EUREKA UNION SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2014 – JUNE 30, 2017

County Name:	Placer
District Name:	Eureka Union School District
County and District Code:	31-668259
District Phone Number:	(916) 791-4939
Superintendent's Name:	Linda Rooney
Ed Tech Plan Contact Name:	Heidi Williams, Ed.D.
Job Title:	Coordinator
Address:	5455 Eureka Road
City & Zip Code:	Granite Bay, CA 95746
Phone Number & Ext.:	(916) 774-1203
FAX#:	(916) 791-5527
Email:	hwilliams@eurekausd.org
Back up Contact Name:	Patti Switzer
Job Title:	Administrative Assistant
Email:	pswitzer@eurekausd.org

Eureka Union School District
District Technology Use Plan

District Profile

The Eureka Union School District strives to prepare our students for college and career, and their role as global citizens. In order to make decisions that lead us toward this goal, we constantly ask ourselves the following questions:

- What will our students need to know and be able to do to be successful in the future?
- What does our district need to do/be to prepare our students for a radically different future?

In June and August of 2007 a group of 23 parents, teachers, staff members, School Board members, administrators and community leaders spent two days working to answer these questions and develop a vision for the future of our district. The current vision states that:

> The Eureka Union School District is dedicated to developing learned and inspired global citizens.
>
> We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking and character development.
>
> Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional and physical development of each individual.
>
> Our partnership of students, families, educators and community members encourages creativity and celebrates innovation.

The Eureka schools have long been a statewide leader in student performance. We are proud that our school district holds the highest statewide scores in the greater Sacramento region. Our students have continued to eclipse Federal and State academic achievement targets. Engaging students in active learning involves the basics and beyond. Our Challenge 21 program prepares our students for the dynamic and globally competitive environment in which they will live and work. The components of the program are infused into the daily curriculum in the classrooms as well as the culture of each school. Components include critical thinking, life and character skills, information, media and technology skills, creativity and innovation.

1. Plan Duration

Through our Challenge 21 program, we have developed 21st Century classrooms where students seek real-world solutions to real-world situations. Interactive whiteboards, voice enhancement systems, digital cameras, student response devices, and laptop computers provide interactive access to a high-tech world of information. Innovation can be found in students engineering bridge spans, propagating seeds, reenacting scenes and figures from history, building robots, and video conferencing with learners in other parts of the country. Each day our students are preparing for the future and global environment in which they will live and work, and the use of technology is an important part of that process.

As we continuously work to embed 21st century skills throughout the curriculum, we are aware of the importance of the use of technology and the development of Information, Media, and Technology skills. Technology has also become an increasingly important tool for our teachers as they strive to provide an outstanding learning environment for students. Our plans for the use of technology during the coming years are closely aligned to these important curricular goals.

This plan is written for July 1, 2014 through June 30, 2017 during which time we will continue to implement and enhance our Challenge 21 program in alignment with the California Common Core Standards. The plan will also be used to guide us in enhancing and upgrading our network and available technology tools to support students learning and assessment. The plan will be used to qualify us for E-rate purposes as well.

As previously described in the District Profile, multiple stakeholders, including parents, teachers, staff members, School Board members, administrators and community leaders were involved in developing our vision. Our vision is closely aligned to the development of 21st century skills, which includes the effective use of technology. In turn, we have also found that our vision is closely aligned to the California Common Core standards.

Currently the district has two committees who meet to address the technology needs of the district. Two teacher representatives from each school site, as well as administrative and computer technician representatives serve on the district Challenge 21/Technology Committee, which meets four times a year and plans for and addresses curriculum and staff development needs. Our district technology coordinator and the site technicians meet as a committee with district administration several times a year to address technical and support concerns. Both of these committees have had input into the development of our technology plan.

2. Curriculum, Goals and Strategies

Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Our classrooms provide a seamless learning environment utilizing the latest technology and research-based instructional strategies. Almost every classroom in the district is equipped with an interactive whiteboard, document camera, and audio enhancement system. Multiple mobile labs and a wireless network are utilized at all of our 4-8 grade campuses, and computer labs are available to students at our K-3 schools. Many of our classrooms also have N-computers which provide 7 workstations in primary classrooms, and 11 workstations in the upper grade classrooms.

Our highly skilled teachers engage in ongoing professional development related to Common Core Standards and 21st century skills. All teachers are provided a laptop computer. They are also provided ongoing training opportunities in the use of classroom technology to support a 21st century curriculum. As a result, students are provided with meaningful, authentic 21st century learning opportunities as part of our district's rigorous college and career readiness program.

In order to imbed 21st century skills, including the use of technology, into the curriculum, we use carefully crafted Challenge Units provide students opportunities to:

- Strive for academic excellence
- Apply knowledge and skills meaningfully
- Utilize the latest technology
- Problem solve, create, discover, and collaborate
- Extend their learning outside the classroom
- Pursue learning activities that expand personal knowledge about the world at large
- Work for the betterment of their communities and develop skills that lead to voice as a citizen

Challenge Units provide the opportunity for the authentic assessment of a student's ability to apply knowledge and skills. Rubrics are used to provide feedback to students and to allow for continuous improvement and enrichment. The needs of our GATE students are frequently met through the design of Challenge units that offer opportunities for differentiation. Our Challenge Units have recently been updated for alignment with the Common Core State standards.

All students have access to technology throughout the day, including students with special needs. Students in reading lab, and special education classrooms utilize

computer-based, research-based programs in their classrooms. A high percentage of our student have access to computers and the internet at home, but students also have access to technology outside of the classroom in the school libraries and at the Granite Bay library.

Our goal is for each classroom to be equipped with a standard set of equipment, which includes: an interactive whiteboard, a document camera, a laptop for the teacher, a computer to run the interactive board, a scanner, a printer, and an audio enhancement system. Many classrooms also have a set of N-computers in each classroom.

Description of the district's current use of hardware and software to support teaching and learning.

Teachers and students use technology throughout the day. The classroom standard described above allows for the use of the interactive whiteboard and document camera for whole class instruction. As often as possible we try to have computers available in the classroom so that the students have access to technology as needed to enhance their learning. Students are exposed to specific information literacy skills through the Challenge 21 standards, which are incorporated into the daily curriculum as appropriate. In addition to their use for student projects, computers are used for supplemental programs, as well as for intervention programs in the regular education classrooms and the support services classrooms (reading lab, special education, etc.) The charts below detail the hardware and software available in the classrooms at each site and division.

Classroom Technology

School	Audio Enh.	Intactv Board	Comp for Bd.	Doc Cam	Laptop	Scanner	N-Comp	Printer
Greenhills	21	19	10	15	20	9	14 (86)	13
Maidu	25	23	23	23	23	10	8 (61)	15
Oakhills	21	22	22	22	23	22	20 (163)	14
Excelsior	23	21	21	21	24	20	15 (174)	31
Ridgeview	23	24	24	22	25	22	18 (227)	31
Olympus	26	21	4	24	24	24	11(167)	14
Cavitt	24	18	11	17	19	7	3 (22)	7
TOTAL DISTRICT	*163*	*148*	*115*	*144*	*158*	*114*	*89(900)*	*116*

Classroom Computers by Site

School: Greenhills	
Total # of Computers for Instructional Use	**78**
Total # of Computers in Classrooms	**78**
Total # of Virtualized Seats	**86**
Total # of Internet Connected Computers in Classrooms (includes Virtualized Seats)	**78/86**
Total # of Computers in Classrooms older than 48 months	**48**
Total # of Computers in Classrooms 48 months old or newer	**30**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**30**
Total # of Computers in Library/Media Center	**6**
Total # of Servers	**1**
Total # Mobile Devices	**23**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 250Mbps**

School: Oakhills	
Total # of Computers for Instructional Use	**90**
Total # of Computers in Classrooms	**90**
Total # of Virtualized Seats	**163**
Total # of Internet Connected Computers in Classrooms (includes Virtualized Seats)	**90/163**
Total # of Computers in Classrooms older than 48 months	**76**
Total # of Computers in Classrooms 48 months old or newer	**14**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**29**
Total # of Computers in Library/Media Center	**7**
Total # of Servers	**1**
Total # of Mobile Devices	**3**
Internet Access Connection Speed (DSL, T-1, >T-1)	**Via RV Circuit (500)**

School: Maidu	
Total # of Computers for Instructional Use	**107**
Total # of Computers in Classrooms	**70**
Total # of Virtualized Seats	**61**
Total # of Internet Connected Computers in Classrooms (includes virtualized seats)	**70/61**
Total # of Computers in Classrooms older than 48 months	**68**
Total # of Computers in Classrooms 48 months old or newer	**2**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**44**
Total # of Computers in Library/Media Center	**3**
Total # of Servers	**1**
Total # of Mobile Devices	**11**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 250Mbps**

School: Ridgeview	
Total # of Computers for Instructional Use	**162**
Total # of Computers in Classrooms	**162**
Total # of Virtualized Seats	**227**
Total # of Internet Connected Computers in Classrooms (includes virtualized seats)	**162/227**
Total # of Computers in Classrooms older than 48 months	**142**
Total # of Computers in Classrooms 48 months old or newer	**20**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**96**
Total # of Computers in Library/Media Center	**12**
Total # of Servers	**2**
Total # o f Mobile Devices	**74**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 500Mbps (shared with OH)**

School: Excelsior	
Total # of Computers for Instructional Use	**256**
Total # of Computers in Classrooms	**107**
Total # of Virtualized Seats	**174**
Total # of Internet Connected Computers in Classrooms (includes Virtualized Seats)	**107/174**
Total # of Computers in Classrooms older than 48 months	**98**
Total # of Computers in Classrooms 48 months old or newer	**9**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**167**
Total # of Computers in Library/Media Center	**7**
Total # of Servers	**4**
Total # of Mobile Devices	**20**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 250Mbps**

