, \_\_\_\_\_, currently in \_\_\_\_\_  
grade to have the following accommodations on the Lone Tree Community School website and Facebook  
page:**

Please check one only.

\_\_\_\_\_ No accommodations are necessary for my child

\_\_\_\_\_ Please do not publish photos of my child

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Student Technology Survey April 2015

### Technology Tools

#### Do you have a computer at home?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	33	21	34	28	33	25
No	7	5	0	3	2	1

#### Do you have Internet access at home?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	37	25	33	28	32	26
No	3	1	1	3	3	0

#### Are you part of a social network (ex. Facebook)?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	29	21	34	27	30	25
No	10	5	0	4	5	1

#### Do you have access to a computer outside of school (ex. Public library, Grandparent's home)?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	34	23	33	27	32	25
No	5	3	1	4	3	0

#### Do you own and use a mp3 player or iPod?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	28	19	30	20	23	20
No	12	7	4	11	12	6

#### Do you own and use an iPad?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	24	16	22	10	19	14
No	16	9	11	21	16	12

#### Do you own and use a Kindle, Nook or some other digital reading device?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	25	18	20	19	13	5
No	15	8	14	11	22	19

#### Do you have your own cell phone?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	35	23	34	28	35	26
No	5	3	0	3	0	0

### Do you own and use a smart phone (ex. Blackberry or iPhone)?

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	32	16	30	23	28	25
No	8	9	4	8	7	1

### File Management

#### I know how to save documents I create using the computer.

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	39	25	34	30	35	26
No	1	1	0	1	0	0

#### I know how to select, open, and save documents in my folder on the server.

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	39	26	34	31	35	26
No	1	0	0	0	0	0

#### I know how to create my own folders to keep documents organized.

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	29	21	28	27	31	22
No	10	5	6	4	4	3

#### I know how to move documents between folders.

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	22	20	28	28	28	23
No	16	5	6	3	7	3

#### I know how to save and use files on a flash drive or external hard drive.

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	37	26	33	29	30	24
No	2	0	1	2	5	2

#### I know how to save and use files on Google docs (ex. Wiki spaces).

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	14	7	30	23	19	18
No	25	18	4	8	16	8

**I know how to change the format of a file (ex. PDF).**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	11	8	15	19	17	11
No	26	18	16	12	18	15

### Word Processing

**I know how to use a word processor (ex. Word or Pages) for basic writing tasks.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	26	23	30	30	34	34
No	13	3	2	1	1	2

**I know how to use the tools of the word processor (ex. Word or Pages), such as spell check and grammar check to edit my work.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	32	25	30	30	35	24
No	8	1	3	1	0	2

**I know how to use the word processor (ex. Word or Pages) to improve my previous drafts and publish a final document.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	21	22	27	28	28	22
No	19	3	6	3	7	4

**I know how to use advanced word processing (ex. Word or Pages) tools such as: comments, references, tracking changes, etc.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	9	9	12	18	15	12
No	31	17	20	13	19	14

### Spreadsheet

**I know how to use a spreadsheet (ex. Excel or numbers).**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	19	18	29	30	29	22
No	19	8	3	1	6	3

**I know how to enter data in a spreadsheet (ex. Excel or numbers) and create graphs, charts, or tables.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	25	18	27	30	31	22
No	15	8	7	1	4	3

**I know how to choose a graph which best reflects my data and apply title and labels.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	26	23	28	29	31	16
No	13	3	6	2	4	9

**I know how to use a spreadsheet (ex. Excel or numbers) to create practical documents such as: budgets, room inventory, graphs, etc.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	12	14	24	25	22	18
No	27	12	9	6	13	7

**I know how to use formulas to help analyze data in a spreadsheet.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	6	11	17	23	18	16
No	33	15	15	8	17	9

### Graphics

**I know to use graphics with my documents.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	24	15	25	24	27	20
No	14	11	7	6	7	5

**I know how to use, locate, and insert images into a document.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	35	26	33	29	33	23
No	3	0	0	2	2	2

**I know how to use a scanner to import images.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	18	14	15	16	17	8
No	18	11	17	15	18	17

**I know how to use image-editing software such as: Photoshop or iPhoto to manipulate and enhance pictures and images.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	21	13	21	17	22	10
No	16	11	12	13	13	15

### Database

**I know how to use a database.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>

Yes	15	6	23	27	32	20
No	20	19	10	4	3	6

**I know how to create a database (Access).**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	10	2	9	15	19	8
No	29	23	24	16	16	18

**Desktop Publishing**

**I know how to use desktop publishing programs such as Microsoft Publisher, Adobe InDesign, and Pages to create projects (ex A brochure or flyer).**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	16	19	24	21	27	22
No	20	6	8	9	7	4

**Production**

**I know how to use a digital camera and import photos to a computer.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	29	18	30	25	25	22
No	11	6	4	6	10	4

