Monroe Township School District
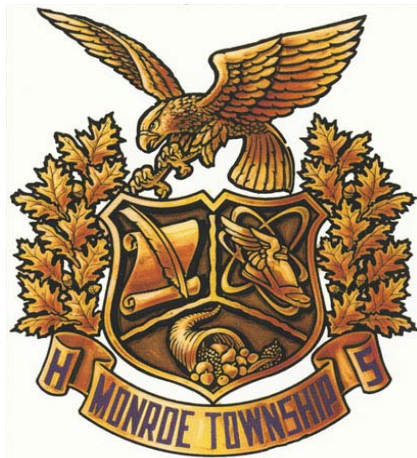
Technology Plan

July 2010 – June 2013

Dr. Kenneth Hamilton
Superintendent of Schools

Mr. Jeff Gorman
Assistant Superintendent of Schools

Mr. Wayne Holliday
Business Administrator/Board Secretary

Mrs. Sharon M. Biggs
Administrative Assistant to the Superintendent of Schools

Board Approved: April 14, 2010

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MONROE TOWNSHIP SCHOOLS

ADMINISTRATION
Dr. Kenneth Hamilton, Superintendent
Mr. Jeff Gorman, Assistant Superintendent
Mr. Wayne Holliday, Business Administrator/Board Secretary
Mrs. Sharon M. Biggs, Administrative Assistant to the Superintendent

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STUDENT BOARD MEMBERS
Ms. Nidhi Bhatt
Ms. Reena Dholakia

Monroe Township School District
Three-Year Local School District Technology Plan
(2010-2013)

Stakeholders

Title	Name	Signature
Parent	Thom Castrovince	
Library Media Specialist	Patricia Fekete	
Teacher of Special Education	Kristen Hummel	
Board Member/ Business Sector Representative *	Lew Kaufman	
Teacher of Technology	Theresa McShane	
Teacher of Technology	Karen O'Connell	
Supervisor of Mathematics & Educational Technology	Robert O'Donnell	
Assistant Principal	Scott Sidler	
Student	Paul Szczurko	
Board Member/ Business Sector Representative *	Ira Tessler	
Director of Information Systems	Reggie Washington	

*Do not use a business member who may wish to provide the district with e-rate services. Providers of e-rate services should not be part of the committee's make-up. Follow district and state ethics policy as it relates to conflict of interest.

Narrative (explanation if other members were part of the discussion, or if less than the required nine members were reported above):

I. EXECUTIVE SUMMARY

Monroe Township Schools

Vision, Mission, and Goals

Vision Statement

The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.

Mission Statement

The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.

Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.

2. Systematically collect, analyze, and evaluate available data to inform all decisions.

3. Improve business efficiencies where possible to reduce overall operating costs.

4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.

5. Provide early interventions for all students who are at risk of not reaching their full potential.

<u>Monroe Township Schools Information Technology (MTSiT)</u>
Mission Statement

The mission of the Information Technology Department of the Monroe Township School District is to provide technical service, support, training, and leadership related to the use of educational media and technology.

Monroe Township Schools Information Technology (MTSiT)
Vision Statements

In support of the district's mission statement, as we enter the 21st century, the technology department intends:

- To be recognized for leadership in innovation and seamlessly integrating information technology services into the educational experience of our customers: students, teachers, and administrators.

- To develop partnerships and collaborative efforts that will benefit our customers, setting a new standard toward which other departments and schools will strive.

- To be an effective and efficient steward of the information technology resources with which we have been entrusted.

- To offer our skills and resources in support of our customers by allowing them to realize their full potential through the use of information technology.

- To support an environment that fosters creativity, diversity, productivity, and social awareness among our customers.

- To provide ubiquitous, consistent access to the existing information technology environment.

- To encourage use and exploration of the information technology environment in a responsible, educated, and enlightened manner.

- To engender technological competency among those we serve, providing them with a core set of skills, which will enable their continued learning and use of information technology outside of our environment.

- To foster an environment in which the use of information technology will heighten cognition of social issues and strengthen communities.

III. TECHNOLOGY OVERVIEW

A. Technology Inventory

See NJDOE School Technology Surveys below:

Applegarth Middle School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 020

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Systems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: 7-8

Number of Administrators: 2

Number of Teachers: 50

Number of Students: 812

Name of Principal:	Chari Chanley

Principal's E-mail:	Chari.Chanley@monroe.k12.nj.us

Name of Media Specialist:	Barbara Shapiro

Media Specialist Email:	Barbara.Shapiro@monroe.k12.nj.us

Name of Technology Coordinator:	Reginald Washington

Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds
☐ Other
☐ N/A
☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey
STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

5

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

45

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

5

Instructor: teaches the items above

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7. Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

| 1 |

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

| 2 |

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

◌ Providing leadership and support for teachers on the integration of technology into the

◌ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

◌ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply).

☑ Principal
☑ Assistant Principal
☑ Curriculum Coordinator

☐ Technological Literacy Coordinator
☑ Content Area Supervisor
☑ Media Specialist
☐ Librarian
☐ Other (please specify)

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13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

☑ Needs assessments

☑ Attendance at professional development sessions that include strategies for technology integration

☑ Use of technology in lesson plans

☑ Classroom observations

☑ Technology use in professional improvement plans

☑ Site-based research

☑ Rubrics that include the use of technology

☑ Student and teacher surveys

☑ Review of relevant research

☑ Use of only digital curricula

☑ Curriculum support with digital resources

☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.

☐ Other (please specify)

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14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians

☑ Help desk/Hotlines

☑ Electronic monitoring

☑ Troubleshooters

☐ Parent volunteers

☑ Technology Coordinator

☑ Students Assistants

☐ Other (please specify)

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│                             │
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15. Do teachers participate in online professional development?

☐ Yes

◉ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they
participate?

In what content areas?

17. Do teachers on staff at the school instruct online courses?

☐ Yes

◉ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed

☐ FLVS

☐ VHS

☐ Monmouth Ocean

☐ Hudson

☐ No training received

☐ Other (please specify)

19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

◉ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

[text box]

21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

◉ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

◉ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

◉ Yes

☐ No

24. Our school has: (Select all that apply)

☐ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the
course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the
course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the
course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1:

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?
☑ Yes
☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")
☑ Yes
☐ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)
☑ Before school, after school, or lunch time open labs
☑ Community centers with hours open for use outside of normal school hours
☑ Libraries with hours open for use outside of normal school hours
☐ School has equipment that can be checked out
☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

☑ Yes

☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	☑
WAN (wide area network)	☑	☐
LAN (Local Area Network)	☑	☐
Wireless network?	☑	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

459

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

385

have wireless connectivity?

74

are in classrooms/instructional areas and have Internet connectivity?

385

are in library/media center areas and have Internet connectivity?

8

are in computer labs areas and have Internet connectivity?