School: Cavitt Jr. High	
Total # of Computers for Instructional Use	**204**
Total # of Computers in Classrooms	**204**
Total # of Virtualized Seats	**22**
Total # of Internet Connected Computers in Classrooms (includes virtualized seats)	**204/22**
Total # of Computers in Classrooms older than 48 months	**169**
Total # of Computers in Classrooms 48 months old or newer	**35**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**70**
Total # of Computers in Library/Media Center	**5**
Total # of Servers	**1**
Total # of Mobile Devices	**83**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 250Mbps**

School: Olympus JHS	
Total # of Computers for Instructional Use	**127**
Total # of Computers in Classrooms	**44**
Total # of Virtualized Seats	**167**
Total # of Internet Connected Computers in Classrooms (includes virtualized seats)	**127/167**
Total # of Computers in Classrooms older than 48 months	**125**
Total # of Computers in Classrooms 48 months old or newer	**12**
Student to Computer Ratio – Computers 48 months old or newer only	
Total # of Computers in Computer Labs	**134**
Total # of Computers in Library/Media Center	**12**
Total # of Servers	**2**
Total # of Mobile Devices	**129**
Internet Access Connection Speed (DSL, T-1, >T-1)	**EtherMan 250Mbps**

Use of Hardware and Software by Division

Division: K-3

Hardware	**Subject(s)**	**Grades**	**Typical Frequency**
Computer Labs	All	TK-3	1 x a week
Classroom N-Computers	All	TK-3	Daily
Classroom Audio System	All	TK-3	Daily
Promethean Boards/Document Camera/Scanner	All	TK-3	Daily
Digital Cameras	All	TK-3	As Needed
Software	**Subject(s)**	**Grades**	**Typical Frequency**
EducationCity	Math, Reading, English Learners	TK- 3	1-3 x a week
BrainPop	All	TK-3	1-3 x a week
Star Reading	Reading	1-3	4 x a year
Accelerated Reader	Reading	1-3	As needed
Discovery Streaming	All	TK-3	As needed
Math Facts in a Flash	Math	1-3	1 x a week
Type to Learn	Keyboarding	1-3	1 x a week
Microsoft Office	All	1-3	As needed
Skills Tutor	Math, ELA	1-3	1 x a week

Division: 4-6

Hardware	**Subject(s)**	**Grades**	**Typical Frequency**
Computer Labs	All	4-6	As needed
Classroom N-Computers	All	4-6	Daily
Classroom Audio System	All	4-6	Daily
Promethean Boards/Document Camera/Scanner	All	4-6	Daily
Digital Cameras	All	4-6	As Needed
Software	**Subject(s)**	**Grades**	**Typical Frequency**
SkillsTutor	Math, Reading	4-6	As needed (classroom and math lab)
Discovery Streaming	All	4-6	As needed
Microsoft Office	All	4-6	As needed
BrainPop	All	4-6	As needed
Scholastic SRI	Reading	4-6	4 x a year
Scholastic Read 180 and System 44	Reading	4-6	Daily or as needed (RtI and Special Education)
Scholastic Reading Counts	Reading	4-6	As needed
Education City	Reading, Math English Learners	4, 5	As Needed
Google Apps	All	4-6	Daily

Division: 7-8

Hardware	**Subject(s)**	**Grades**	**Typical Frequency**
Computer Labs	All	7-8	As Needed
Classroom N-Computers	All	7-8	Daily
Classroom Audio System	All	7-8	Daily
Promethean Boards/Document Camera/Scanner	All	7-8	Daily
Digital Cameras	All	7-8	As Needed
Software	**Subject(s)**	**Grades**	**Typical Frequency**
SkillsTutor	Math	7-8	As Needed
Discovery Streaming	All	7-8	As Needed
Microsoft Office	All	7-8	As Needed
BrainPop	All	7	As Needed
Scholastic SRI	Reading	7-8	4 x a year(RtI and Special Education)
Scholastic Read 180 and System 44	Reading	7-8	Daily or as needed (RtI and Special Education)
Jostens	Yearbook	7-8	Daily (Elective Only)
Project Lead the Way Software (Autodesk Inventor)	STEM Elective	7-8	Daily (Elective Only)
Project Lead the Way Software (RobotC)	STEM Elective	7-8	Daily (Elective Only)
Google Apps	All	7-8	Daily

Our teachers also use technology throughout the day. All teachers use a computerized, grading program through PowerSchool, and access to online grades is provided to the students and parents in 4th – 8th grades. We utilize several web-based programs in both language arts and mathematics to screen students and monitor their progress toward identified standards. Teachers also use Datawise to track student performance data related to district and state assessments. Data from Datawise is used by the professional learning communities at each site as they determine which students are in need of additional support and which students would benefit from enrichment. Currently the district utilizes an additional assessment component in Datawise to support the Common Core Standards and prepare students for the California Assessment of Student Performance and Progress (CAASPP) state-wide assessment. Each certificated staff member has access to email for communication, and each teacher maintains a classroom website using SchoolCenter.

Summary of the district's curricular goals that are supported by this tech plan.

The following are the district goals for the current school year. Each of these goals is supported by the effective use of technology.

1. To continue with the progression and transition to the *California Common Core State Standards (CCCSS),* the Board will remain committed to and supportive of ongoing, district-wide *Professional Learning Communities (PLCs)*, specific collaboration and professional development time with a strategic focus upon the use of interim, formative and summative student assessments to inform classroom instruction, intervention, and enrichment. *Challenge 21* student proficiencies, 21st Century college and career readiness skills, and student depth of knowledge will be demonstrated by data collected from standardized TK-Grade 8 assessments, including technologically based and enhanced models. District resources will be allocated to support adequate technological access to new on-line student assessments and resources, as reasonably available.
    a. Data will demonstrate that the percentage of all students scoring Proficient or Advanced on the *California Standards Tests* in English Language Arts and Mathematics will increase by 2% as compared to the Spring, 2013 scores.
    b. There will be a continued increase in the district growth API score of at least 3-5 points higher than the 2013 score.
        a. *Baseline Data: 2003: 859 2011: 907 2012: 918 2013: _____*
    c. Standardized, consistent TK-Grade 8 assessments will be utilized to generate baseline data for each Depth of Knowledge level.
    d. Staff input will demonstrate the effectiveness of the professional development opportunities and their positive impacts upon instruction, as measured by survey and evaluations by participants.
    e. *Challenge 21* student proficiencies on standardized rubrics will demonstrate an increase of 2% of students scoring proficient as compared to Spring, 2013 data.

2. Partnerships with all EUSD students, families, PTCs, ESF, educators at TK-16 levels, community resources, service organizations, staff and businesses will continue to be nurtured,

encouraged and supported to ensure that the Eureka Union School District serves its community with creativity, celebrated innovation and distinction. Priorities will be placed upon increased collaboration with partners as we expand options for students and staff using research-based programs, including college and career readiness pathways for students, such as *Project Lead the Way*. This will ensure that our TK-grade 8 students' courses of study are enhanced with the appropriate rigor and relevance to enable them to meet the challenges of the *CCCSS* as they smoothly transition to their high school and college and career options and pursuits.

   a. Enhanced and expanded levels of support through partnerships will be documented via lists of instructional programs and learning opportunities for students.

3. The Board places a high priority upon the ongoing safety, health, and wellness of our students, staff and the entire district community and supports the authority of staff to ensure safety for all. Physical environments will provide security against intrusion, with strict adherence to established safety provisions and plans. A specific focus upon each site's attention to regular training and practice of the components of the *Comprehensive School Safety Plan* is essential. Proactive prevention in both "on-site" and "virtual" settings is a key priority. Student social, emotional, mental and physical safety, wellness and health, and resiliency skills are priorities.
   a. Student support services will be designed to provide intervention, as appropriate, including the support of our School Resource Officer and other partner agencies.
   b. Student, parent and community training opportunities will be made available regarding safety, including bullying and cyberbullying.
   c. Comprehensive School Safety Plans will be annually reviewed, updated and approved by School Site Councils and the Board.

District goals are developed by our school board each year, and are directly aligned to each site's goals as defined in their site plans. With the implementation of the process for the development of the Local Control Accountability Plan (LCAP), our district and site level goals will be directly aligned to the district LCAP priorities. Teacher professional goals are also aligned to the district goals. Progress toward district goals is presented to the school board throughout the school year.

At the district level, our curriculum committees help in defining the curricular goals for each content area, and the technology that is needed to support those goals. We have district committees with teacher and administrative participation for each of the following areas: English Language Arts and Social Studies, Mathematics and Science, Challenge 21 and Technology, English Language Learners, Gifted and Talented Education, and Student Health and Wellness. Each curricular team develops and maintains 3-year plans which address content specific goals for student achievement, assessment, parent education and professional development. The goals of each team may influence technology needs, since each committee may make recommendations for software and/or hardware to support a particular content area. In addition, the Challenge 21/Technology committee exists to ensure that our overall goals are in alignment with the resources and training needed to support them.

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

In general, the use of instructional technology should be geared toward increasing student achievement in all core content areas.

Goal 1:
Student achievement in grades K-8 will increase with the use of technology to improve teaching and learning as supported by district curricular goals.

Objective 1.1:
By June 30, 2017, All students and staff K-8 will utilize technology resources to support the achievement of CA Common Core Standards in Reading/Language Arts by increasing the percentage of students scoring proficient or advanced on CAASPP by 1% each year.
Year 1 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Language Arts Standards, a baseline of students scoring proficient or advanced on the English/Language Arts portion of the CAASPP test will be established.
Year 2 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the CAASPP test will increase by 1% over the Spring 2015 results.
Year 3 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Language Arts Standards, the percentage of students scoring proficient or advanced on the English/Language Arts portion of the CAASPP test will increase by 1% over the Spring 2016 results.

