Technology Plan

Twin Oaks Elementary

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Eugene, Oregon 97405

Leadership Team
Kathy Owen- Principal
Kimberly Chinn- K Teacher
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Michelle Squires- 4/5 Teacher

2014-2015
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Vision Statement

Twin Oaks Elementary strives to be a school in which technology is an integral part of the school's daily instructional program. We envision teachers integrating technology across the curriculum enabling student achievement to reach its highest level. Twin Oaks will align technology and instructional strategies with the common core standards across the curriculum. Students and staff will learn to utilize a variety of technologies to enhance student learning, instructional capabilities, and school-home communication. Finally, Twin Oaks will use educational technology to provide students with the knowledge skills and encouragement to be self-directed, lifelong learners.

Vignettes
Primary

Currently in a Twin Oaks primary classroom it is common to see a combination of whole group instruction as well as small group instruction. With the addition of technology our primary students have will have the capability to use technology to seek answers to their questions in a whole group as well as utilize apps that strengthen their fluency skills in reading, writing and math at their ability level. With the addition of technology it would be common to walk into a primary classroom and see several children at tables using a variety of apps on an ipad to increase their skills. For instance, there may be one table group in a first grade classroom using an app to identify high frequency words and put them into a sentence. There could be another table group with students drawing a picture and labeling their picture with words that will be saved for a class slide show, and another group at the Smart Board manipulating number equations and pictures that match. Perhaps in a science lesson a question came up about why trees change their leaf color in the fall and the teacher is helping students read and discover that on a science website. The possibilities are endless!

Intermediate

In an intermediate classroom the opportunities continue to be prolific. Students and teachers will use technology throughout the day as a tool for learning. Interactive daily lessons in all areas will be presented on a Smart Board or Interactive Throw projector. Students will use iPad minis to access learning apps, research topics, and create projects. Lessons will be differentiated to address student needs using technology assignments in the areas of reading and math. Students will be engaged in learning beyond the classroom as they participate in webquests and research in science and social studies.

 iPad mini

Dates:Draft in box by 11/6 * Present to staff 11/6 * Present to TOSA 11/12

Student Technology Standards
Adapted from Great Neck Elementary School, New York, New York

Standard #1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

c. use models and simulations to explore complex systems and issues

d. identify trends and forecast possibilities

PK	K	1	2	3	4	5	These indicators apply to all students and are often extended in subsequent grade levels.
	√	√	√	√	√	√	1. Create original graphics and use clip art in drawing and painting programs to illustrate concepts and ideas.
	√	√	√	√	√	√	2. Apply computers to the writing process using word processing software and grade-appropriate functions.
		√	√	√	√	√	3. Use graphic organizers to brainstorm ideas and organize learning concepts.

example: Using comic life or keynote, students will demonstrate their knowledge of vocabulary by attaching words to images in grades K-5.

Standard #2: Communication and Collaboration

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. Students:

a. interact, collaborate, 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.

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

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

PK	K	1	2	3	4	5	These indicators apply to all students and are often extended in subsequent grade levels.
				√	√	√	1. Work independently using presentation software to develop multimedia slideshows with text and graphics.
			√	√	√	√	2. Work cooperatively and collaboratively with peers to develop slideshows or movies with audio and video.
					√	√	3. Engage peers or experts beyond the school in a collaborative project via e-mail, Web, or videoconference.

example: Students in third grade create QR codes to share cultural research projects with parents and peers.

Student Technology Standards

Standard #3: Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of courses and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.

Grade Level							Performance Indicators
PK	K	1	2	3	4	5	*These indicators apply to all students and are often extended in subsequent grade levels.*
				√	√	√	1. Use online encyclopedias, databases, and Internet Web sites to access information for research assignments.
					√	√	√	2. Develop Internet search strategies which will enable efficient access to online information.
						√	3. Evaluate the accuracy, relevance, and bias of electronic sources for curriculum-based research assignments.

example: Students in the third, fourth, and fifth grade will use a variety of websites to gather information and creat reports for presentations including siting sources.