30

are in administrative areas
and have Internet
connectivity?

| 7 |

38. Does your school use thin client servers?

◉ Yes

☐ No

39. Does your school have a one to one computer initiative?

☐ Yes

◉ No

40. Computer use:

How many years is a computer in use for
instructional before considered obsolete?

| 5 |

How many years is a computer in use before it
is replaced?

| 7 |

How many computers are currently in use but
are considered obsolete?

| |

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

◉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%	
26-50%	
51-75%	
Over 75%	812

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%   [ ]

26-50%   [812]

51-75%   [ ]

Over 75%   [ ]

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☑ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

[ ]

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☐ Are self sufficient in their useof individually appropriate technology tools in their classrooms to support their learning styles.

☐ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

.5

48. Is technology support provided by an outside contracted vendor?

☐ Yes

◉ No

49. Does your school make use of open source software?

☐ Yes

◉ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

[   ]

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

☑ Access to e-mail

☑ E-mail accounts

☑ Training

☑ Cyber safety program

☑ On campus adult access to school equipment

☐ Off-campus adult access to school equipment

☑ Web site hosting for community organizations

☑ Online parent resource section on the school's web site

☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

56. Describe or add any other information that you feel is valuable to share.

Barclay Brook School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: | 23

District Code: | 3290

School Code: | 010

*2. Provide the following information concerning the person who is completing this survey:

Name of person: | Reginald Washington

Title of person: | Director of Information Systems

Phone Number: | 732-521-4490

Email Address: | Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: | PK-2

Number of Administrators: | 2

Number of Teachers: | 50

Number of Students:	516

Name of Principal:	Carol Schwalje

Principal's E-mail:	Carol.Schwalje@monroe.k12.nj.us

Name of Media Specialist:	Nicole Midura

Media Specialist Email:	Nicole.Midura@monroe.k12.nj.us

Name of Technology Coordinator:	Reginald Washington

Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds
☐ Other

☐ N/A
☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

10

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

35

Instructor: teaches the items above

5

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7.Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

| 1 |

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

1

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

◻ Providing leadership and support for teachers on the integration of technology into the

◻ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

◻ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

☑ Principal

☑ Assistant Principal

☑ Curriculum Coordinator

☑ Technological Literacy Coordinator
☑ Content Area Supervisor
☐ Media Specialist
☐ Librarian
☐ Other (please specify)

[   ]

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)
☑ Needs assessments
☑ Attendance at professional development sessions that include strategies for technology integration
☑ Use of technology in lesson plans
☑ Classroom observations
☑ Technology use in professional improvement plans
☑ Site-based research
☑ Rubrics that include the use of technology
☑ Student and teacher surveys
☑ Review of relevant research
☑ Use of only digital curricula
☑ Curriculum support with digital resources
☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.
☐ Other (please specify)

[   ]

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)
☑ Technicians
☑ Help desk/Hotlines
☑ Electronic monitoring
☑ Troubleshooters
☐ Parent volunteers
☑ Technology Coordinator
☑ Students Assistants
☐ Other (please specify)

[   ]

15. Do teachers participate in online professional development?

☐ Yes

◉ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	

In what content areas?	

17. Do teachers on staff at the school instruct online courses?

☐ Yes

◉ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed

☐ FLVS

☐ VHS

☐ Monmouth Ocean

☐ Hudson

☐ No training received

☐ Other (please specify)

19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

◉ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

◉ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

◉ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

◉ Yes

☐ No

24. Our school has: (Select all that apply)

☑ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the
course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the
course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the
course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1:

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?

☉ Yes

☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")

☐ Yes

☉ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)

☑ Before school, after school, or lunch time open labs

☑ Community centers with hours open for use outside of normal school hours

☑ Libraries with hours open for use outside of normal school hours

☐ School has equipment that can be checked out

☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

◉ Yes

☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	◉
WAN (wide area network)	◉	☐
LAN (Local Area Network)	◉	☐
Wireless network?	◉	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

262

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

121

have wireless connectivity?

141

are in classrooms/instructional areas and have Internet connectivity?

240

are in library/media center areas and have Internet connectivity?

3

are in computer labs areas and have Internet connectivity?

are in administrative areas and have Internet connectivity?

22

38. Does your school use thin client servers?

☐ Yes

☉ No

39. Does your school have a one to one computer initiative?

☐ Yes

☉ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

5

How many years is a computer in use before it is replaced?

7

How many computers are currently in use but are considered obsolete?

20

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%

26-50%

51-75%

Over 75%

516

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%

26-50%　　　　　　　　　　　　　516

51-75%

Over 75%

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☑ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☑ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☑ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

.5

48. Is technology support provided by an outside contracted vendor?

☐ Yes

☑ No

49. Does your school make use of open source software?

☐ Yes

☑ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

516

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

☑ Access to e-mail

☑ E-mail accounts

☑ Training

☑ Cyber safety program

☑ On campus adult access to school equipment

☑ Off-campus adult access to school equipment

☑ Web site hosting for community organizations

☑ Online parent resource section on the school's web site

☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

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55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

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http://monroenj.schoolwires.com/barclaybrookes/site/default.asp
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56. Describe or add any other information that you feel is valuable to share.

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Brookside School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 050

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Systems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: 3-6

Number of Administrators: 2

Number of Teachers: 65

Number of Students:	685
Name of Principal:	Dori Alvich
Principal's E-mail:	Dori.Alvich@monroe.k12.nj.us
Name of Media Specialist:	Amanda Kurack
Media Specialist Email:	Amanda.Kurack@monroe.k12.nj.us
Name of Technology Coordinator:	Reginald Washington
Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds

- ☐ Other
- ☐ N/A
- ☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

13

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

46

Instructor: teaches the items above

6

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7. Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

2

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

⊙ Providing leadership and support for teachers on the integration of technology into the

⊙ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

⊙ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

- ☑ Principal
- ☑ Assistant Principal
- ☑ Curriculum Coordinator
- ☑ Technological Literacy Coordinator
- ☑ Content Area Supervisor
- ☐ Media Specialist
- ☐ Librarian
- ☐ Other (please specify)

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

- ☑ Needs assessments
- ☑ Attendance at professional development sessions that include strategies for technology integration
- ☑ Use of technology in lesson plans
- ☑ Classroom observations
- ☑ Technology use in professional improvement plans
- ☑ Site-based research
- ☑ Rubrics that include the use of technology
- ☑ Student and teacher surveys
- ☑ Review of relevant research
- ☑ Use of only digital curricula
- ☑ Curriculum support with digital resources
- ☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.
- ☐ Other (please specify)

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians

☑ Help desk/Hotlines

☑ Electronic monitoring

☑ Troubleshooters

☐ Parent volunteers

☑ Technology Coordinator

☑ Students Assistants

☐ Other (please specify)

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15. Do teachers participate in online professional development?

☐ Yes

◉ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	

In what content areas?	

17. Do teachers on staff at the school instruct online courses?

☐ Yes

◉ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed

☐ FLVS

☐ VHS

☐ Monmouth Ocean

☐ Hudson

☐ No training received

☐ Other (please specify)

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19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

☑ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

[   ]

21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

☑ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☑ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

☑ Yes

☐ No

24. Our school has: (Select all that apply)

☑ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the
course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the
course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the
course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1:

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?