Objective 1.2:
By June 30, 2017, All students and staff K-8 will utilize technology resources to support the achievement of CA Common Core Standards in Mathematics by increasing the percentage of students scoring proficient or advanced on the CAASPP by 1% each year.
Year 1 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Mathematics Standards, a baseline of students scoring proficient or advanced on the Mathematics portion of the CAASPP test will be established.
Year 2 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the CAASPP test will increase by 1% over the Spring 2015 results.
Year 3 Benchmark:
For each grade level 3-8, after using technology specifically addressing the Mathematics Standards, the percentage of students scoring proficient or advanced on the Mathematics portion of the CAASPP test will increase by 1% over the Spring 2016 results.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
District ELA and Mathematics Curriculum committees will identify needs for software and hardware to support academic goals and adopted materials.	2014-2017 Annually thereafter	District Committees	Monitored by the collection and analysis of data by the district curriculum committees.
Content-specific software and multi-media software will continue to be identified for integration into Reading/Language Arts and Mathematics instruction K-8.	2014-2017 Annually thereafter	District Committees	Monitored by the collection and analysis of data by the district curriculum committees.
Technology will be integrated into Reading/Language Arts and Mathematics classrooms.	2014-2017 Annually thereafter	Technology Committee Classroom Teachers	Monitored by the collection and analysis of data by the district Technology committee.
Staff will be surveyed annually to determine the levels of use of technology in the classroom and the stages of concern of the teachers implementing the use of technology.	2014-2017 Annually thereafter	Technology Committee Classroom Teachers	Monitored by the collection and analysis of the technology survey data.
Certificated staff will be provided ongoing training based on the recommendations of the district technology committee.	2014-2017 Annually thereafter	Technology Committee Classroom Teachers	Monitored by the collection and analysis of the technology survey data.
Ongoing training will be provided for classified technology support staff as new technology is introduced.	2014-2017 Annually thereafter	Technology Coordinator	Monitored by the collection and analysis of the staff survey data.

Evaluation Instrument(s) — Data To Be Collected:

CAASPP Data
ISTE Technology Support Index
EUSD Staff Technology Survey
EUSD Parent and Staff Annual District Surveys
Multiple Measures Classroom, Grade Level, and Site Data

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

During the development of our district Challenge 21 program, standards were also developed for each of the key 21st century skill areas: Life and Character Skills, Communication and Collaboration Skills, Critical Thinking and Problem Solving Skills, Information, Media, and Technology Skills, and Creativity and Innovation Skills. Rubrics have been developed for each skill area so that feedback can be given and student progress can be tracked. District-level data is collected for each of the Challenge 21 skill areas annually.

The staff members involved in the development of the standards utilized a variety of resources in determining the most significant skills in each area. The ISTE NETS for Students, as well as the National Educational Technology Standards were used in the development of the following standards for EUSD students in the area of Information, Media and Technology Skills:

Information, Media, and Technology Skills
Research, Analyze, Organize, Evaluate, Use Resources Effectively

K-3

T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

T.2 The student uses text, interviews, and electronic resources (e.g. interactive books, educational software, and search engines) to locate and utilize information for classroom assignments. The student can correctly cite sources.

T.3 The student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.

4-6

T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

T.2 The student identifies credible and relevant information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources, retrieves relevant information from a variety of sources, and uses information to create an effective presentation.

T.3 The student can accurately interpret symbols and visuals and can distinguish fact from opinion when presented information through various media; the student can use his/her knowledge to construct new knowledge and communicate information.

T.4 The student, cognizant of audience and purpose, can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.

7-8

T.1 The student accesses, analyzes, manages, integrates, evaluates, and creates information in a variety of forms using appropriate technology skills.

T.2 The student, when presented with a problem or task, identifies the information needed, uses text, people, online databases and search engines to efficiently filter relevant information; the student analyzes information for biases, synthesizes information gathered, and creates an effective response, product, or presentation.

T.3 The student accurately interprets symbols and visuals, and distinguishes fact from opinion when presented information through various media; the student uses his/her knowledge to construct new knowledge and communicate information.

T.4 The student interprets visuals and creates products that reflect a sound understanding of media literacy and requires the effective use of technology tools.

Goal 2:

Student performance related to 21st century skills in grades K-8 will increase with the use of technology as supported by district curricular goals.

Objective 1: By June 2017, the number of students in grades K-8 scoring proficient with grade level Challenge 21 standards specific to Information, Media and Technology skills will increase by 6%. Students will learn the Challenge 21 skills during relevant curricular assignments integrated during the school year. Progress will be evaluated using the Challenge 21 rubrics for Information, Media and Technology skills.
Year 1 Benchmark: By June 2015, the number of students in grades K-8 scoring proficient with grade level Challenge 21 standards specific to Information, Media and Technology skills will increase by 2% from 2014 levels.
Year 2 Benchmark: By June 2016, the number of students in grades K-8 scoring proficient with grade level Challenge 21 standards specific to Information, Media and Technology skills will increase by 2% from 2015 levels.
Year 3 Benchmark: By June 2017, the number of students in grades K-8 scoring proficient with grade level Challenge 21 standards specific to Information, Media and Technology skills will increase by 2% from 2016 levels.

Implementation Plan:

Activities	Timeline	Person(s) Responsible	Monitoring & Evaluation
All teachers will continue to implement Challenge units which incorporate the use of Information, Media and Technology skills.	2014-2017 Annually thereafter	Classroom Teachers Principals	Monitored through the evaluation process.
All students will be explicitly taught grade level appropriate Information,	2014-2017 Annually	Classroom Teachers	Monitored by the collection and analysis of

Media and Technology skills and specific skills identified in the district Scope and Sequence.	thereafter	Principals	Challenge 21 student rubric data.
All students will be assessed on the use of Information, Media and Technology skills in the context of a Challenge unit, and data will be collected at the district level.	2014-2017 Annually thereafter	Classroom Teachers Principals Students	Monitored by the collection and analysis of Challenge 21 student rubric data.
All teachers will be provided ongoing training related to new technologies and expectations.	2014-2017 Annually thereafter	Classroom Teachers Principals District Office Admin.	Monitored by the collection and analysis of the technology survey data.
Evaluation Instrument(s) — Data To Be Collected: Challenge 21 Rubrics for Information, Media, and Technology Skills and District-wide data Staff Technology Survey Parent and Staff District Surveys Evaluation Documents and Professional Growth Goals			

Goal 3:
Students will demonstrate proficiency with grade level skills defined by the district Scope and Sequence.

Objective: By June 2017, 75% of students in grades 3, 6, and 8 will be proficient with division level technology skills as defined by the district Scope and Sequence as measured by the Scope and Sequence rubric.
Year 1 Benchmark: By June 2015, 50% of students in grades 3, 6, and 8 will be proficient with division level technology skills as defined by the district Scope and Sequence as measured by the Scope and Sequence rubric.
Year 2 Benchmark: By June 2016, 65% of students in grades 3, 6, and 8 will be proficient with division level technology skills as defined by the district Scope and Sequence as measured by the Scope and Sequence rubric.
Year 3 Benchmark: By June 2017, 75% of students in grades 3, 6, and 8 will be proficient with division level technology skills as defined by the district Scope and Sequence as measured by the Scope and Sequence rubric.

Implementation Plan:			
Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Teachers and administrators will review the district Scope and Sequence.	2014-2015	Tech Reps Teachers Principals	Monitored by principal observation, staff meeting agendas and district Tech committee agendas.
Technology committee representatives will develop a tool for assessing student proficiency related to the skills defined by the Scope and Sequence.	2014-2015	Tech Reps Teachers Principals	Monitored by Tech committee agendas and development of tool.
Teachers will be provided with resources and training for teaching technology skills.	2014-2015 Annually thereafter	Tech Reps Teachers Principals	Monitored by principal observation, staff meeting agendas and technology survey data.
Teams will be provided with collaboration time for planning for the instruction of specific skills defined for each grade level in the district Scope and Sequence.	2014-2015 Annually thereafter	Teachers Principals	Monitored through collaboration time agendas.
Students in grades 3, 6, and 8 will be assessed at the end of the year using the district Scope and Sequence rubric and data will be collected at the district level.	2015-2017 Annually thereafter	Teachers Principals Students	Monitored by the collection and analysis of student data using the Scope and Sequence rubric.
Evaluation Instrument(s) — Data To Be Collected: Staff Technology Survey Parent and Staff District Surveys Agendas District Scope and Sequence Rubric for assessing Scope and Sequence Skills			

List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. (AB 307)

As part of the Information, Media, and Technology Skills outlined as part of our Challenge 21 program, teachers will explicitly teach students about digital citizenship through the use of the following and related resources:

www.cybersmartcurriculum.org
www.digitalcitizenshiped.com/
www.iste.org

Goal 4: Students will learn about information literacy and the appropriate and ethical use of information technology, specifically copyright, fair use, plagiarism, and the implications of illegal file sharing and/or downloading.

Objective: By June 2017, 75% of students in grades 3, 6, and 8 will be proficient with information literacy and appropriate ethical use as assessed using the district Scope and Sequence rubric.
Year 1 Benchmark: By June 2015, 50% of students in grades 3, 6 and 8 will be proficient with information literacy and appropriate ethical use as assessed using the district Scope and Sequence rubric.
Year 2 Benchmark: By June 2016, 65% of students in grades 3, 6 and 8 will be proficient with information literacy and appropriate ethical use as assessed using the district Scope and Sequence rubric.
Year 3 Benchmark: By June 2017, 75% of students in grades 3, 6 and 8 will be proficient with information literacy and appropriate ethical use as assessed using the district Scope and Sequence rubric.

