

ATTACHMENT H

MATRIX of ODE EDUCATIONAL TECHNOLOGY PLAN 2006-2010

Instructional Technology Framework

Common Curriculum Goals #1:

Demonstrate proficiency in the operations and functions of technology systems (e.g. software, networks, computers and other digital devices)

	K	1	2	3	4	5	6	7	8	CIM
<p>Basic Functions Students understand the capabilities of a variety of technologies and can choose the appropriate technology for their purpose.</p>				<p>Correctly identify components of computers and other technologies and describe their function (e.g. keyboard, mouse, track pad, audio, video, monitor, printer)</p> <p>Insert and remove CD's and floppy disks</p>		<p>Understand the capability of peripheral devices (e.g. scanners, digital cameras, probes, video editing)</p>			<p>Understand the capability of peripheral devices (e.g. probes, graphing calculators, video editing, video conferencing equipment)</p>	<p>Make informed choices among technology systems/select appropriate tech for the task</p> <p>Recognize that technology can be used outside the classroom setting (e.g. planning vacations, balancing a checkbook, researching colleges)</p>
<p>Basic Operations Students demonstrate the ability to use devices to complete tasks</p>				<p>Open and close software applications</p> <p>Demonstrate ability to move between documents and software applications</p> <p>Print and save documents independently</p> <p>Navigate within a document, CD or other software program</p>		<p>Use network to locate and retrieve files</p> <p>Demonstrate ability to retrieve, print and save documents, text or images from multiple locations (e.g. from network servers, Internet, peripheral devices)</p> <p>Navigate the desktop effectively (e.g. use toolbars, access LAN like file servers)</p> <p>Use peripheral devices with assistance (e.g. scanners, digital cameras, video cameras, probes for data collection)</p>			<p>Log on and off networks (e.g. file servers, Intranet, Internet)</p> <p>Demonstrate the ability to run multiple applications at the same time and import and export data between applications</p> <p>Print, save retrieve, organize and backup files</p> <p>Navigate the Internet with appropriate software</p> <p>Connect and use audio and video devices, probes, and other digital equipment</p> <p>Use audio/video conferencing technologies</p>	<p>Understand that programming languages written by humans determine what the computer can do</p>

OREGON EDUCATIONAL TECHNOLOGY PLAN 2006-2010

	K	1	2	3	4	5	6	7	8	CIM
<p>Maintenance and Troubleshooting</p> <p>Students apply strategies for identifying and solving hardware and software problems that occur during everyday use (OHIO)</p>				<p>Check cables, power and warning lights</p> <p>Restart a frozen computer</p> <p>Replace paper in printer</p> <p>Know when to call for help</p>		<p>Check printer warning lights</p> <p>Solve printing problems (e.g. reloading paper, replacing toner, fixing paper jams)</p> <p>Operate computer and put software away properly (e.g proper shut down procedures, using care with the computer)</p>			<p>Connect peripheral devices and solve connection problems</p> <p>Distinguish between problems with hardware and problems with software</p> <p>Clean and care for hardware and software</p>	<p>Translate files for use in other formats (e.g. PC-Mac, graphic formats, text files)</p> <p>Use a variety of resources to solve technical problems (e.g. support people, web sites, manuals)</p>

Common Curriculum Goals #2: Demonstrate (an understanding of) the ethical, legal and social issues related to using technology in daily life (by practicing responsible use of technology systems, information and software.)

	K	1	2	3	4	5	6	7	8	CIM
<p>Ethical and Legal Issues</p> <p>Demonstrate an understanding of the ethical and legal issues related to the use of technology.</p>				<p>Demonstrate respect for the work of others (e.g. not erasing or damaging files, documents or projects)</p> <p>Follow school standards for acceptable use and describe the consequence of not following those standards</p> <p>Recognize and acknowledge the ownership of electronic material</p>		<p>Demonstrate safe use of communication resources (e.g. email, web sites, chat rooms)</p> <p>Use appropriate email etiquette</p> <p>Follow school standards for acceptable use and describe the consequence of not following those standards</p> <p>Demonstrate an understanding of "fair use" guidelines (as it relates to print, video, music, software)</p> <p>Document sources obtained electronically (e.g. web addresses, CD ROM's)</p>			<p>Demonstrate responsible use of the Internet and email</p> <p>Follow school standards for acceptable use and describe the consequence of not following those standards</p> <p>Explain the difference between fair use and copyright</p> <p>Use a standard citation format when citing electronic sources</p>	<p>Adhere to network protocols (e.g. passwords, private accounts, files and records)</p> <p>Follow school standards for acceptable use and describe the consequence of not following those standards</p> <p>Obtain permission, when appropriate, to use the work of others, and use an academic model when citing sources</p> <p>Discuss First Amendment protection as it relates to federal and state filtering and access legislation</p>