☑ Yes

☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")

☐ Yes

☑ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)

☑ Before school, after school, or lunch time open labs

☑ Community centers with hours open for use outside of normal school hours

☑ Libraries with hours open for use outside of normal school hours

☐ School has equipment that can be checked out

☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

☑ Yes
☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	☑
WAN (wide area network)	☑	☐
LAN (Local Area Network)	☑	☐
Wireless network?	☑	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

273

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

63

have wireless connectivity?

210

are in classrooms/instructional areas and have Internet connectivity?

263

are in library/media center areas and have Internet connectivity?

3

are in computer labs areas and have Internet connectivity?

are in administrative areas and have Internet connectivity?

7

38. Does your school use thin client servers?

☐ Yes

◉ No

39. Does your school have a one to one computer initiative?

☐ Yes

◉ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

5

How many years is a computer in use before it is replaced?

7

How many computers are currently in use but are considered obsolete?

0

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%

26-50%

51-75%

Over 75%   685

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%

26-50%   685

51-75%

Over 75%

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☉ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

┌─────────┐
│   │
└─────────┘

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☑ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☑ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

┌─────────┐
│ .5   │
└─────────┘

48. Is technology support provided by an outside contracted vendor?

☐ Yes

☑ No

49. Does your school make use of open source software?

☐ Yes

☑ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

685

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

☑ Access to e-mail

☑ E-mail accounts

☑ Training

☑ Cyber safety program

☑ On campus adult access to school equipment

☐ Off-campus adult access to school equipment

☑ Web site hosting for community organizations

☑ Online parent resource section on the school's web site

☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

http://monroenj.schoolwires.com/brookside/site/default.asp

56. Describe or add any other information that you feel is valuable to share.

Mill Lake School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 040

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Systems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: PK-3

Number of Administrators: 2

Number of Teachers: 57

Number of Students: 660

Name of Principal:	Lynn Barberi

Principal's E-mail:	Lynn.Barberi@monroe.k12.nj.us

Name of Media Specialist:	Brant Lutska

Media Specialist Email:	Brant.Lutska@monroe.k12.nj.us

Name of Technology Coordinator:	Reginald Washington

Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

- ☑ Calendar of events
- ☑ Staff e-mail
- ☑ Remote access for staff related materials
- ☑ Homework assignments
- ☑ Student Gradebook
- ☑ Student Handbook
- ☑ District Technology plan
- ☑ Links to teacher web pages
- ☑ Curriculum related electronic resources
- ☑ Cybersafety information
- ☑ Emergency information
- ☑ School menus
- ☑ Directions
- ☑ Help Desk
- ☐ Professional learning communities (Ning)
- ☐ Podcasts
- ☐ RSS feeds
- ☐ Other
- ☐ N/A
- ☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

11

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

40

Instructor: teaches the items above

6

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7. Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

[   ]

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

[1   ]

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

[   ]

Instructor: teaches the items above

[   ]

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

[   ]

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

[   ]

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

1

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

◉ Providing leadership and support for teachers on the integration of technology into the

◉ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

◉ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

- ☑ Principal
- ☑ Assistant Principal
- ☑ Curriculum Coordinator
- ☑ Technological Literacy Coordinator
- ☑ Content Area Supervisor
- ☐ Media Specialist
- ☐ Librarian
- ☐ Other (please specify)

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

- ☑ Needs assessments
- ☑ Attendance at professional development sessions that include strategies for technology integration
- ☑ Use of technology in lesson plans
- ☑ Classroom observations
- ☑ Technology use in professional improvement plans
- ☑ Site-based research
- ☑ Rubrics that include the use of technology
- ☑ Student and teacher surveys
- ☑ Review of relevant research
- ☑ Use of only digital curricula
- ☑ Curriculum support with digital resources
- ☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.
- ☐ Other (please specify)

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians

☑ Help desk/Hotlines

☑ Electronic monitoring

☑ Troubleshooters

☐ Parent volunteers

☑ Technology Coordinator

☑ Students Assistants

☐ Other (please specify)

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15. Do teachers participate in online professional development?

☐ Yes

◉ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	
In what content areas?	

17. Do teachers on staff at the school instruct online courses?

☐ Yes

◉ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed

☐ FLVS

☐ VHS

☐ Monmouth Ocean

☐ Hudson

☐ No training received

☐ Other (please specify)

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19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

☑ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

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|                                          |
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21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

☑ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☑ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

☑ Yes

☐ No

24. Our school has: (Select all that apply)

☑ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes
☐ No

28. Do any students participate in online courses?

☐ Yes
☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

[   ]

Grade #1:

[   ]

Subject #2:

[   ]

Grade #2:

[   ]

Subject #3:

[   ]

Grade #3:

[   ]

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?

☑ Yes
☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")

☐ Yes
☑ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)

☑ Before school, after school, or lunch time open labs
☑ Community centers with hours open for use outside of normal school hours
☑ Libraries with hours open for use outside of normal school hours
☐ School has equipment that can be checked out
☐ Other (please specify)

[   ]

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

☉ Yes

☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	☉
WAN (wide area network)	☉	☐
LAN (Local Area Network)	☉	☐
Wireless network?	☉	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

189

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

63

have wireless connectivity?

126

are in classrooms/instructional areas and have Internet connectivity?

are in library/media center areas and have Internet connectivity?

6

are in computer labs areas and have Internet connectivity?

are in administrative areas and have Internet connectivity?

7

38. Does your school use thin client servers?

☐ Yes

☑ No

39. Does your school have a one to one computer initiative?

☐ Yes

☑ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

5

How many years is a computer in use before it is replaced?

7

How many computers are currently in use but are considered obsolete?

0

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

◉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%	
26-50%	
51-75%	
Over 75%	660

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%	
26-50%	660
51-75%	
Over 75%	

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

◉ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

[   ]

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☐ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☑ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

[1   ]

48. Is technology support provided by an outside contracted vendor?

☐ Yes

◉ No

49. Does your school make use of open source software?

☐ Yes

◉ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

660

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

☑ Access to e-mail

☑ E-mail accounts

☑ Training

☑ Cyber safety program

☑ On campus adult access to school equipment

☑ Off-campus adult access to school equipment

☑ Web site hosting for community organizations

☑ Online parent resource section on the school's web site

☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

http://monroenj.schoolwires.com/milllakees/site/default.asp

56. Describe or add any other information that you feel is valuable to share.

Monroe Township High School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 005

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Svstems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: 9-12

Number of Administrators: 4

Number of Teachers: 173

Number of Students: 1545

Name of Principal:	Robert Goodall
Principal's E-mail:	Robert.Goodall@monroe.k12.nj.us
Name of Media Specialist:	Patricia Fekete
Media Specialist Email:	Patricia.Fekete@monroe.k12.nj.us
Name of Technology Coordinator:	Reginald Washington
Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds
☐ Other
☐ N/A
☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

34

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

121

Instructor: teaches the items above

18

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7.Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

> 0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

> 0

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

> 1

Instructor: teaches the items above

> 0

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

> [blank]

9.Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

> [blank]

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

2

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

2

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

◉ Providing leadership and support for teachers on the integration of technology into the

◉ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

◉ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

☑ Principal

☑ Assistant Principal

☑ Curriculum Coordinator

☐ Technological Literacy Coordinator

☑ Content Area Supervisor

☑ Media Specialist

☐ Librarian

☐ Other (please specify)

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

☑ Needs assessments

☑ Attendance at professional development sessions that include strategies for technology integration

☑ Use of technology in lesson plans

☑ Classroom observations

☑ Technology use in professional improvement plans

☑ Site-based research

☑ Rubrics that include the use of technology

☑ Student and teacher surveys

☑ Review of relevant research

☑ Use of only digital curricula

☑ Curriculum support with digital resources

☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.