**I know how to use a video camera and import video clips.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	29	17	27	23	22	22
No	11	9	6	8	12	4

**I know how to create original movies for home or school projects.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	19	8	19	17	15	14
No	21	18	14	13	20	12

**I know how to create slideshows or other projects in iPhoto or Photostory 3.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	22	14	22	17	22	19
No	16	12	10	14	13	7

**I know how to create Podcasts using GarageBand or Audacity.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	9	7	7	8	12	7
No	31	19	27	23	23	19

**I know how to burn a movie to a DVD.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	13	12	14	12	16	11
No	24	13	20	19	19	15

**Multimedia Presentation**

**I know how to use a graphic organizer (ex. Inspiration).**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	12	15	21	18	14	8
No	27	10	13	13	21	18

**I know how to use a storyboard to create multimedia presentations.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	8	6	9	13	14	8
No	31	17	24	18	20	18

**I know how to combine text with pictures imported from different sources, to create original multimedia presentations.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	18	20	24	22	22	14
No	22	6	8	8	13	11

**I know how to design Multimedia presentations using: - iPhoto or Picasa**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	7	5	11	13	16	7
No	32	21	22	17	19	19

**I know how to design Multimedia presentations using: - GarageBand or Audacity.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	3	4	7	11	12	5
No	37	21	26	20	23	21

**I know how to design Multimedia presentations using: - iMovie or MovieMaker.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	8	8	11	18	14	8
No	32	17	21	12	21	18

**I know how to design Multimedia presentations using: - Keynote or PowerPoint.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
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Yes	15	14	25	21	25	16
No	25	11	8	10	10	10

### Internet

**I know how to explore Internet sites selected by my teacher and use navigation buttons to move between sites.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	31	25	32	29	34	25
No	7	1	1	2	1	1

**I know how to use Lone Tree web sites to locate information.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	35	26	32	28	34	26
No	4	0	1	2	0	0

**I know how to create web pages for classroom projects.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	14	13	18	22	19	5
No	26	13	13	9	16	21

**I know how to check my email at school.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	26	21	33	27	35	26
No	14	4	0	4	0	0

**I know how to go online to check my grades.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	38	25	31	29	35	26
No	2	0	2	2	0	0

### Research Information Searching

**I know how to find information on the Internet using search engines.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	37	24	34	30	35	25
No	3	1	0	1	0	1

**I know how to find information from subscription based online databases such as: EBSCO or SIRS researcher.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	11	9	31	26	28	24
No	28	17	3	5	7	2

**I know how to use the library online patron catalog to locate our school library resources.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	31	24	32	27	34	22
No	8	1	2	4	1	4

**I know how to select, gather, and save information from multiple online sources for research.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	23	20	30	29	33	24
No	16	4	4	1	2	2

**I know how to analyze and evaluate the sources of information I've gathered.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	20	17	29	29	34	23
No	20	8	4	1	1	3

**I know how to properly cite information and images.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	21	23	30	28	35	24
No	17	3	4	3	0	2

### Responsible Use/Ethics

**I understand what responsible use of information means.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	35	25	30	28	35	24
No	5	0	4	3	0	2

**I take care of the equipment and leave it ready for the next user.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	37	24	34	29	35	25
No	3	2	0	2	0	1

**I understand and follow Lone Tree District rules concerning passwords and appropriate use of technology equipment.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	38	26	34	29	33	23
No	2	0	0	2	2	3

**I understand and follow copyright laws.**

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
Yes	39	23	32	27	34	24
No	1	3	2	4	1	2