Standard #4: Critical Thinking, Problem-Solving & Decision-Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

a. identify and define authentic problems and significant questions for investigation.

b. plan and manage activities to develop a solution or complete a project.

c. collect and analyze data to identify solutions and/or make informed decisions.

d. use multiple processes and diverse perspectives to explore alternative solutions.

Grade Level							Performance Indicators
PK	K	1	2	3	4	5	*These indicators apply to all students and are often extended in subsequent grade levels.*
				√	√	√	1. Use spreadsheet tools and/or graphing programs to analyze and represent numerical data.
					√	√	2. Use a variety of digital tools to locate, analyze and/or interpret primary source documents.
						√	3. Select and use the technology tools and resources that are necessary to solve an interdisciplinary Webquest.

example: Students in fourth and fifth grade will collect information, graph and analyze results. One example is studying world hunger.

Student Technology Standards

Standard #5: Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

a. advocate and practice safe, legal, and responsible use of information and technology.
b. exhibit a positive attitude using technology to support collaboration, learning, and productivity.
c. demonstrate personal responsibility for lifelong learning.
d. exhibit leadership for digital citizenship.

PK	K	1	2	3	4	5	Performance Indicators *These indicators apply to all students and are often extended in subsequent grade levels.*
			√				1. Understand the structure, rules, and nature of Cyberspace as an online community.
			√				2. Use Internet addresses with adult supervision to access specific educational Web sites.
			√				3. Navigate educational Web sites without linking to ads or being distracted by unrelated content.
			√				4. Develop an understanding of accounts, passwords, and the nature of personal information.
				√			5. Understand the purpose of filtering systems and why only known sites should be visited.
				√			6. Understand that IM, chat, e-mail, and postings are forms of interactive online communication.
				√			7. Develop an understanding of proper "netiquette" when communicating with others online.
				√			8. Develop safe and responsible online communication strategies for creating screen names, managing buddy lists, keeping personal information private, and ways of responding to others.
					√		9. Understand the benefits of online communication (i.e. socialization, collaboration, education).
					√		10. Understand the dangers of online communication (i.e. strangers, scams, viruses, spam).
					√		11. Understand the nature and hurtfulness of Cyberbullying and develop prevention strategies.
					√		12. Discuss the legal issues of copyright/intellectual property as they relate to plagiarism and file sharing sites.
						√	13. Review Cyberbullying prevention in terms of respecting oneself and others while online.
						√	14. Understand the social, emotional, and legal consequences of irresponsible online behavior.
						√	15. Apply Internet safety knowledge to social networking sites (i.e. MySpace, FaceBook, YouTube).
						√	16. Evaluate the accuracy and bias of online sources of information during the research process.

Standard #6: Technology Operations and Concepts

Students demonstrate an understanding of technology concepts, systems, and operations. Students:

a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.
d. transfer current knowledge to learning of new technologies.

PK	K	1	2	3	4	5	Performance Indicators *These indicators apply to all students and are often extended in subsequent grade levels.*
√	√	√					1. Identify the parts of a computer and understand and use basic keyboard functions and mouse operations.
√	√	√					2. Use icons to launch software programs and navigate and operate the application.
	√	√					3. Use individual account names and passwords to log onto the network and manage files in a personal folder.
	√	√					4. Understand and apply basic file management concepts such as opening, saving, and printing files.
				√	√	√	5. Develop proper keyboarding technique using both hands and all fingers for fluent data entry.
				√	√	√	6. Understand and use multiple applications simultaneously, navigate between them, and cut/copy/paste data.
						√	7. Introduce peripherals (scanners, digital cameras, drives) as ways to add functionality to a computer system.

example: At a very basic level, all K-5 students use passwords to sign in.
All students in grades three, four and five are regularly practicing keyboarding skills.

Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	iMac9,1
Computer	Desktop	Active	PowerMac4,4
Computer	Laptop	Active	MacBook7,1
Computer	Laptop	Active	MacBook7,1
Computer	Laptop	Active	MacBook7,1
Computer	Laptop	Active	MacBook7,1

Computer	Laptop	Active	MacBook7,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook6,1
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook5,2
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook4,1
Computer	Laptop	Active	MacBook3,1
Computer	Laptop	Active	MacBook3,1
Computer	Laptop	Active	MacBook3,1
Computer	Laptop	Active	MacBook3,1
Computer	Laptop	Active	MacBook2,1
Computer	Laptop	Active	MacBook2,1
Computer	Laptop	Active	MacBook2,1
Computer	**Laptop**	Active	PowerBook6,5
Computer	**Laptop**	Active	PowerBook6,7

Category	Type	Status	Model
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	iPod 4,1
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1366
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Mobile Device	iPod	Active	A1320
Projector	Tabletop	Active	EMP-83

Category	Type	Status	Model
Projector	Tabletop	Active	EMP-83
Projector	Tabletop	Active	EMP-83
Projector	Tabletop	Active	EMP-83
Projector	Tabletop	Active	EMP-83H
Projector	Tabletop	Active	EMP-83H
Projector	Tabletop	Active	EMP-83H
Projector	Tabletop	Active	EMP-83H
Projector	Tabletop	Active	H297A
Projector	Tabletop	Active	LP350
Classroom Technology	Document Camera	Active	P0C1
Classroom Technology	Document Camera	Active	P0C1
Classroom Technology	Document Camera	Active	P0C1
Classroom Technology	Document Camera	Active	P0C1
Classroom Technology	Document Camera	Active	P0C1
Classroom Technology	Document Camera	Active	P0A7
Classroom Technology	Document Camera	Active	P0A7
Classroom Technology	Document Camera	Active	P0A7
Classroom Technology	Document Camera	Active	P0A7
Smart Board	Mounted	Active	SB680
Smart Board	Mounted	Active	SB680
Smart Board	Mounted	Active	SB680
Smart Board	Mounted	Active	SB680
Mobile Device	iPad	Active	iPad2,1
Mobile Device	iPad	Active	iPad2,1
Mobile Device	iPad	Active	iPad2,1
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro9,2
Computer	Laptop	Active	MacBookPro8,1
Computer	Laptop	Active	MacBook6,1

Model	OS	Role
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.5.x	Student
MacBook	Mac OS X 10.6.x	Student
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MacBook	Mac OS X 10.5.x	Student
MacBook	Mac OS X 10.6.x	Student
MacBook	Mac OS X 10.5.x	Student
MacBook	Mac OS X 10.5.x	Student
MacBook	Mac OS X 10.5.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
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iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student
iBook G4	Mac OS X 10.4.x	Student

Device	OS	User
Epson PowerLite 83C		Staff
Epson PowerLite 83C		Staff
Epson PowerLite 83C		Staff
Epson Powerlite 83+		Staff
Epson Powerlite 83+		Staff
Epson Powerlite 83+		Staff
Epson PowerLite 825		Staff
InFocus		Staff
AverMedia AverVision 150		Staff
AverMedia AverVision 150		Staff
AverMedia AverVision 150		Staff
AverMedia AverVision 150		Staff
AverMedia AverVision 150		Staff
AverMedia AverVision CP150		Staff
AverMedia AverVision CP150		Staff
AverMedia AverVision CP150		Staff
AverMedia AverVision CP150		Staff
SMART Board SB680		Staff
SMART Board SB680		Staff
SMART Board SB680		Staff
SMART Board SB680		Staff
iPad	iOS 6.x	staff
iPad 2	iOS 4.x	Staff
iPad 2		Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook Pro	Mac OS X 10.8.x	Staff
MacBook	Mac OS X 10.6.x	Staff