☐ Other (please specify)

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians

☑ Help desk/Hotlines

☑ Electronic monitoring

☑ Troubleshooters

☐ Parent volunteers

☑ Technology Coordinator

☑ Students Assistants

☐ Other (please specify)

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15. Do teachers participate in online professional development?

☐ Yes

◉ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	

In what content areas?	

17. Do teachers on staff at the school instruct online courses?

☐ Yes

◉ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed

☐ FLVS

☐ VHS

☐ Monmouth Ocean

☐ Hudson

☐ No training received

☐ Other (please specify)

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19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

☑ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

[   ]

21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

☑ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☑ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

☑ Yes

☐ No

24. Our school has: (Select all that apply)

☐ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the
course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the
course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the
course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1:

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?

☑ Yes

☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")

☐ Yes

☑ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)

☑ Before school, after school, or lunch time open labs

☑ Community centers with hours open for use outside of normal school hours

☑ Libraries with hours open for use outside of normal school hours

☐ School has equipment that can be checked out

☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

☑ Yes
☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	☑
WAN (wide area network)	☑	☐
LAN (Local Area Network)	☑	☐
Wireless network?	☑	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

730

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

330

have wireless connectivity?

400

are in classrooms/instructional areas and have Internet connectivity?

700

are in library/media center areas and have Internet connectivity?

40

are in computer labs areas and have Internet connectivity?

125

are in administrative areas and have Internet connectivity?

30

38. Does your school use thin client servers?

☒ Yes

☐ No

39. Does your school have a one to one computer initiative?

☐ Yes

☒ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

5

How many years is a computer in use before it is replaced?

7

How many computers are currently in use but are considered obsolete?

20

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☑ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%

26-50%

51-75%

Over 75%

1545

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%

26-50%   1545

51-75%

Over 75%

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☑ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☐ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☐ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

2

48. Is technology support provided by an outside contracted vendor?

☐ Yes

☑ No

49. Does your school make use of open source software?

☐ Yes

☑ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

1545

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

- ☑ Access to e-mail
- ☑ E-mail accounts
- ☑ Training
- ☑ Cyber safety program
- ☑ On campus adult access to school equipment
- ☐ Off-campus adult access to school equipment
- ☑ Web site hosting for community organizations
- ☑ Online parent resource section on the school's web site
- ☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

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55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

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http://monroenj.schoolwires.com/85420417161640357/site/default.asp
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56. Describe or add any other information that you feel is valuable to share.

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Oak Tree School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 060

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Systems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: PK-6

Number of Administrators: 2

Number of Teachers: 54

Number of Students:	675
Name of Principal:	Dennis Ventrello
Principal's E-mail:	Dennis.Ventrello@monroe.k12.nj.us
Name of Media Specialist:	Carol Lange
Media Specialist Email:	Carol.Lange@monroe.k12.nj.us
Name of Technology Coordinator:	Reginald Washington
Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds

☐ Other
☐ N/A
☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

11

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

38

Instructor: teaches the items above

5

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7. Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

> 1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

| 1 |

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

| 1 |

Instructor: teaches the items above

| |

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

| |

11. Is there a staff member at your school whose responsibilities include:

◻ Providing leadership and support for teachers on the integration of technology into the

◻ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

◻ No one is assigned these responsibilities

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

- ☑ Principal
- ☑ Assistant Principal
- ☑ Curriculum Coordinator
- ☑ Technological Literacy Coordinator
- ☑ Content Area Supervisor
- ☐ Media Specialist
- ☐ Librarian
- ☐ Other (please specify)

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

- ☑ Needs assessments
- ☑ Attendance at professional development sessions that include strategies for technology integration
- ☑ Use of technology in lesson plans
- ☑ Classroom observations
- ☑ Technology use in professional improvement plans
- ☑ Site-based research
- ☑ Rubrics that include the use of technology
- ☑ Student and teacher surveys
- ☑ Review of relevant research
- ☑ Use of only digital curricula
- ☑ Curriculum support with digital resources
- ☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.
- ☐ Other (please specify)

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians
☑ Help desk/Hotlines
☑ Electronic monitoring
☑ Troubleshooters
☐ Parent volunteers
☑ Technology Coordinator
☑ Students Assistants
☐ Other (please specify)

15. Do teachers participate in online professional development?

☐ Yes
☑ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	
In what content areas?	

17. Do teachers on staff at the school instruct online courses?

☐ Yes
☑ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed
☐ FLVS
☐ VHS
☐ Monmouth Ocean
☐ Hudson
☐ No training received
☐ Other (please specify)

19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

☉ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

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21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

☉ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☉ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

☉ Yes

☐ No

24. Our school has: (Select all that apply)

☑ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☒ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☒ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

Subject/Title #3:

Grade level #3:

Number of Students #3:

Provider/Vendor of the
course #3:

Content area #4:

Subject/Title #4:

Grade level #4:

Number of Students #4:

Provider/Vendor of the
course #4:

Content area #5:

Subject/Title #5:

Grade level #5:

Number of Students #5:

Provider/Vendor of the
course #5:

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1:

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?
☑ Yes
☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")
☐ Yes
☑ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)
☑ Before school, after school, or lunch time open labs
☑ Community centers with hours open for use outside of normal school hours
☑ Libraries with hours open for use outside of normal school hours
☐ School has equipment that can be checked out
☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

◉ Yes
☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	◉
WAN (wide area network)	◉	☐
LAN (Local Area Network)	◉	☐
Wireless network?	◉	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

189

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

69

have wireless connectivity?

120

are in classrooms/instructional areas and have Internet connectivity?

180

are in library/media center areas and have Internet connectivity?

| 8 |

are in computer labs areas and have Internet connectivity?

| |

are in administrative areas and have Internet connectivity?

| 8 |

38. Does your school use thin client servers?

☐ Yes

◉ No

39. Does your school have a one to one computer initiative?

☐ Yes

◉ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

| 5 |

How many years is a computer in use before it is replaced?

| 7 |

How many computers are currently in use but are considered obsolete?

| 0 |

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%	
26-50%	
51-75%	
Over 75%	675

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%	
26-50%	675
51-75%	
Over 75%	

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☉ No

124

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

☐

46. Most students in our school: (Select all that apply)

☑ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☑ Use engaging software that supports curricular activities.

☑ Use digital tools to acquire information and knowledge.

☑ Use digital tools to collaborate with peers and experts locally and globally.