OREGON EDUCATIONAL TECHNOLOGY PLAN 2006-2010

	K	1	2	3	4	5	6	7	8	CIM
<p>Data Collection & Analysis Students use technology tools for data collection, manipulation and analysis</p>				<p>Enter information into a spreadsheet</p> <p>Use an existing spreadsheet to interpret information (e.g. comparisons, collections, graphs and charts)</p> <p>Use a created database to find information</p>		<p>Collect data from various sources (e.g. surveys, probes, classroom projects)</p> <p>Create and use a spreadsheet to analyze data and display information</p> <p>Create appropriate graphs from spreadsheets and /or graphing tools</p> <p>Use a prepared database to search, sort, enter and edit data</p>			<p>Collect data from various sources (e.g. science probes, graphing calculators, GPS, Internet, PDA's)</p> <p>Use spreadsheet functions (e.g. formulas, graphs) to analyze, interpret and display data.</p> <p>Gather data, design/create a database and generate reports to graphically display information</p>	<p>Select appropriate technology devices to collect and record data (e.g. science probes, graphing calculators, GPS, Internet, PDA's)</p> <p>Use advanced spreadsheet functions to organize, calculate, analyze data and make predictions</p> <p>Create and use spreadsheets and databases to manage personal/professional information (e.g. finances, schedules, addresses, purchases)</p>
<p>Keyboarding Students use the keyboard to enhance productivity</p>				<p>Demonstrate appropriate finger placement and develop basic keyboarding skills (e.g. 10 wpm)</p>		<p>Keyboarding skills equal or exceed handwriting in speed and quality (e.g. 15-20 wpm)</p>			<p>Keyboarding skills exceed handwriting in speed and quality (e.g. 20-25 wpm)</p>	<p>Keyboarding skills maximize the design, production, revision and delivery of all documents.</p>
<p>Publish & Present Students use technology to publish and present information</p>				<p>Create multimedia presentations with assistance, that include pictures, text and sound</p>		<p>Design and create multimedia presentations using multiple digital sources (e.g. input from camera, analog/digital video, scanner, CD-ROM, Internet)</p> <p>Work collaboratively to create and publish a simple web page that incorporates text, images and links.</p>			<p>Create multimedia presentations that incorporate graphics, audio, analog/digital video and text gathered from remote sources</p> <p>Create and publish a web page to share and collect information</p>	<p>Design and create original multimedia presentations related to an authentic local, national or global problem or concern (e.g. using web page, analog/digital video, animation, interactive multimedia, kiosk, CD-Rom, DVD)</p>

OREGON EDUCATIONAL TECHNOLOGY PLAN 2006-2010

Common Curriculum Goals # 4: Use telecommunications and distance learning tools to communicate, collaborate, and learn.										
	K	1	2	3	4	5	6	7	8	CIM
<p>Communicate and Collaborate With Others Students use technology to aid in communication and collaboration.</p>				<p>Send and receive email messages with assistance</p> <p>Communicate with participants located at remote sites (e.g. email, videoconferencing)</p> <p>Share information collected from electronic resources to add to a group task</p>		<p>Forward and send attachments with email messages</p> <p>Create an email address book</p> <p>Use telecommunications to pose questions to experts with teacher assistance</p> <p>Extend the scope of a project beyond the classroom using communication technologies</p>			<p>Function effectively within the email environment (eg. read, save, print, reply to, forward)</p> <p>Use telecommunications to pose questions to experts</p> <p>Send information to other distant classrooms (e.g. develop and post web pages, video tapes etc. to share information)</p>	<p>Communicate electronically with peers, experts and others to analyze data and/or develop a student project (e.g. email, video conferencing, discussion group)</p>
				<p>Participate in a class designed project using technology tools</p>		<p>Contribute/post information to an existing web site or participate in an online project</p>			<p>Participate in threaded discussions</p>	<p>Use a list serve to gather information on a specific topic</p>
<p>Learning Students use technology to acquire knowledge</p>				<p>Access teacher created tutorials to learn how to do something with assistance.</p>		<p>Access teacher created tutorials to learn how to do something.</p>			<p>Access on-line helps and tutorials</p> <p>Receive information from other distant classrooms</p>	<p>Enroll in on-line courses to receive credit (e.g. web based, VTEL)</p>

OREGON EDUCATIONAL TECHNOLOGY PLAN 2006-2010

Common Curriculum Goals #5: Utilize technology-based research tools to access, organize and process information.