Implementation Plan:

Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Teachers and administrators will review NETS and district Scope and Sequence with a focus on digital citizenship.	2014-2015	Tech Reps Teachers Principals	Monitored by principal observation, staff meeting agendas and district Tech committee agendas.
Technology committee representatives will develop a tool for assessing student proficiency in the ethical use of technology.	2014-2015	Tech Reps Teachers Principals	Monitored by Tech committee agendas and development of tool.

Teachers will be provided with resources for teaching digital citizenship.	2014-2015 Annually thereafter	Tech Reps Teachers Principals	Monitored by principal observation and staff meeting agendas.
Teams will be provided with collaboration time for planning for the instruction of NETS specific skills through the implementation of Challenge Units with a digital citizenship component.	2014-2015 Annually thereafter	Teachers Principals	Monitored through collaboration time agendas.
Challenge Units will be implemented and student progress toward information, media, and technology skills related to digital citizenship will be tracked.	2015-2017 Annually thereafter	Teachers Principals	Monitored by the collection and analysis of student data using the Scope and Sequence rubric.
Evaluation Instrument(s) — Data To Be Collected: Challenge 21 Rubrics for Information, Media, and Technology Skills Staff Technology Survey Parent and Staff District Surveys Agendas District Scope and Sequence Rubric			

List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)

As part of the Information, Media, and Technology Skills outlined as part of our Challenge 21 program, teachers will explicitly teach students about Internet safety through the use of the following and related resources:

www.netsmartz.org/netparents.htm
www.digitalcitizenshiped.com/
www.commonsensemedia.org/digital-citizenship/6-8
www.myctap.org/index.php/teaching-and-learning/cybersafety-resources

Goal 5:
Students will learn and utilize skills related to Internet safety, specifically how to protect online privacy and avoid online predators.

Objective: By June 2017, 75% of students in grades 3, 6 and 8 will demonstrate proficiency in Internet safety skills as assessed using the district Scope and Sequence rubric.
Year 1 Benchmark: By June 2015, 50% of students in grades 3, 6 and 8 will demonstrate proficiency in Internet safety skills as assessed using the district Scope and Sequence rubric.
Year 2 Benchmark: By June 2016, 65% of students in grades 3, 6 and 8 will demonstrate proficiency in Internet safety skills as assessed using the district Scope and Sequence rubric.
Year 3 Benchmark: By June 2017, 75% of students in grades 3, 6 and 8 will demonstrate proficiency in Internet safety skills as assessed using the district Scope and Sequence rubric.

Implementation Plan:

Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Teachers and administrators will research appropriate curriculum (and evaluate current curriculum) for the instruction of Internet safety skills.	2014-2015	Tech Reps Teachers Principals	Monitored by district Tech committee agendas.
Teachers will be provided with resources for teaching Internet safety skills.	2014-2015 Annually thereafter	Tech Reps Teachers Principals	Monitored by principal observation and staff meeting agendas.
Teams will be provided with collaboration time for planning for the explicit instruction of Internet safety skills.	2014-2015 Annually thereafter	Teachers Principals	Monitored through collaboration time agendas.

Lessons will be implemented and student progress toward information, media, and technology skills related to Internet safety will be tracked using the district Scope and Sequence rubric.	2011-2014 Annually thereafter	Teachers Principals	Monitored by the collection and analysis of student data using the Scope and Sequence rubric.
Evaluation Instrument(s) — Data To Be Collected: Rubrics for the assessment of Internet Safety Skills Staff Technology Survey Parent and Staff District Surveys District Scope and Sequence Rubric Agendas			

4. Professional Development

Summary of teachers' and administrators' current technology skills and needs for professional development.

Prior professional development program offerings for classroom technology have been guided by data yielded through surveys of participants' self assessed attitude toward and self-efficacy with classroom technology. The effectiveness of the professional development program has been assessed through a comparison between pre- and post-training surveys of participants' self assessed attitudes and self-efficacy. Additional insight into the effectiveness of the professional development program was obtained through free-response questions on the online survey.

The data about confidence with specific pieces of classroom technology will continue to help the Technology Committee identify areas of needed training. The Technology Committee will use this data to develop specific training workshops to address these areas of need.

List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs and the Curriculum Component objectives of the plan.

Goal 6:
All district teachers will maintain proficiency in the use of classroom technology and resources to teach, assess and communicate about student learning related to the California Common Core standards, the district Challenge 21 standards, and the district Scope and Sequence skills.

Objective 1: By June 2017 100% of classroom teachers will demonstrate proficiency with the use of digital components of the adopted California Common Core instructional materials.
Year 1 Benchmark: By June 2015 80% of mathematics teachers will demonstrate proficiency with the use of digital components of the adopted California Common Core mathematics instructional materials.
Year 2 Benchmark: By June 2016 100% of mathematics teachers will demonstrate proficiency with the use of digital components of the adopted California Common Core mathematics instructional materials, and 80% of English/Language Arts teachers will demonstrate proficiency with the use of digital components of the adopted California Common Core English/Language Arts instructional materials.
Year 3 Benchmark: By June 2017 100% of English/Language Arts teachers will demonstrate proficiency with the use of digital components of the adopted California Common Core English/Language Arts instructional materials.

Objective 2: By June 2017 100% of classroom teachers will demonstrate proficiency with the use and implementation of student electronic devices.
Year 1 Benchmark: By June 2015 the district will develop a plan for increasing the number of individual student computer/devices available for instruction.
Year 2 Benchmark: By June 2016 70% of classroom teachers will demonstrate proficiency with the use of new student computer/devices for instruction.
Year 3 Benchmark: By June 2017 100% of classroom teachers will demonstrate proficiency with the use of student computer/devices for instruction.

Objective 3: By June 2017 100% of classroom teachers will demonstrate proficiency in instructing the skills specific to their grade level from the district Scope and Sequence.
Year 1 Benchmark: By June 2015 50% of classroom teachers will demonstrate proficiency in instructing the skills specific to their grade level from the district Scope and Sequence.
Year 2 Benchmark: By June 2016 75% of classroom teachers will demonstrate proficiency in instructing the skills specific to their grade level from the district Scope and Sequence.
Year 3 Benchmark: By June 2017 100% of classroom teachers will demonstrate proficiency in instructing the skills specific to their grade level from the district Scope and Sequence.

Implementation Plan:

Activities	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**
Continue to offer staff development and summer institute classes for teachers related to technology skills and instructional materials.	2014-2017 Annually	Technology Committee Teachers District Admin.	Monitored using feedback forms and technology and staff survey data.
Continue to provide summer team collaboration time and regular collaboration time during the school year for planning for the implementation of technology tools and instructional materials.	2014-2017 Annually	Principals Teachers	Monitored using summer team collaboration time proposals, collaboration time agendas, and data from annual surveys.
Annual analysis of staff technology survey data by the district technology committee for the planning of staff development offerings.	2014-2017 Annually	Technology Committee Teachers District Admin.	Monitored using staff technology survey data and technology committee agendas.

Evaluation Instrument(s) — Data To Be Collected:
Data from Innovation Configuration Maps
Data from Staff Technology surveys
Annual district parent and staff survey data

4. Infrastructure, Hardware, Technical Support, and Software

Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components of the plan.

Existing Hardware:

District Office provides services to site in a Windows 2008 Active Directory Domain Structure. HP Networking provides the network infrastructure for routing and switching and wireless hardware at the district office and all school campuses. Content filtering and firewall services are provided. School Campuses utilize Apple Servers to serve applications locally to students. We are using Google Apps for Education for email and docs for students and staff.

Existing Internet Access:

EUSD wide area network is a hub and spoke topology. Connections to school campuses are provided through Consolidated Communications OptiMAN circuits. All schools connect to the districts 2 Gbps circuit by either a 250 or 500 Mbps connection. The district has two connections to the Internet services. The first is to the California High Speed Network over a 100 Mbps OptiMan circuit to Placer County Office of Education. The second connection is through Consolidated Communications at 500 Mbps.
Campus Networks have multiple Gigabit fiber links building to building. Desktop access is primarily 1 Gbps. All campuses have access to wireless service.

Existing Electronic Learning Resources:

The following electronic learning resources are currently utilized within the district.

Electronic Learning Resources

Student Data Systems	Grades	Purpose
Datawise	TK-8	Student Data Management System
PowerSchool	TK-8	Student Information System
Destiny	TK-8	Library/Media Tracking System

Communication Systems	Grades	Purpose
Mass Messaging Service	TK-8	Communication
Host Web Services	TK-8	Communication
Software	**Grades**	**Purpose**
SkillsTutor	1-8	Math, ELA
Discovery Streaming	TK-8	All
Microsoft Office	TK-8	All
BrainPop	TK-8	All
Math Facts in a Flash	1-3	Math
Scholastic SRI/Reading Counts	4-8	Reading
Scholastic Read 180 and System 44	4-8	Reading
Accelerated Reader/Star Reading	1-3	Reading
Education City	K-6	All
Auto Cad Professional/RobotC	8	Project Lead the Way - STEM Elective
Google Apps for Education	2-8	Collaboration, daily work
Josten's	7-8	Yearbook

EUSD provides in-house servers for Powerschool (Student Information System), Destiny (Library Media Access) and Scholastic Enterprise Edition Suite. Hosted services such as DataWise, SkillsTutor, Brain Pop, Accelerated Reader/Star Reading, EducationCity, Mass messaging service, Web services and other online subscriptions.

Existing Technical Support:

The District IT department consists of a Network Coordinator and 4 FTE site technicians who provide technical support for all site and district technology. Each campus has an onsite technician for at least 20 hours per week who provide a wide range of application and hardware support for classrooms and student labs. Support calls are prioritized and responded to as priority dictates generally within two business days depending on the service needed.

Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Hardware Needed:

We have established a standard for classroom technology for all classrooms in the district. Each classroom should be equipped with:

- 1 Interactive whiteboard
- 1 document camera
- 1 scanner
- 1 computer to run the interactive whiteboard
- 1 teacher laptop
- 1 printer
- Access to a class set of student computers available as appropriate
- Wireless Access available for up to 40 concurrent users

We also anticipate an increased need for Internet access and additional student labs in the next three years. In addition we will need to replace existing instructional computers over the next 3 years. We also need to evaluate new instructional computing devices for staff and students.

We are currently in the process of upgrading our wired infrastructure and telecommunication circuits. We are upgrading and adding wireless access points into classrooms. The current available budget for starting this project is $506,775.00. We anticipate that more funds will be needed and are looking at other funding sources including grants, donations through fundraising and community volunteers.
We are aware that the state-wide Smarter Balance testing initiative is driving the high priority need for technology in the hands of students and teachers as well as reliable high speed Internet access for instruction. Therefore, technology resources and support have been identified as a high priority expenditure through our LCAP budgeting process.

Electronic Learning Resources Needed:

We are in the process of new textbook adoptions which incorporate an electronic learning component. We are continually evaluating our electronic learning resources to ensure they align with the Common Core Curriculum.

Networking and Telecommunications Infrastructure Needed:

A technology focus group met to discuss our current and future technology needs, and to begin a plan for moving forward in developing a network that will support teaching, student learning and assessment. The team prioritized a focus on developing a robust and reliable network infrastructure to support a dependable wireless and wired network, that will then support the tools needed for learning in the classroom at all school sites.

We will move forward with several phases of the plan. Phase 1 will be focused on enhancing and rebuilding the infrastructure so that we have better internet connectivity. Sufficient wireless signal strength and availability to all classrooms at each campus and the district office will be completed in Phase 1 to support mobility, and to allow for the expansion and accommodation of up to 40 percent growth in devices and applications on the network. Network monitoring tools will be implemented during this phase to enable proactive management of network services.

Phase 2 will focus on prioritizing the tools (computing devices and technology tools) we will need for teaching, learning and assessment. This phase will include the review of materials, curriculum and assessment tools by division. We will determine the devices needed, as well as the professional development needed to support their use in the classrooms.

During Phase 3 we will develop policies and procedures for staff and students for the implementation of possible "bring your own device" (BYOD) options.

Physical Plant Modifications Needed:

Modifications will be completed based on site surveys of cabling and wireless site surveys.

Technical Support Needed:

If we are to continue with the effective implementation of the technology we have, as well as the hardware we still hope to purchase, we will need to provide the appropriate level of support. Based on the ISTE Technology Support Index, we are currently below satisfactory level for support capacity and efficiency. We believe it is a priority to maintain the current level of technology support, and to evaluate to determine if we need to change our staffing model. Through the LCAP funding process technology support has been identified as a high priority funding expenditure. We also believe it is important to plan for training for both certificated and classified staff members who work with and support classroom technology.

List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

Year 1 Benchmark: Phase 1 – Infrastructure/rebuilding for reliable robust Internet connectivity and wireless infrustructure		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Telecom circuits upgraded and added Internet circuit	07/14	Karen Perrin
Wireless and physical assessments and resulting upgrades of cabling	07/14	Karen Perrin
Installation of networking equipment and wireless access points	07/14	Karen Perrin
Set up monitoring tools and testing of equipment	08/14	Karen Perrin and IT staff
Establish training process and procedures for network access	08/14	Karen Perrin and IT staff
Go live	08/14	All staff

Year 2 Benchmark: Phase 2 – Prioritizing Program for Curriculum and Assessment by Division		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Set up workgroups to pilot different types of computing devices to assess their appropriateness for Common Core instructional needs and Smarter Balanced testing.	TBD	TBD

Determine the type and number of devices to pilot.	TBD	TBD
Roll out the devices.	TBD	TBD

Year 3 Benchmark: Phase 3 – Policies for Staff and Students		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Evaluate BYOD appropriateness for learing environments	TBD	TBD
Evaluate practices and procedures for BYOD	TBD	TBD
Pilot BYOD	TBD	TBD

Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.

The Technology Focus Committee will develop a communication plan so that we keep our staff and community apprised of our progress. The revision of our district technology plan will also help in the process.

The technology inventory will be updated annually by district technicians, as well as the list of hardware and software used at each division. We will use the ISTE Technology Support Index to collect data about our technology support systems annually. We anticipate that many of the goals in this area will be directly affected by an increasing lack of available resources and funding, due to the state budget. If we are not on target for meeting our goals, the technology committee will revise our benchmarks accordingly during the annual review process.

A report of progress toward identified technology goals will be provided to the Board of Trustees annually.

5. Monitoring and Evaluation

Describe the process that will be used to monitor the Curricular Component goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

The Superintendent will be responsible for monitoring the process of the curriculum components implementation. Annually, the Superintendent, the Coordinator for Common Core Implementation and Professional Development, and members of the District Technology Committee will review data from the goals, objectives and benchmarks noted above. Statewide and district assessment data, district survey data, and data from district developed rubrics will be used in determining our progress toward identified goals.

Budget recommendations will be forwarded to the Superintendent.

Resources and budget required to implement Curriculum Component.

Resources required include:

- Additional software and/or online applications supporting student learning in California Common Core Standards as needed,
- Professional development for teachers who will need to
    - keep up with existing and emerging applications relevant to California Common Core Standards,
    - increase their proficiency with new operating systems and applications,
    - develop an information literacy curriculum integrated with the core curriculum;
- Continue a replacement cycle for hardware and software to enable students to meet our benchmarks;
- Training in new operating systems, basic networking, workstation maintenance, software applications, and online resources for all computer site technicians/computer clerks.

Benefits from curriculum integration:

- Increased ability of teachers to individualize curriculum to meet the needs of students;
- Increased capacity to assess student progress in mastery of California Common Core Standards;
- Increased capacity of students to utilize higher order thinking skills as they develop information literacy skills;
- Increased proficiency of students in managing multi-media and presentation applications to demonstrate their knowledge and skills;

- Increased competency of students in computer skills resulting from instruction according to the district's Scope and Sequence of skills;
- Well-trained computer tech clerks will reduce the downtime of classroom computers and network devices making them more available for learning activities.

Describe the process that will be used to monitor the annual benchmarks for Infrastructure, Hardware, Technical Support and Software and timeline of activities including roles and responsibilities.

The district technology committee will monitor progress toward identified goals. The committee will review the plan annually and report progress toward technology goals.

The technology inventory will be updated annually by district technicians as well as the list of hardware and software used at each division. We will use the ISTE Technology Support Index to collect data about our technology support systems annually. We anticipate that many of the goals in this area will be directly affected by available resources and funding, as well as unknown needs that may arise as we continue to implement the new standards and curriculum. If we are not on target for meeting our goals, the technology committee will revise our benchmarks accordingly during the annual review process.

A report of progress toward identified technology goals will be provided to the Board of Trustees annually.

Describe the process for evaluating the plan's overall progress and impact on Teaching and Learning.

To monitor adequately the school/district's progress in utilizing technology tools for teaching and learning, data will be collected in the following areas:

- Students' progress in acquiring technology proficiency skills specific to the district Scope and Sequence;
- Students' samples of work generated through web-accessed research and presented in electronic or word processed formats;
- Annual maintenance and infrastructure upgrade activities;
- Adequacy of Tech Support training;
- Student assessment results on district and state assessments;
- Survey data from the annual Technology survey of teachers;
- Student data from Challenge 21 and Scope and Sequence Rubrics.

Describe the process that will be used to monitor the Professional Development goals, objectives, benchmarks, and planned activities including roles and responsibilities.

The District developed a survey instrument to measure attitudes and computer self-efficacy. The survey uses self-efficacy scales to identify areas of needed training for classroom technology. A comparison of pre- and post-training data is used to measure the impact and effectiveness of the training program delivered in response to the needs identified. The pre-training data can be used as a "needs assessment" to identify specific areas of training.

Professional development offerings will be specifically designed to address areas of low self-efficacy that can limit the integration of technology into instructional practices. The professional development program will consist of summer institute classes and specific staff development devoted to the identified technology goals. Both parts of the professional development program focus on skills development as stepping-stones to new ideas and practices for instruction rather than end goals. All instructional activities include sharing ideas and examples for classroom uses as well as guided practice to reinforce skills.

At the end of each professional development cycle a post-training survey will be delivered. This process will continue to be used to help us evaluate and plan for professional development related to technology. In addition to this process, all certificated staff members set personal goals each year. Teachers receive individualized feedback via the district's certificated employee evaluation process. Each teacher in the district will also self-assesses their progress annually. Administrators are evaluated annually by the Superintendent and provided feedback related to their progress toward their personal goals and their support of the use of classroom technology at their site.

Schedule for evaluating the effect of plan implementation.

The district technology committee will monitor progress toward identified goals. The committee will review the plan annually and report progress toward technology goals using the following schedule:

April 2015	▪ Administration of Staff Technology Survey ▪ Annual review of District Technology Plan ▪ Report of Progress toward Technology Goals
April 2016	▪ Administration of Staff Technology Survey ▪ Annual review of District Technology Plan ▪ Report of Progress toward Technology Goals
April 2017	▪ Administration of Staff Technology Survey ▪ Annual review of District Technology Plan ▪ Report of Progress toward Technology Goals

Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

Each year our district administers a survey to parents and staff so that they can provide feedback about district programs. Several of the questions on the survey are directly related to the use of technology in the district and in classrooms. In addition to the general district survey, a technology-specific survey is provided to all certificated staff.

Following the administration of our surveys each year, and an analysis of progress toward identified district technology goals, a report will be provided which can be shared with the school board, school site councils, and with staff at each school site.

If we are not on target for meeting our goals, the technology committee will revise our benchmarks accordingly during the annual review process, and provide information about the factors that necessitated a change to our plans.