☐ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☐ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

.5

48. Is technology support provided by an outside contracted vendor?

☐ Yes

◉ No

49. Does your school make use of open source software?

☐ Yes

◉ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

675

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

☑ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

☑ Yes

☐ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

- ☑ Access to e-mail
- ☑ E-mail accounts
- ☑ Training
- ☑ Cyber safety program
- ☐ On campus adult access to school equipment
- ☐ Off-campus adult access to school equipment
- ☑ Web site hosting for community organizations
- ☑ Online parent resource section on the school's web site
- ☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

http://monroenj.schoolwires.com/oaktreees/site/default.asp

56. Describe or add any other information that you feel is valuable to share.

Woodland School

State of New Jersey
Department of Education
Educational Technology Survey

Demographic Information

*1. Enter the county, district and school code for your school. You can search for this information at the NJ Department of Education's School Directory.

County Code: 23

District Code: 3290

School Code: 030

*2. Provide the following information concerning the person who is completing this survey:

Name of person: Reginald Washington

Title of person: Director of Information Systems

Phone Number: 732-521-4490

Email Address: Reggie.Washington@monroe.k12.nj.us

*3. Provide the following school information:

Grade Span: 4-6

Number of Administrators: 2

Number of Teachers: 49

Number of Students: 506

Name of Principal:	Victor Soriano

Principal's E-mail:	Victor.Soriano@monroe.k12.nj.us

Name of Media Specialist:	Joan Kofke

Media Specialist Email:	Joan.Kofke@monroe.k12.nj.us

Name of Technology Coordinator:	Reginald Washington

Technology Coordinator's Email:	Reggie.Washington@monroe.k12.nj.us

FYI: Please check to make sure the district's web site is up-to-date on the state list. (www.state.nj.us/njded/directory/websites.shtml)

*4. Which of the following resources about your school are available on the web? (Select all that apply)

☑ Calendar of events
☑ Staff e-mail
☑ Remote access for staff related materials
☑ Homework assignments
☑ Student Gradebook
☑ Student Handbook
☑ District Technology plan
☑ Links to teacher web pages
☑ Curriculum related electronic resources
☑ Cybersafety information
☑ Emergency information
☑ School menus
☑ Directions
☑ Help Desk
☐ Professional learning communities (Ning)
☐ Podcasts
☐ RSS feeds
☐ Other
☐ N/A
☐ No Web site

State of New Jersey
Department of Education
Educational Technology Survey

STAFF, SUPERVISION, LEADERSHIP AND PROFESSIONAL DEVELOPMENT

5. Rate the technology skill level of teachers in your school by estimating the number of teachers that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

0

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

10

34

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

6

Instructor: teaches the items above

6. These levels are based on:

☑ observation

☑ skills assessment

Assessment method used: (please specify)

Staff Self-Evaluation Survey

7. Rate the technology skill level of librarian/media specialists in your school by estimating the number of library-media specialists that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

Instructor: teaches the items above

8. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

9. Rate the technology skill of administrators in your school by estimating the number of administrators that fall into the Beginning, Intermediate, Advanced or Instructor category.

Beginner: uses computer systems to run software; and access, generate and manipulate data and publish results.

Intermediate: applies tools for professional growth and productivity and uses them to communicate, conduct research and solve problems.

1

Advanced: uses computers and related technologies to support instruction; plans and delivers instructional units that integrate applications and learning tools; develops lessons that reflect effective grouping and assessment strategies for diverse populations.

1

Instructor: teaches the items above

10. These levels are based on:

☑ observation

☐ skills assessment

Assessment method used: (please specify)

11. Is there a staff member at your school whose responsibilities include:

◉ Providing leadership and support for teachers on the integration of technology into the

◉ Purchase/Maintenance of technology equipment/software

◉ Coordination of both items above

12. Who is responsible for the supervision and evaluation of the integration of technology across all curricular areas by teachers in your school? (Select all that apply)

☑ Principal
☑ Assistant Principal
☑ Curriculum Coordinator
☑ Technological Literacy Coordinator
☑ Content Area Supervisor
☐ Media Specialist
☐ Librarian
☐ Other (please specify)

13. What methods are utilized to determine if technology has been effectively integrated throughout the curriculum? (Select all that apply)

☑ Needs assessments
☑ Attendance at professional development sessions that include strategies for technology integration
☑ Use of technology in lesson plans
☑ Classroom observations
☑ Technology use in professional improvement plans
☑ Site-based research
☑ Rubrics that include the use of technology
☑ Student and teacher surveys
☑ Review of relevant research
☑ Use of only digital curricula
☑ Curriculum support with digital resources
☐ Tools that assess the level of technology implementation in the classroom such as LoTi, Taglit, etc.
☐ Other (please specify)

14. When technology problems (hardware/software) arise, teachers are supported by one or more of the following: (Select all that apply)

☑ Technicians
☑ Help desk/Hotlines
☑ Electronic monitoring
☑ Troubleshooters
☐ Parent volunteers
☑ Technology Coordinator
☑ Students Assistants
☐ Other (please specify)

[ ]

15. Do teachers participate in online professional development?

☐ Yes
☑ No

16. If teachers do participate in online professional development: (Answer only if previous question is "Yes")

How often do they participate?	[ ]
In what content areas?	[ ]

17. Do teachers on staff at the school instruct online courses?

☐ Yes
☑ No

18. If teachers at the school do instruct online courses, what institution/organization provided training for these teachers to instruct online? (Answer only if previous question is "Yes")

☐ Higher ed
☐ FLVS
☐ VHS
☐ Monmouth Ocean
☐ Hudson
☐ No training received
☐ Other (please specify)

[ ]

19. Do the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers that contain instructional strategies, classroom suggestions/tips, lesson plans, or online resources?

☑ Yes

☐ No

20. If the majority of teachers in the school participate in, create and/or maintain digital materials for other teachers, then what are they creating/using? (Answer only if previous question is "Yes" and select all that apply)

☑ Web pages

☐ Wikis

☐ Blogs

☐ Professional learning communities i.e. Nings

☐ Other (please specify)

21. Does your school have an Acceptable Use Policy (AUP) that addresses Internet usage as well as other information technology use by teachers and administrators?

☑ Yes

☐ No

22. Does your school have an Acceptable Use Policy (AUP) that addresses Internet and other information technology use by students?

Please note: To receive support for Internet access and internal connections services from Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

☑ Yes

☐ No

23. Does your school currently offer instruction to students on cyber safety as per Federal Public law 110-385? (http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ385.110.pdf)

☑ Yes

☐ No

24. Our school has: (Select all that apply)

☑ A specific curriculum for technological literacy

☑ Technological literacy infused through other curricular areas

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY TEACHERS AND ADMINISTRATORS

25. Select the statements that best describe how technology is used in the classroom by most teachers. (Select all that apply)

☑ Use tools to enhance produtivity (i.e. e-mail, grade books)

☑ Use the Internet to provide student activities that support the curriculum

☑ Use assessments to evaluate student use of technology in their learning process (i.e. e-portfolios, multimedia projects, NJTAP-IN)

☑ Offer opportunities for authentic student centered, project based learning

☑ Provide opportunities for curricular activities that include global outreach and collaboration

☑ Make use of videoconferencing, video streaming, podcasting etc. for the delivery of specialized or rigorous academic courses and curriculum

☑ Use technology to modify the delivery of instruction

☑ Use electronically-based data to modify instruction to meet the needs of students

☐ Use social networking sites as part of classroom instruction

☐ Use cell phones as part of classroom instruction

☐ None of the above

26. School-wide use of technology: (Select all that apply)

☑ All instructional and administrative work spaces have functioning multi-media computers with network access.