	K	1	2	3	4	5	6	7	8	CIM
<p>Locate and Organize Information Students locate and organize information from electronic resources</p>				<p>Locate and retrieve appropriate information from electronic sources (e.g. CD ROM, book-marked Internet sites) for a specific inquiry with assistance</p> <p>Use book-marked sites on the Internet to find information on a specific topic</p> <p>Use a search engine to locate information</p> <p>Use keywords to define a search</p> <p>Use graphic organizers (e.g. mapping and webbing software) with assistance</p>		<p>Locate and retrieve appropriate information from electronic sources (e.g. CD ROM, book-marked Internet sites) for a student designed inquiry,</p> <p>Create personal bookmarks while conducting research</p> <p>Select a search engine and understand its basic functions in relationship to finding information on the Internet.</p> <p>Understand how “or” and “and” impact an Internet search</p> <p>Organize information using appropriate tools (e.g. databases, spreadsheets, electronic webbing software)</p>			<p>Make informed and appropriate choices when selecting information resources (e.g. source documents, electronic documents, use of experts, telephone, analysis of URL) to address an inquiry</p> <p>Construct keyword searches using AND, OR, NOT (basic Boolean logic)</p> <p>Design and follow a plan, including a schedule, to be used during an inquiry process and make revisions to the plan as necessary</p>	<p>Identify a relevant local, regional or global issue or problem and use online search engines as well as resource-specific search features (e.g. CD ROMs) to find relevant information</p>

OREGON EDUCATIONAL TECHNOLOGY PLAN 2006-2010

	K	1	2	3	4	5	6	7	8	CIM
<p>Evaluating Information Students evaluate the accuracy, appropriateness and bias of electronic information</p>				<p>Identify which information gathered during research is relevant to the task/topic</p> <p>Gather information from more than one source to analyze similarities and differences</p>		<p>Compare information from multiple sources to determine accuracy and bias for specific topics.</p> <p>Identify and distinguish points of view expressed in electronic sources on a particular topic</p>			<p>Recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used</p> <p>Use multiple sources of information (including non-electronic sources) to support or refute a viewpoint or position</p>	<p>Identify the author of the information found from electronic resources and determine whether the author is an authority, displays bias and is a primary or secondary source</p> <p>Compare and contrast bias in electronic information</p> <p>Assemble and organize different viewpoints in order to assess their validity</p>

ATTACHMENT I

**TECHNOLOGY SURVEY – page 1
EUGENE SCHOOL DISTRICT 4J
MAY 2006**

Elementary	Desktop Computers	Desktop with Internet	Student Laptops	Teacher Laptops
Adams	61	58	43	1
Awbrey Park	68	65	49	6
Buena Vista	12	12	26	0
Charlemagne	42	34	26	13
Chavez	23	41	151	39
Coburg	36	15	17	10
Corridor	56	56	43	7
Crest Drive	46	46	15	0
Eastside	33	33	26	2
Edgewood	64	48	16	9
Edison	34	34	30	1
Evergreen	7	3	16	1
Gilham	92	79	45	14
Harris	64	26	64	1
Hillside	26	13	15	0
Holt	37	37	95	25
Howard	74	74	45	22
Magnet Arts	9	7	27	0
McCornack	146	133	34	17
Meadowlark	50	50	31	5
Parker	22	22	38	0
River Road	71	59	65	11
Spring Creek	52	52	30	0
Twin Oaks	40	40	45	1
Willagillespie	66	63	40	11
Yujin Gakuen	76	63	16	4
TOTAL	1307	1163	1048	200

TECHNOLOGY SURVEY – Page 2
EUGENE SCHOOL DISTRICT 4J
MAY 2006

Middle	Desktop Computers	Desktop with Internet	Student Laptops	Teacher Laptops
Cal Young	88		85	28
Jefferson	76	74	36	0
Kelly	246	246	61	27
Kennedy	123	123	46	4
Madison	94	94	70	25
Monroe	152	137	42	8
Roosevelt	108	108	42	3
Spencer Butte	83	83	68	4
TOTAL	970	943	450	99

High	Desktop Computers	Desktop with Internet	Student Laptops	Teacher Laptops
Churchill	244	244	50	0
Churchill Alternative	20	20	0	7
North Eugene	260	260	61	45
North Eugene Alternative	6	6	0	0
Opportunity Center	36	36	5	0
Sheldon	325	325	46	3
South Eugene	379	379	40	18
TOTAL	1270	1270	202	73

District Totals	3547	3376	1700	372
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**ATTACHMENT J
FUNDING ASSUMPTION 4: TECHNOLOGY INITIATIVE FLOWCHART**