Appendix A – Challenge 21 Standards

Challenge 21 Standards
K – 3

Life and Character Skills
Initiative, Goal Setting, Planning, Flexibility, Leadership, Responsibility, Cross-cultural Skills

L.1 The student demonstrates ethical behavior, respect for others, and accepts responsibility for personal successes and failures.

L.2 The student exhibits empathy and leadership skills and demonstrates an understanding of the impact personal actions have on others.

L.3 The student knows the difference between right and wrong, is accepting of others in work and play groups, and shows regard for peers and adults within the school.

L.4 The student understands defined learning goals and uses age-appropriate instructional rubrics and tools to assess his/her performance in meeting the goal.

L.5 The student uses clearly defined teacher feedback and interpersonal skills to move others toward personal goals.

L.6 The student focuses on a project goal, and with teacher guidance, frames appropriate questions related to the goal, considers possible courses of action, selects a plan of action and completes the project.

L.7 The student takes advantage of opportunities to contribute to the local and global community and accepts responsibility for his/her role in the care of the earth.

Communication and Collaboration Skills
Writing, Presenting, Questioning, Teamwork

C.1 The student can communicate information in an appropriate oral, written, or multimedia format.

C.2 The student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.

C.3 The student interacts productively as a member of a group.

C.4 The student demonstrates the ability to assume different roles and responsibilities in a group as assigned by the teacher.

C.5 The student aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups.

Critical Thinking and Problem Solving Skills

Identify Problems, Evaluate Options, Justify Arguments, Synthesize Information

P.1 The student can intentionally apply sound reasoning processes and frame, analyze, and solve complex problems using appropriate tools.

P.2 The student engages, with teacher assistance, in a critical thinking process by conducting basic evaluations using simple criteria.

P.3 The student identifies parts of a system and explains how those parts interact with one another.

P.4 The student engages in a problem solving process using objects to solve problems and demonstrates learning by explaining how the problem was solved.

P.5 The student engages in discovery, exploration, and experimentation to reach unexpected answers.

Information, Media, and Technology Skills

Research, Analyze, Organize, Evaluate, Use Resources Effectively

T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

T.2 The student uses text, interviews, and electronic resources (e.g. interactive books, educational software, and search engines) to locate and utilize information for classroom assignments. The student can correctly cite sources.

T.3 The student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.

Creativity and Innovation Skills

Imagine, Brainstorm, Design, Create, Invent

I.4 The student will demonstrate the ability to explore and develop new ideas and will be open and responsive to new and diverse ideas.

I.2 The student will create and discuss new and worthwhile ideas.

I.3 The student will elaborate, refine, analyze, and evaluate their ideas in order to improve creative efforts.

I.4 The student will demonstrate originality and inventiveness in work.

Challenge 21 Standards
4 - 6

Life and Character Skills

Initiative, Goal Setting, Planning, Flexibility, Leadership, Responsibility, Cross-cultural Skills

L.1 The student demonstrates ethical behavior, respect for others, and accepts responsibility for personal success.

L.2 The student uses his/her interpersonal skills when in an assigned leadership role, helps others stay focused and successfully moves the group toward the goal.

L.3 The student appreciates, accepts and works cooperatively with others in both academic and social contexts.

L.4 The student engages in the goal setting process, demonstrating the ability to change focus and direction or use different strategies, while using instructional rubrics and other tools to monitor and evaluate his/her performance.

L.5 The student uses clearly defined teacher feedback and interpersonal skills to move others toward personal goals.

L.6 The student focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time.

L.7 The student takes advantage of opportunities to contribute to the local and global community and accepts responsibility for his/her role in the care of the earth.

L.8 The student develops strategies and plans for attending to their personal health and wellness and understands connections of these strategies to achieving quality of life.

Communication and Collaboration Skills

Writing, Presenting, Questioning, Teamwork

C.1 The student can communicate information in an appropriate oral, written, or multimedia format.

C.2 The student articulates thoughts and ideas effectively through oral, written or multimedia communication.

C.3 The student exercises self-restraint without assistance, and works productively in a variety of group settings.

C.4 The student is flexible in assuming various roles and responsibilities in the classroom and the school, and with minimal assistance, considers alternative methods, solutions and perspectives to solve a problem or complete a task.

C.5 The student aligns his/her goals to the goals of others, and works cooperatively and productively with others in a variety of groups.

Critical Thinking and Problem Solving Skills

Identify Problems, Evaluate Options, Justify Arguments, Synthesize Information

P.1 The student can intentionally apply sound reasoning processes to frame, analyze and solve complex problems using appropriate tools.

P.2 The student engages, with teacher assistance, in a critical thinking process that synthesizes knowledge and ideas.

P.3 The student engages in problem solving processes that promote questioning, planning investigations and finding answers and solutions.

P.4 The student generates ideas for solutions to problems and asks questions in order to create unusual, unique or clever products. The student begins to cognitively recognize the skills of adapting, improving, modifying, and expanding existing thoughts or ideas to create products.

Information, Media, and Technology Skills

Research, Analyze, Organize, Evaluate, Use Resources Effectively

T.1 The student can access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills.

T.2 The student identifies credible and relevant information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources, retrieves relevant information from a variety of sources, and uses information to create an effective presentation.

T.3 The student can accurately interpret symbols and visuals and can distinguish fact from opinion when presented information through various media; the student can use his/her knowledge to construct new knowledge and communicate information.

T.4 The student, cognizant of audience and purpose, can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.

Creativity and Innovation Skills

Imagine, Brainstorm, Design, Create, Invent

I.1 The student will demonstrate the ability to explore and develop new ideas and will be open and responsive to new and diverse ideas.

I.2 The student will create, discuss, and share new and worthwhile ideas. The student will act on creative ideas to make a tangible and useful contribution to their community.

I.3 The student will elaborate, refine, analyze and evaluate their ideas in order to improve creative efforts.

I.4 The student will demonstrate originality and inventiveness in work.

Challenge 21 Standards
7 - 8

Life and Character Skills

Initiative, Goal Setting, Planning, Flexibility, Leadership, Responsibility, Cross-cultural Skills

L.1 The student demonstrates ethical behavior, respect for others, and accepts responsibility for personal success.

L.2 The student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.

L.3 The student is flexible in his/her approach to solving problems and completing tasks, considers alternative methods, solutions, and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.

L.4 The student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.

L.5 The student maintains focus on larger project goals, frames appropriate questions, reflects on possible courses of action and their likely consequences, develops and initiates a plan of action with appropriate objectives and benchmarks, and submits the completed project on time.

L.6 The student develops voice as a citizen by taking advantage of opportunities to contribute to the local and global community and accepting responsibility for his/her role in the care of the earth.

L.7 The student develops strategies and plans for attending to their personal health and wellness and understands connections of these strategies to achieving quality of life.

Communication and Collaboration Skills

Writing, Presenting, Questioning, Teamwork

C.1 The student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner.

C.2 The student enhances the oral and/or written presentation through the use of a variety of media by exhibiting positive participation and fairness.

C.3 The student appreciates, accepts and works cooperatively with others, in both academic and social contexts, to accomplish both individual and team goals.

C.4 The student engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.

Critical Thinking and Problem Solving Skills

Identify Problems, Evaluate Options, Justify Arguments, Synthesize Information

P.1 The student can intentionally apply sound reasoning processes and can frame, analyze, and solve complex problems.

P.2 The student engages in a critical thinking process that synthesizes knowledge and ideas. The student draws conclusions from a variety of sources to analyze and interpret concepts.

P.3 The student engages in problem solving processes that divide complex problems into simple parts in order to devise solutions.

P.4 The student generates ideas for solutions to problems and asks questions in order to create unusual, unique or clever products. The student cognitively recognizes and uses the skills of adapting, improving, modifying, and expanding existing thoughts or ideas to create products.

Information, Media, and Technology Skills

Research, Analyze, Organize, Evaluate, Use Resources Effectively

T.1 The student accesses, analyzes, manages, integrates, evaluates, and creates information in a variety of forms using appropriate technology skills.

T.2 The student, when presented with a problem or task, identifies the information needed, uses text, people, online databases and search engines to efficiently filter relevant information; the student analyzes information for biases, synthesizes information gathered, and creates an effective response, product, or presentation.

T.3 The student accurately interprets symbols and visuals, and distinguishes fact from opinion when presented information through various media; the student uses his/her knowledge to construct new knowledge and communicate information.

T.4 The student interprets visuals and creates products that reflect a sound understanding of media literacy and requires the effective use of technology tools.

Creativity and Innovation Skills

Imagine, Brainstorm, Design, Create, Invent

I.1 The student demonstrates the ability to explore and develop new ideas and seeks new and diverse ideas.

I.2 The student creates, discusses, and shares new and worthwhile ideas. The student acts on creative ideas to make a tangible and useful contribution to their community.

I.3 The student elaborates, refines, analyzes, and evaluates their ideas in order to improve creative efforts.

I.4 The student demonstrates originality and inventiveness in work.