☑ All instructional and administrative work spaces have functioning multi-media computers with Internet access.

☑ All instructional and administrative work spaces have access to an online attendance system.

☑ Faculty news/announcements are shared throughout the building by e-mail.

☑ Classrooms and administrative offices have access to online student records as appropriate for guidance counselors, faculty, administration and the transportation office

☑ Food service office has access and uses online information on student lunch eligibility.

☑ All staff make use of an online student grade book.

☑ Electronic student report cards are issued.

☑ Library has automated systems for card catalogs.

☑ All students have access to relevant electronically delivered learning materials.

☑ Library has high speed access to the Internet for student access/research.

☑ There is a school-wide electronic media distrobution system.

State of New Jersey
Department of Education
Educational Technology Survey

USE OF TECHNOLOGY BY STUDENTS

27. Are students permitted to access e-mail accounts for instructional purposes during the school day?

☑ Yes

☐ No

28. Do any students participate in online courses?

☐ Yes

☑ No

29. If students participate in online courses, identify subject, grade, number of students and provider: (Answer only if previous question was answered "Yes" – up to five online courses may be entered)

Content area:

Subject/Title:

Grade level:

Number of Students:

Provider/Vendor of the course:

Content area #2:

Subject/Title #2:

Grade level #2:

Number of Students #2:

Provider/Vendor of the course #2:

Content area #3:

[   ]

Subject/Title #3:

[   ]

Grade level #3:

[   ]

Number of Students #3:

[   ]

Provider/Vendor of the
course #3:

[   ]

Content area #4:

[   ]

Subject/Title #4:

[   ]

Grade level #4:

[   ]

Number of Students #4:

[   ]

Provider/Vendor of the
course #4:

[   ]

Content area #5:

[   ]

Subject/Title #5:

[   ]

Grade level #5:

[   ]

Number of Students #5:

[   ]

Provider/Vendor of the
course #5:

[   ]

30. What other subject areas (and grade level) online courses are needed: (enter up to three courses)

Subject #1:

Grade #1

Subject #2:

Grade #2:

Subject #3:

Grade #3:

31. Do you have the capability and bandwidth to have video conferencing reach the individual desktops of students?

☑ Yes
☐ No

32. If you have the capability and bandwidth to have video conferencing reach the individual desktops of students, are students using desktop video conferencing in classroom activities? (Answer only if previous question is "Yes")

☐ Yes
☑ No

33. How does your school support students who do not have access to technology in their homes? (Select all that apply)

☑ Before school, after school, or lunch time open labs

☑ Community centers with hours open for use outside of normal school hours

☑ Libraries with hours open for use outside of normal school hours

☐ School has equipment that can be checked out

☐ Other (please specify)

State of New Jersey
Department of Education
Educational Technology Survey

HARDWARE, SOFTWARE, AND EQUIPMENT

34. Do you need to use a bridging service or portal to connect outside your district to do a video conference?

☑ Yes
☐ No

35. Does your school connect to any of the following?

	Yes	No
MAN (municipal area network)	☐	☑
WAN (wide area network)	☑	☐
LAN (Local Area Network)	☑	☐
Wireless network?	☑	☐

36. Indicate the total number of working computers in your school (Number includes ALL working computers regardless of age or location) Do not count any computer more than once.

167

37. Considering the total number of working computers entered in the previous question, how many of these computers:

have wired connectivity to the Internet?

61

have wireless connectivity?

106

are in classrooms/instructional areas and have Internet connectivity?

161

are in library/media center areas and have Internet connectivity?

| 4 |

are in computer labs areas and have Internet connectivity?

| |

are in administrative areas and have Internet connectivity?

| 6 |

38. Does your school use thin client servers?

◉ Yes

☐ No

39. Does your school have a one to one computer initiative?

☐ Yes

◉ No

40. Computer use:

How many years is a computer in use for instructional before considered obsolete?

| 5 |

How many years is a computer in use before it is replaced?

| 7 |

How many computers are currently in use but are considered obsolete?

| 48 |

41. Does your school have Internet filtering/monitoring software currently in use?

Please note: To receive support for Internet access and internal connections services from the Universal Service Fund (USF), school authorities must enforce a policy of Internet safety that includes measures to block or filter Internet access for both minors and adults to certain visual depictions. CIPA does not apply to schools that only receive discounts for telecommunications services from the Universal Service Fund (http://www.universalservice.org/sl/applicants/step10/cipa.aspx).

◉ Yes

☐ No

42. Indicate the number of students in your school that use technology tools, such as desktop or laptop computers, PDAs, probes, etc. in the curriculum and learning activities on a daily basis. (i.e. 5 students use technology tools 0-25% of the day)

0-25%

26-50%

51-75%

Over 75%   506

43. Indicate the number of students in your school that use the Internet on a daily basis as part of the curriculum in school. (i.e. 5 students use Internet 0-25% of the day)

0-25%

26-50%   506

51-75%

Over 75%

44. Do students collaborate on projects with students from other countries electronically?

☐ Yes

☒ No

45. What percentage of students collaborate on projects with students from other countries electronically? (Answer only if previous question is "Yes")

[   ]

46. Most students in our school: (Select all that apply)

☒ Develop or complete grade appropriate assignments using word processing, database, spreadsheet, presentation software, or graphic organizers that demonstrate higher order thinking skills in their work.

☒ Use engaging software that supports curricular activities.

☒ Use digital tools to acquire information and knowledge.

☒ Use digital tools to collaborate with peers and experts locally and globally.

☒ Are self sufficient in their use of individually appropriate technology tools in their classrooms to support their learning styles.

☒ Demonstrate digital citizenship (i.e. complies with copyright regulations, cites appropriate sources, uses cyber-safety knowledge and understands the implications when the elements of digital citizenship are not followed.

47. How many technicians on staff support your school's technology infrastructure? (format is x.x)

(If technician is assigned part-time to your school, use a decimal such as .5 to indicate half-time or .25 to indicate quarter-time. This would include only staff or technicians who are employed by the school.)

[.5   ]

48. Is technology support provided by an outside contracted vendor?

☐ Yes

☒ No

49. Does your school make use of open source software?

☐ Yes

☒ No

State of New Jersey
Department of Education
Educational Technology Survey

PARENT AND COMMUNITY PARTNERSHIPS

50. Of the students enrolled in your school, please enter the number of students who have and can use the following in their homes:
A multimedia computer with Internet access, basic software (word processing, database, spreadsheet, presentation) and a printer.

506

51. Is outreach to parents accomplished using electronic means (i.e. web site, e-mail, announcements, schedules, lunch menus, permission slips)?