Device	OS	User
MacBook	Mac OS X 10.5.x	Staff
MacBook	Mac OS X 10.5.x	Staff
iMac	Mac OS X 10.6.x	staff
iMac	Mac OS X 10.5.x	staff
iMac	Mac OS X 10.5.x	staff
iMac	Mac OS X 10.5.x	staff
iMac	Mac OS X 10.4.x	Staff
iMac	Mac OS X 10.5.x	staff
iMac	Mac OS X 10.4.x	Staff
iMac	Mac OS X 10.4.x	staff
iMac	Mac OS X 10.4.x	Staff

Student iMacs: 34
Student eMacs: 1

Student MacBooks: 42
Student iBooks: 52

Student iPod Touches: 48
Student iPod Nanos: 18

Staff iMacs: 9
Staff MacBooks: 2
Staff MacBook Pros: 10

Projectors: 10
Document Cameras: 9
SMART Boards: 4

New Resources

HARDWARE
1 updated COW
iPad 2's
iPad covers
iPad mini's
Synching station
Charging station
Interactive Throw projectors
laptop or ipad for each student
charging stations for ipads (cart or drawers)
iPad keyboards class set
snowball mic
student headsets with mics

SOFTWARE
set amount
 $15./iPad
 $30./computer

ACTION PLAN

YEAR ONE 2013-14

- ☒ Every teacher has an iPad
- ☐ Apps for iPads ($15 per ipad = $2000)
- ☐ 3 class sets of iPads (30 per class) most economical version at time
- ☐ Covers for ipads (students and teachers approx. 110)
- ☐ Anthro900 charging cart
- ☐ Bretford synching station
- ☒ 2 interactive short throw projectors for classrooms
- ☒ Mounted throw projectors for classrooms (6)
- ☒ PD in iPads (within the district)
- ☒ PD for teachers with short throws (within the district)
- ☒ Advanced Notebook training (SMARTBOARD) (within the district)
- ☒ New Updated COW and a ~~CALF~~
- ☐ Apps for COW/ CALF $30 per device (30x 35=$1050)

YEAR TWO 2014-15

- ☐ Additional Apps on iPads
- ☐ Primary- 3 class sets go to Primary and purchase additional primary iPads
- ☐ Intermediate - iPad Mini's
- ☐ Charging and Storage for student equipment
- ☒ New Updated COW
- ☒ 3 classrooms switch from Smart Board to Interactive Throw

YEAR THREE 2015-16

New Updated COW

remaining classrooms switch from Smart Board to Interactive Throw

Professional Development

Professional development is key to the effectiveness of a technology plan. We would implement many forms of professional development at the start of this plan as well as incorporate ongoing training. We are very fortunate here in the 4j school district to have many experts at many levels. Our training would include the adults learning the many capabilities of each technology device as well as the uses and instructional strategies for incorporating them into our instruction that matches our common core skills.   We are fortunate that other schools within 4j are developing their technology plans and goals also, so collaborating with other staffs would be beneficial for all.

Year 1:
Understanding common core state standards and brainstorm ideas to incorporate technology into our instruction.
Development of our technology plan.
Professional Development with iPads for every teacher

Year 2:
Professional development for all staff on notebook/Smart board lessons
Revisit technology plan
Continued professional development on iPads
EEF grant to secure funds for Synch station and apps

Year 4:
Revisit technology plan
Continued professional development for iPads with new apps.
Continue collaboration of common core state standards infusing technology in lessons, within our school and time built to collaborate with other school faculty.
Evaluation of tech plan and discuss next steps.

ASSESSMENT

This technology plan allows for assessment to be done effectively. The goals and objectives can be used as a pre and post assessment of our acquiring our technology. In order to implement this I would use the same objectives listed for each grade level and ask each teacher to mark if their students were introduced to each skill, mastered each skill or was not provided the opportunity (and if not, what obstacle prevented that). I would also add a professional development component to assess how effective our professional development is to support the plan for all staff. This assessment procedure would be implemented twice. Once before acquiring the technology and once afterward. The survey will begin with background information that asks each teacher about the technology devices and apps they have access to, for their students.