## Staff Technology Survey April 2015

### Basic Computer Use

**Do you have a computer at home?**

Yes 33 No 2

**Do you use your work computer at home?**

Yes 11 No 24

**Do you have Internet access at home?**

Yes 33 No 2

**Are you part of a social network (ex. Facebook, Twitter, Instagram)?**

Yes 33 No 2

**Do you learn new programs on your own?**

Yes 30 No 5

**Do you own and use an mp3 player or iPod?**

Yes 19 No 16

**Do you own and use an iPad/Tablet?**

Yes 20 No 15

**Do you own and use a Kindle, Nook or some other digital reading device?**

Yes 17 No 18

**Do you own and use a smart phone?**

Yes 33 No 2

**Do you know how to use an Elmo?**

Yes 22 No 13

**Do you know how to use a SMART/Promethean Board**

Yes 30 No 5

**Do you know how to use the copy machine to scan?**

Yes 28 No 7

**I assign homework that requires students to use technology.**

Yes 18 No 16

### File Management

**I know how to save documents I create using the computer.**

Yes 35 No 0

**I know how to save documents I create using the computer.**

Yes 35 No 0

**I know how to select, open, and save documents in my folder on the server.**

Yes 34 No 1

**I know how to create my own folders to keep documents organized.**

Yes 35 No 0

**I know how to save and use files on a flash drive or external hard drive.**

Yes 34 No 1

**I know how to save and use files on Google docs/drop box.**

Yes 24 No 11

**I teach students how to save and organize files.**

Yes 16 No 19

### Word Processing

**I know how to use a word processing program.**

Yes 35 No 0

**I teach students to use word processing programs for their written communication.**

Yes 22 No 13

## Spreadsheet

**I understand the use of a spreadsheet and can navigate within one (formulas, etc.)**

Yes 16 No 17

**I teach students to use spreadsheets.**

Yes 6 No 28

## Graphics

**I know how to use, locate, and insert images into a document.**

Yes 34 No 0

**I know how to use image-editing software such as: Photoshop or iPhoto to manipulate and enhance pictures and images.**

Yes 19 No 16

**I teach students to properly use graphics.**

Yes 11 No 23

## Desktop Publishing

**I use desktop publishing programs such as Microsoft Publisher, Adobe InDesign, or Pages to make projects and flyers.**

Yes 17 No 18

## Production

**I know how to use a digital camera/phone and import photos to a computer.**

Yes 32 No 3

**I know how to use a smart phone to take photos and video.**

Yes 34 No 1

**I know how to use a video camera/phone to import video clips.**

Yes 28 No 7

**I know how to create original movies for home or school projects.**

Yes 19 No 16

**I know how to create slideshows or other projects.**

Yes 31 No 4

**I know how to use ActivInspire/SMART Notebook to create lessons.**

Yes 15 No 20

**I know how to create Podcasts using GarageBand or Audacity.**

Yes 3 No 31

**Students create movies, slideshows, or Podcasts in my classroom.**

Yes 12 No 23

**I know how to upload/edit videos in YouTube.**

Yes 14 No 21

## Multimedia Presentation

**I know how to use a graphic organizer (ex. Inspiration).**

Yes 13 No 22

**I know how to use a storyboard to create multimedia presentations.**

Yes 6 No 29

**I know how to combine text with pictures imported from different sources, to create original multimedia presentations.**

Yes 17 No 18

**I know how to design Multimedia presentations using: - iPhoto or Picasa.**

Yes 6 No 28

**I know how to design Multimedia presentations using: - GarageBand or Audacity.**

Yes 4 No 30

**I know how to design Multimedia presentations using: - iMovie or MovieMaker.**

Yes 13 No 22

**I know how to design Multimedia presentations using: - Keynote or PowerPoint.**

Yes 21 No 13



**I teach my students how to use presentation software.**

Yes 9 No 25

### **Internet**

**I access school and district websites to find information and access the staff information pages.**

Yes 34 No 1

**I am familiar with the features of PowerSchool.**

Yes 33 No 2

**I know how to update my teacher page on the school website.**

Yes 28 No 7

**I know how to create my own website (blogs, wiki, classroom site, etc.).**

Yes 19 No 16

**I have a class website that I update regularly.**

Yes 8 No 27

### **Research Information-Searching**

**I conduct research with the online encyclopedia or AEA online resources, such as: EBSCO, SIRS Researcher, United Streaming, etc.**

Yes 18 No 16

**I have learned how to use a variety of search strategies, including the use of Boolean terms (and, or, not) to help refine a search.**

Yes 11 No 24

**I encourage my students to use quality online resources or databases in addition to internet search engines and I teach my students to check validity of sites.**

Yes 18 No 16

### **Responsible Use/Ethics**

**I understand what responsible use of information means.**

Yes 34 No 0

**I know that some copyright restrictions apply to computer software.**

Yes 30 No 5

**I understand district rules concerning student and adult use of e-mail and Internet.**

Yes 28 No 5

**I follow copyright laws and always cite sources of information.**

Yes 32 No 3

**I teach my students respect for copyright laws and always require them to properly cite sources of information.**

Yes 29 No 6

### **Email**

**I check email on my smart phone/tablet.**

Yes 30 No 5

**I know how to create a group in my address book in email.**

Yes 21 No 14

**I know how to use a calendar in email.**

Yes 24 No 11

**I use video conferencing software (Skype, FaceTime, Google Hangouts).**

Yes 23 No 12

### **Technology Integration**

**I have difficulties using technology in the classroom and thus rarely use it.**

Yes 5 No 29

**I occasionally integrate technology into my classroom learning activities but I am still learning about what strategies will work and how to do it.**

Yes 23 No 12

**I consistently integrate technology in my classroom.**

Yes 18 No 17

**I enjoy learning new technology skills for personal or school use.**

Yes 34 No 1

**I know how to create and utilize webquests in my classroom.**

Yes 11 No 24

### **Collaboration**

**I can share files with others using Cloud services such as Google drive or drop box.**

Yes 20 No 14

**I use Google Docs/Presentations to work collaboratively with others.**

Yes 19 No 15

**I ask my students to collaborate using technology (ie. Google docs).**

Yes 8 No 27

**I use social media for educational purposes.**

Yes 12 No 23