◉ Yes

☐ No

52. Does your school offer educational technology activities/programs to families and community members?

◉ Yes

☐ No

PARENT AND COMMUNITY PARTNERSHIPS

53. If your school does offer educational technology activities/programs to families and community members, then check all those below that apply:

☑ Access to e-mail

☑ E-mail accounts

☑ Training

☑ Cyber safety program

☐ On campus adult access to school equipment

☐ Off-campus adult access to school equipment

☑ Web site hosting for community organizations

☑ Online parent resource section on the school's web site

☑ Technology Fairs/Presentations

State of New Jersey
Department of Education
Educational Technology Survey

INSIGHT AND ASSISTANCE

54. How can the Office of Educational Technology best support your school?

☑ Grant information and resources

☑ Online technology assistance

☑ Sharing best practices

☐ Other (please specify)

---

55. Provide an example of your school's best education technology practices and include a web site link if it is posted online.

http://monroenj.schoolwires.com/woodlandes/site/default.asp

56. Describe or add any other information that you feel is valuable to share.

III.A.2 Describe the technology inventory needed to improve student academic achievement through 2013 including, but not limited to:

During the last three years in the Monroe School District both hardware and software have been streamlined to minimize support issues and make the software utilized more efficient and focused on meeting the requirements of the Core Curriculum Content Standards. Workstations range from thin clients to the latest Pentium Core Duo Processor models. In the elementary schools and the middle school regular education classroom is equipped with one PC and a printer. All classrooms are connected to the network via Ethernet, both wired and wireless where appropriate. In the middle school there is a computer lab with 30 computers. In addition to the desktops which are located in the computer lab and the classrooms each classroom teacher has been supplied a notebook computer which has wireless capability. A similar configuration exists in the instructional classrooms at the high school. In addition, there are nine (9) labs throughout the high school. Each of the elementary schools also have a minimum of eight mobile carts equipped with laptop computers and a wireless printer dedicated to each cart. There is connectivity between all buildings and the high school hub for access to Internet services. Each of the two elementary schools has three Windows server within the school. Each of the media centers has been provided with a minimum of three desktop computers.

The technology inventory needed to improve student academic achievement is as follows:

Technology equipment and networking capacity
Gigabit switches, higher capacity routers, new file and application servers, a storage area network, and greater bandwidth for intra-building and inter-district connectivity.

Software used for curricular support and filtering

The school district uses a multi-layered approach to network filtering and security. We combine an iPrism Web Filtering Appliance, and a Messaging Architects Guardian, and Panda Antivirus Software for anti-virus and anti-spam filter for these functions.

The iPrism Web Filter Appliance provides for Anti-Spyware, web content filtering, application shaping, anti-virus, peer to peer, and Instant Messaging blocking and recording. This device automatically filters for spyware and viruses. The database that is used for this device contains over 100,000 spyware signatures and the anti-virus database is updated in real-time. In addition, we have the added capability of blocking specific universal resource locators (URL), file types, mime types, and categories of Internet content. The appliance allows us to filter P2P, IM, and streaming media applications.

The Messaging Architects product provides filtering and anti-spam for the district's email. We can block spyware and email from a specific person or domain. In addition, it filters for email content.

(See the following software inventory for complete listing of software titles used throughout the District)

District Software
2009 - 2010

	Applegarth Middle School	Barclay Brook School, Mill Lake School, and Oak Tree School	Brookside School and Woodland School	Monroe Township High School
1	AB Tutor	AB Control	AB Tutor	AB Tutor Control
2	Adobe Creative Suite	Clicker	Adobe Photoshop	Adobe CS3
3	Adobe Premier Elements	EMP NS Connection	Adobe Professional	Adobe Flash
4	Algebra in Motion	Etools	Adobe Reader	Adobe Reader 8
5	Connected Mathematics	Examview Assessment Suite	Brain Pop	Adobe Shockwave
6	E-Lab	Examview Player	Clipart 2009-10	AutoCAD 2010
7	Epson Projector Software	Envision Grades K-3	Connected Math Grades 6-8	Automated Accounting 7
8	Firefox	Finale 2008	eInstruction:Classroom Performance System (CPS)	Bagels
9	Macromedia Flash	Geoskills Primary	E-Labs Grade 3, 4, 5, Middle School I	C21 1st Year Electronic Auditor
10	Macromedia Shockwave	Gollygee Blocks	Envision Math Grade 3,4,5 w/ Mind Point Quiz Show	Concert Tour Entrepreneur
11	Mathtype	Google Earth	Finale 2008	Cyperlink Power DVD
12	Microsoft Office 2007	iTunes	Geometer's Sketchpad	DataStudio
13	Microsoft Publisher 2007	Jumpstart Advanced 1st Grade	Google Earth	Decisions
14	Microtype Pro	Jumpstart Advanced 2nd Grade	Genesis	Eclipse
15	Inspiration	Jumpstart Advanced Kindergarten	Holt World History w/ Holt Puzzle Pro	Geometer's Sketchpad
16	iTunes	Jumpstart Advanced Preschool	Inspiration	Google Earth

	Applegarth Middle School	Barclay Brook School, Mill Lake School, and Oak Tree School	Brookside School and Woodland School	Monroe Township High School
17	Java	Kid Keys 2	Internet Explorer	Goventure Microbusiness
18	Panda Anti-Virus	Kid Pix Deluxe 4	iTunes	Graphical Analysis 3.4
19	Printshop Ensemble 15	Kidspiration	KidPix Deluxe 4	Green Globs
20	Quicktime	Microsoft Office 2007	Kidspiration	Inspiration
21	Real Player	Mindpoint Quiz Show	Math Type	Internet Explorer 8
22	Shockwave - Plugin	Mozilla Firefox	Micro Type Pro	Java
23		Panda Anti-Virus	Microsoft Office (Word, Excel, PowerPoint, Access, Publisher, Frontpage)	Journey Through Calculus
24		Power DVD	Mimio	Microsoft Office 2007
25		Reading Counts	Mozilla Firefox	Microsoft Visual Basic 2008 Express
26			Power DVD	Microtype Pro
27		Real Player	PrintShop Deluxe	Nero Startsmart
28		Print Shop Deluxe 15	Quicktime Player	Panda Anti-Virus
29		Typing Time	Real Player	Quicktime
30		Bailey's Book House	Scott Foresman Teacher Resource Planner Grades 4,5,6	Starcalc 5.72
31		Trudy's Time and Place House	Study Island	The Printshop Deluxe 15
32		Thinkin' Things 1	Turning Point & Question Point	Videopoint Capture
33		Mighty Math Zoo Zillions	Typing Time	Videopoint Physics Fundamentals
34		Reading Builder Practice	Windows Media Player	Virtual business - Retailing

	Applegarth MiddleSchool	Barclay Brook School, Mill Lake School, and Oak Tree School	Brookside School and Woodland School	Monroe Township High School
35		Thinkin' Things 2	Write Source Interactive Writing	Virtual Business - Sports
36		Sammy's Science House	SF READING TESTWORKS GRADE 4	West Point Bridge Designer
37		Millie's Math House	SF READING TESTWORKS GRADE 5	Winplot
38		Reading Builder Adventure	SF READING TESTWORKS GRADE 6	Winroc Graph
39		Mighty Math Carnival Countdown	Panda Anti-Virus	
40		E-Lab Grade 3		
41		Mimio Tools		
42		Mimio Notebook		

Technology maintenance policy and plans

The district's policy on technology maintenance is to annually clean all computers and printers inside and outside.   The district employs several computer technicians (workstation specialist) that are responsible for repairing any components within the computers.   In general, the district never condemns a working computer. When the computer can no longer perform at a satisfactory level, the policy is to reallocate the equipment to function as a thin client computer.