Appendix B – Technology Skills Scope and Sequence

EUREKA UNION SCHOOL DISTRICT

Input Regarding Information, Media & Technology Skills to Support the Common Core State Standards

Skill Area	TK - 3	4-6	7-8
Basic Operations	▪ Demonstrate beginning steps in using available hardware and applications (ie. turn on a computer, launch a program, use a mouse) ▪ Know definition and use of icons, for commands, files or applications ▪ Utilize the functions of basic file menu commands (ie. New, Close, Save, Print) ▪ Save and retrieve a file (3)	▪ Demonstrate steps in using available hardware and applications (ie. connect/ disconnect peripherals, open programs) ▪ Understand uploading and downloading ▪ Select a printer, use print preview, and print a document with the appropriate Page Setup and orientation (4) ▪ Use various operating system features (ie. open more than one application, work with menus, use taskbars) ▪ Utilize successful troubleshooting strategies for minor hardware and software (ie. frozen screen) (6) ▪ Independently operate peripheral equipment (ie. scanners, digital cameras) ▪ Identify and use a variety of storage media (ie. flash drives, school servers, and cloud storage spaces) (4)	▪ Use appropriate troubleshooting techniques to assess and resolve problems ▪ Explain criteria for evaluating hardware and software appropriate for a given task ▪ Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. ▪ Identify and assess the capabilities and limitations of emerging technologies (8)
Keyboarding	▪ Demonstrate use of proper posture, hand and body placement for keyboarding ▪ Develop touch typing skills for all letter rows using correct fingers (2) ▪ Type correct punctuation for text (2) ▪ Type numbers with correct home row fingers (2) ▪ Use thumb on spacebar to create spaces (2) ▪ Know the function of and utilize keys appropriately (Enter, Spacebar, Shift, Tab, Backspace, Alignment) (3) ▪ Type a paragraph at 20 wpm with fewer than 5 errors (3) ▪ Use keyboarding skills to type a complete document including the use of the keyboard for appropriate capitalization, and punctuation and spacing (3)	▪ Consistently use home row keys with proper finger position and demonstrate proper keyboarding technique (4) ▪ Demonstrate keyboarding skills between 35-40 wpm (6) ▪	▪ Maintain keyboarding skills at a rate of at least 40 wpm (8)

Word Processing and Desktop Publishing	▪ Use a word processing application to write, edit, print and save simple assignments (3) ▪ Insert and size a graphic in a word processing document (2) ▪ Use basic menu/tool bar functions in a word processing program (ie. font size/style)	▪ Proofread and edit writing using appropriate resources (ie. spell-check, dictionary) (4) ▪ Use menu/tool bar functions in a word processing program (ie. line spacing, margins) (5) ▪ Copy and paste text and images within a document, as well as from one document to another (5) ▪ Demonstrate use of intermediate features in word processing applications (ie. tabs, incidents, headers, footers, bullets and numbering, tables) (6)	▪ Create, save, open and import work processing document in different file formats (ie PDF) ▪ Apply advanced formatting and page layout features when appropriate (ie. columns, templates, images and styles) to improve the appearance of documents and materials ▪ Identify the use of word processing and desktop publishing skills appropriate to a variety of tasks
Internet and Online Tools	▪ Explain that the internet links computer around the world, allowing people to access information and communicate ▪ Explain terms related to the use of networks (ie. username, password, network) (1) ▪ Log in to a computer using a personal access code (K) ▪ Access and use appropriate online tools and resources (ie. instructional software programs) (1) ▪ Save, retrieve, and delete electronic files on a school network (3) ▪ Use age-appropriate internet-based search engines to locate and extract information, selecting appropriate key words (3)	▪ Utilize local networks to make use of materials and applications in the cloud and/or available on the school network (4) ▪ Using the cloud, share documents and presentations with others for purposes of collaboration (5) ▪ Use web browsing to access information (ie. enter a URL, access links, print from the internet) (4) ▪ Use effective search strategies for retrieving and evaluating electronic information, and cite sources (5) ▪ Evaluate sources of information for reliability and validity (5) ▪ Understand the sources of websites based on the domain (ie. .edu, .com, .org, .gov) (6) ▪ Use e-mail functions and features appropriately (6)	▪ Use search engines and online directories and explain the differences among various search engines and how they rank information ▪ Utilize online tools independently and appropriately to research and complete assignments and projects ▪ Locate, download and organize content from digital media collections for specific purposes, citing sources ▪ Use web authoring tools to create, edit, and publish well organized web site with effective navigation ▪ Use software to demonstrate knowledge of basic coding language
Multimedia and Presentation Tools	▪ Create, edit and format text on a slide (2) ▪ Create a series of slides and organize them to present research or convey an idea (3) ▪ Copy and paste or import graphics; change their size and position (3)	▪ Effectively use presentation software to present and communicate information (4) ▪ Create a multimedia presentation using various media as appropriate (ie. audio, video, animation, etc.) (6)	▪ Use a variety of technology tools that can be used to create a multimedia product ▪ Link information residing in different applications (ie. link a video or live link to a presentation) ▪ Resize image resolution for various uses
Spreadsheet and Database	▪ Read and understand computer-generated tables and graphs ▪ Define the term “database” and provide examples from everyday life (ie. library catalogues, telephone directories)	▪ Do simple searches of existing databases (ie. online library catalog, electronic encyclopedia) ▪ Demonstrate an understanding of the spreadsheet as a tool to record, organize, and graph information (6)	▪ Describe the structure and function of a database using related terms appropriately ▪ Create a simple database, defining field formats and adding new records ▪ Perform simple operations in a database (ie. browse, sort, filter, print reports) ▪ Describe the use of spreadsheet to calculate,

			graph, organize and present data for a variety of real-world applications ▪ Create an original spreadsheet using formulas; enter and edit data in a spreadsheet
Responsible Use of Technology	▪ Follow classroom rules for the responsible use of computers, peripheral devices and resources ▪ Explain the importance of giving credit to media creators when using their work in student projects ▪ Explain that some websites may include sponsored commercial links ▪ Describe how people use many types of technologies in their daily lives ▪ Follow school rules for safe and ethical internet use	▪ Explain and demonstrate compliance with school rules (Acceptable Use Policy) regarding responsible use of computers and networks ▪ Explain responsible uses of technology and digital information; describe consequences of inappropriate use ▪ Give credit to media creators when using their work in student products ▪ Work collaboratively online with other students under teacher supervision ▪ Recognize and describe the potential risks and dangers associated with various forms of online communications ▪ Identify and explain the strategies used for the safe and efficient use of computers (ie. passwords, virus protection software) ▪ Demonstrate safe email practices	▪ Explain ethical issues related to privacy, plagiarism, spam, viruses, hacking, and file sharing ▪ Explain how copyright law protects the ownership of intellectual property and explain consequences of violating the law ▪ Describe appropriate and responsible use of communication tools (ie. chats, IM, blogs, wikis) ▪ Identify and discuss the technology proficiencies needed in the workplace ▪ Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information ▪ Explain the potential risks associated with the use of digital information ▪ Provide examples of safe and unsafe practices for sharing information

Appendix C – Annual Staff Technology Survey

Concerns-based Adoption Model Feedback Survey

Topic: The Use of Classroom Technology Tools

1 - Not true of me now 2 - **Somewhat true of me now** 3 - **Very true of me now**

1 2 3	I am comfortable with my knowledge about the technology tools in my classroom.
1 2 3	I am excited to try new applications with the technology in my classroom.
1 2 3	I am comfortable using a Promethean board and document camera.
1 2 3	I am comfortable creating flip charts for use in my lessons.
1 2 3	I am comfortable using student response devices during lessons.
1 2 3	I am comfortable using student computers (n-computers, laptops) during lessons.
1 2 3	I would like additional support with integrating technology into lessons.
1 2 3	I have confidence in my ability to manage the use of technology with students.
1 2 3	I am understand the relationship between 21st Century skills and classroom technology.
1 2 3	I am concerned about how to use the technology tools available to me.
1 2 3	I am comfortable maintaining my class website.
1 2 3	I feel the new technology tools will benefit my students.
1 2 3	I will need additional support to adopt new technology.

If you believe you will need additional support to adopt new technology, please list the areas where additional training would be helpful.

Any additional comments and/or thoughts?

Appendix D – Innovation Configuration Map

The Innovation Configuration Map is a tool used with the Concerns-based Adoption Model (CBAM). CBAM is a process for the implementation and monitoring of new innovations within organizations. The following tables describe the Levels of Use and the Stages of Concern that individuals progress through as they implement an innovation, in this case our Challenge 21 model, including the use of resources (classroom technology).

Data from the following Innovation Configuration maps allows us to track our progress toward identified district goals.

LEVELS OF USE

	Level	Description
0	Nonuse	Little or no knowledge of innovation.
1	Orientation	Recently acquired or is acquiring information about the innovation.
2	Preparation	Preparing for first use of the innovation.
3	Mechanical Use	Focuses most effort on short-term, day-to-day use of the innovation; implementing in steps.
4a	Routine Use	Use of the innovation is stabilized.
4b	Refinement	Varies the use of the innovation to increase the impact on students.
5	Integration	Combining own efforts with those of colleagues to achieve a collective impact.
6	Renewal	Re-evaluates the quality of the use, seeks modifications or alternatives, examines new developments in the field, explores new goals.

STAGES OF CONCERN

	Stage	Description
0	Awareness	I don't know what this change involves.
1	Information	I want to know more about this change.
2	Personal	How does it impact me? What is my role?
3	Management	How can I fit it all in? How will I logistically implement this change?
4	Consequence	Is it worth it? Does it have a positive impact for my students?
5	Collaboration	How do others do this? What can I learn from them?
6	Refocusing	I have some ideas about what might work even better.

Implementation of Challenge 21 Principles
INNOVATION CONFIGURATION MAP

Essential Components	Non-Use/ Orientation	Preparation/ Mechanical Use	Routine Use/ Refinement	Integration/ Renewal
Introducing New Information (Academic Rigor)	▪ The teacher does not integrate 21st Century skills	▪ The teacher provides basic integration 21st Century skill instruction	▪ The teacher provides integration of 21st Century skills into daily instruction and specific curricular units	▪ The teacher consistently provides integration of 21st Century skills into all curricular areas
	▪ Students are provided traditional exposure to grade level content standards	▪ Students are engaged in focused curriculum related to grade level content standards (specifically mathematics, reading, and writing)	▪ Students are engaged in rigorous curriculum related to grade level content standards (specifically mathematics, reading, and writing)	▪ Students are engaged in rigorous, challenging curriculum related to grade level content standards (specifically mathematics, reading, and writing)
	▪ The teacher primarily uses traditional direct instruction techniques for introducing new concepts	▪ The teacher uses direct instruction, as well as some inquiry-based strategies (class discussion, cooperative learning, etc.) for introducing new content	▪ The teacher uses a balance of direct instruction and inquiry-based strategies (productive classroom norms, class discussion, differentiation, cooperative learning, reciprocal teaching, etc.) for introducing new content	▪ The teacher uses a strategically planned balance of direct instruction and inquiry-based strategies for introducing new content
	▪ The teacher does not always explicitly communicate content connections and/or learning goals to students	▪ The teacher describes connections between new knowledge and larger concepts	▪ The teacher helps to facilitate the learning process by making thinking visible	▪ The teacher helps to facilitate the learning process by encouraging students to be authors and producers of knowledge
	▪ The teacher does not typically guide students in reflecting on their learning	▪ The teacher sometimes guides students in reflecting on their learning	▪ Students are given time to reflect on new concepts and the teacher helps students to relate new knowledge to larger concepts and specific learning goals	▪ Students know, understand and use strategies for interpreting and synthesizing new information

Essential Components	Non-Use/ Orientation	Preparation/ Mechanical Use	Routine Use/ Refinement	Integration/ Renewal
Incorporating 21st Century Skills	▪ The teacher does not incorporate the Challenge 21 standards and rubrics into daily instruction ▪ Students demonstrate limited responsibility for their learning; students may not be asked to set goals and use action plans ▪ Students are rarely given opportunities to contribute to their communities ▪ Students are rarely provided opportunities to communicate to a variety of audiences ▪ Students are provided limited opportunities to work in groups ▪ The teacher rarely engages students in critical thinking and problem solving processes; concepts related to critical thinking are not explicitly taught ▪ Students are rarely provided with opportunities to imagine, brainstorm, design and create	▪ The teacher refers to the Challenge 21 standards and rubrics when introducing and demonstrating 21st century skills ▪ Students demonstrate some responsibility for their learning; the teacher guides the process of setting goals and designing action plans ▪ Students are given some opportunities to contribute to their communities ▪ Students are provided with limited opportunities to communicate to a variety of audiences ▪ Students are provided limited opportunities to work in groups ▪ The teacher sometimes engages students in critical thinking and problem solving processes; concepts related to critical thinking may not be explicitly taught ▪ Students are sometimes provided with opportunities to imagine, brainstorm, design, and create	▪ The teacher and students use the Challenge 21 standards and rubrics to define and demonstrate an understanding of 21st century skills ▪ Students demonstrate effective life and character skills; students take responsibility for learning, and identify goals and action plans ▪ Students are given opportunities to contribute to their local and global communities ▪ Students demonstrate the ability to communicate in writing and orally to a variety of audiences ▪ Students work effectively in groups and demonstrate flexibility and leadership skills ▪ The teacher helps to engage students in critical thinking and problem solving processes; students are asked to generate questions, evaluate information, and synthesize knowledge and ideas ▪ Students are frequently asked to imagine, brainstorm, design, and create, and they are taught appropriate tools and strategies for these purposes	▪ The teacher and students consistently refer to the Challenge 21 standards and rubrics as they interpret and synthesize new information and skills ▪ Students demonstrate effective life and character skills; students demonstrate a high level of responsibility for their learning, and plan effectively ▪ Students generate ideas about how they can contribute to their local and global communities ▪ Students demonstrate the ability to communicate effectively in writing and orally to a variety of audiences ▪ Students work effectively in teams and can assume a variety of roles within a group ▪ The teacher regularly engages students in critical thinking and problem solving processes; students are encouraged to expand existing thoughts and ideas to generate new products ▪ Students are regularly asked to imagine, brainstorm, design, and create in all content areas and across disciplines

Essential Components	Non-Use/ Orientation	Preparation/ Mechanical Use	Routine Use/ Refinement	Integration/ Renewal
Providing Opportunities to Practice, Review and Apply Knowledge and Skills (Inquiry-based Learning)	▪ Students are not engaged in practicing and applying 21st century skills	▪ Students are engaged in practicing and applying some 21st century skills	▪ Students are regularly engaged in practicing and applying 21st century skills	▪ Students can articulate, demonstrate, and evaluate their application of 21st century skills in a variety of contexts
	▪ Students are provided opportunities for memorization, recall, and listing of new information	▪ Students are provided with opportunities to describe, discuss and explain new information	▪ Students are provided with frequent opportunities to demonstrate, interpret and analyze new information	▪ Students are provided consistent opportunities to design, develop and create using new knowledge and skills
	▪ Questioning takes place primarily at the knowledge and understanding levels	▪ Questioning takes place at the knowledge, understanding, and application levels	▪ Questioning takes place at the analysis, synthesis, and evaluation levels	▪ The teacher demonstrates a strong understanding of Bloom's taxonomy, and questioning takes place at varied and appropriate levels to encourage higher order thinking
	▪ Inquiry-based lessons and/or units are not typically used to provide students with opportunities to apply knowledge and skills	▪ Some inquiry-based lessons and/or units are used to provide students with opportunities to apply knowledge and skills; lessons and units are aligned to California content standards, and begin to incorporate the Challenge 21 standards	▪ Cross-curricular project-based Challenge Units are used to provide students with opportunities to develop and apply knowledge and skills; units are designed around grade level California content standards and Challenge 21 standards; units are designed to be open-ended and realistic	▪ Carefully articulated, interdisciplinary project-, problem- and/or design-based Challenge Units are used to provide students with opportunities to develop and apply knowledge and skills; units are carefully designed to provide differentiated, authentic learning experiences for students, and may include the presentation of information to authentic audiences
	▪ Traditional learning activities are determined by the teacher	▪ Inquiry-based learning activities are primarily designed by the teacher for the students	▪ When appropriate, the locus of control is transferred to the students; students are provided choice and input in designing learning opportunities	▪ Teacher frequently and seamlessly transfers the locus of control to the students; students take responsibility for planning, monitoring and evaluating progress when appropriate

Essential Components	Non-Use/ Orientation	Preparation/ Mechanical Use	Routine Use/ Refinement	Integration/ Renewal
Providing Feedback (Assessment)	▪ Performance assessment is not typically used	▪ Performance assessment is some times used to assess students' ability to apply knowledge	▪ Performance assessment is used to assess students' ability to apply knowledge	▪ Performance assessment is used to assess students' ability to apply knowledge in a new context that requires the use of complex processes and thinking strategies
	▪ Assessment criteria may not be provided to students before they begin their work	▪ Evaluation criteria is understandable to students and students comprehend assessment criteria before beginning their work	▪ Evaluation criteria is understandable to students and students comprehend assessment criteria before beginning their work	▪ Evaluation criteria is understandable to students and students comprehend assessment criteria before beginning their work
	▪ The teacher does not use rubrics as a tool for assessment	▪ The teacher uses rubrics as a summative assessment tool	▪ The teacher and students use rubrics for formative and summative assessment	▪ Teacher- and student-generated rubrics are used by teachers and students for formative and summative assessment of student work
	▪ The teacher provides minimal formative feedback to students	▪ The teacher provides limited formative feedback to students	▪ The teacher provides frequent formative feedback to students individually and in groups	▪ The teacher effectively uses assessment tools to provide regular formative feedback to individual students and groups
	▪ Students are not involved in revising work based on formative feedback	▪ Students sometimes participate in cycles of work which include time for revision	▪ Students frequently use feedback to improve the quality of their work, and the depth of their understanding of concepts	▪ Students regularly use feedback to extend their learning and create high-quality products

Essential Components	Non-Use/ Orientation	Preparation/ Mechanical Use	Routine Use/ Refinement	Integration/ Renewal
Use of Resources	▪ The teacher does not utilize technology tools to enhance teaching and learning in the classroom	▪ The teacher is beginning to employ some technology tools (Interactive whiteboards, student response devices, student computers, etc.), and software to enhance teaching and learning	▪ Teachers employ a variety of appropriate technology tools (Interactive whiteboards, student response devices, student computers, etc.), and software to enhance teaching and learning; the teacher frequently develops flip charts aligned to lesson objectives	▪ The teacher demonstrates a strong understanding of available technology tools, and effectively uses those tools to enhance teaching and learning; the teacher regularly develops interactive flip charts aligned to lesson objectives
	▪ Students demonstrate little to no proficiency in technology applications	▪ Students are provided access to some technology resources (Internet searches, presentation software, etc.)	▪ Students consistently and actively employ a variety of appropriate technologies (Internet searches, presentation software, audio/video devices, etc.)	▪ Students work independently with little teacher support and demonstrate high levels of proficiency in technology applications
	▪ Students are rarely asked to produce products/ presentations	▪ Students produce products/presentations that meet most of the project requirements; products may lack professional quality	▪ Students produce quality products/presentations that meet the project requirements; information is organized appropriately	▪ Students produce high quality, professional products/ presentations that exceed the project requirements; information is organized thoughtfully and creatively
	▪ The teacher does not provide resources beyond the adopted curriculum materials	▪ The teacher provides some information resources; teacher provides limited models of quality work	▪ The teacher helps to provide appropriate information resources, models of quality work, and access to experts when appropriate; students participate in field experiences that support the learning goals	▪ Students are encouraged to investigate and utilize information resources and to access content experts when appropriate; students may initiate field experiences
	▪ The teacher does not actively participate in available opportunities for professional development related to 21st century learning	▪ The teacher sometimes participates in available opportunities for professional development related to 21st century learning	▪ The teacher actively participates in available opportunities for professional development related to 21st century learning	▪ The teacher actively seeks opportunities and resources for professional development related to 21st century learning; the teacher collaborates with others for continual improvement