Telecommunications Services

The district currently has seven 10 Mbps Ethernet private lines and one ATM T-3 line. Our telecommunications services need to be upgraded to fiber backbone connecting the schools to each other. In addition we would like to upgrade our current Internet access to 100 Mbps Ethernet private line. Cellular service in the district is currently provided by Verizon Wireless and a few of our staff members have service via AT&T. If we are successful in upgrading our wide area network (WAN) backbone to fiber, the district will be well positioned to begin exploring the integration of IP Telephony into the network infrastructure.

Technical Support

The district currently has seven full time staff members whose job is to maintain the district's computer hardware, networking software, desktop software, and installation and configuration of application software.   In addition the district employs five full time elementary technology teachers. The elementary teacher's responsibility is to facilitate infusion of technology into the curriculum. We would like to increase the staff of the technology department so that each building could have a full-time workstation specialist and a full time technology teacher.|

Facilities infrastructure

The current infrastructure within each of the buildings is a switched 10/100/1000 megabit hardwired network and an 802.11b/g wireless network. We would like to continue to maintain this system by upgrading necessary equipment with the most efficient and secure equipment.   This would enable the computers on the network to perform more efficiently while providing safeguards from hacking and other security intrusions.

Other Services N/A

III.A.3. Assistive Technologies

The district incorporates a number of assistive technologies to accommodate students with learning difficulties. Aside from the use of data projectors, large screen monitors and audio systems used for classroom instruction that weren't as readily available just a few years ago, we also use the following assistive devices:

The following devices are communication assistive devices to assist students in communicating with others.

Naturally Dragon Speaking Software

Phonak Micro MLX-1

Amigo System T and R Systems

Vantage

Vantage Plus

DynaMyte 4100

Alpha Word Quick Glide

Neo

M3 – Dynovox

Vangage Lite

Tech Speak 6x32

CD Player for Books on Tape

Portable room FM units D players are used to read books on CD's to visually impaired students. These books can also be read to the student via the computer. Sound Field Systems, both portable and stationary, are used for hearing impaired students.

III.A.4. Teacher and Library Media Personnel Access to Educational Technology

Teachers and library media personnel have access to educational technology through a variety of ways. In the elementary setting every classroom has a teacher desktop computer with a classroom printer. The vast majority of classrooms have ceiling mounted digital projectors. Those that do not have ceiling mounted projectors has access to portable digital projectors. As noted in III.A.2 there are a minimum of eight mobile carts equipped with wireless laptop computers. A wireless printer is dedicated to each cart in each building. A wide variety of meaningful content-specific software for use in the classroom is maintained on the district servers and is readily accessible. Much of this software is also available on the publisher website. Several fixed SmartBoards are in use in classrooms throughout the district.

At the middle school each staff member has a wireless laptop computer for classroom and home use, and each classroom is equipped with a ceiling mounted projector. There are a number of mobile carts available as well as a fixed computer lab that is used primarily for the Computer Literacy cycle course. That classroom also has a fixed SmartBoard.

At the high school each staff member has a wireless laptop computer for classroom and home use. Some classrooms have been equipped with a ceiling mounted projector, and a number of portable digital projectors are available by department. There are a number of mobile carts available as well as (9) computer labs set up for courses such as Computer Programming, Business courses, and CAD labs. The Digital Photography classroom also is equipped with a fixed SmartBoard.

III.A.5. Administrator Access to Educational Technology

Administrators in the district have access to educational technology in a variety of ways. Each administrator has a desktop computer with a printer. Depending on the need administrators also have access to wireless laptop computers. In addition, each administrator has an HP iPAC PDA with access to outlook calendar, email, and Classroom Walk Through (CWT) software.

III.A.6. Web Accessibility

The district contracted with Schoolwires to host the district's web site. SchoolWires maintains its servers in a secure environment that guarantees maximum "up time". This makes the district's site accessible to anyone with an internet connection at any time. Schoolwires provides a series of tools that help provide editors with the ability to construct templates and content elements that comply with the Americans with Disabilities Act (ADA) Section 508 guidelines. These tools include Cascading Style Sheet layouts, Channel Section List, Page List, and simple hyperlinks. Since SchoolWires provides the templates and structure for the web site it ensures consistency among the pages and the ability to be viewed by all. These templates produce a positive ADA-compliant user experience.

III.A.7. Plan for replacing obsolete computers/technology: include your District's/Charter School's criteria for obsolescence.

The district has approximately nineteen hundred (1900) computers. The purchase time frame of these computers dates back to 2003. Some of these computers are old and cannot run many of our current software packages. The district utilizes several options for dealing with obsolete technology. The first option is to refurbish the computers and deploy them as thin clients. The thin client architecture has minimal hardware requirements. Most of the district's older computers are being used as thin clients. The other option is for the district to replace hardware every five years when the budget allows. A desktop or laptop computer is considered obsolete after 5 years. Servers are considered obsolete after 3 years. This has been the district's plan for the last couple of years

B.   Cyber Safety

1. Filtering method(s) used:

    The school district uses a multi-layered approach to network filtering and security. We combine a St. Bernard iPrism Content Filter, Messaging Architects M+ Guardian, and Panda anti-virus and anti-spam filter for these functions.

    The St. Bernard iPrism provides for Anti-Spyware, web content filtering, anti-virus, peer to peer, and Instant Messaging blocking and recording. This device automatically filters for spyware and viruses. The database that is used for this device contains over 100,000 spyware signatures and the anti-virus database is updated in real-time. In addition, we have the added capability of blocking specific universal resource locators (URL), file types, mime types, and categories of Internet content.

    The Messaging Architects M+ Guardian product provides filtering and anti-spam for the district's email. We can block spyware and email from a specific person or domain. In addition, it filters for email content.

    The third and final layer of protection is Panda Anti-Virus and Anti-Spyware software. This anti-virus software is loaded on every computer in the district. It protects the computers from malicious virus and spyware. The virus definition database is automatically updated daily.

MONROE TOWNSHIP SCHOOL DISTRICT
ACCEPTABLE USE POLICY (AUP) FOR
ALL EMPLOYEES AND STUDENTS
ACCESS to INFORMATION, SOFTWARE, and COMPUTING

As a user of Monroe Township School District's computing facilities, I agree to the following rules and provisions. Please refer to district policies and regulations #'s 3321, 4321, and 5512.02 for further information.

Users will:

1. only use the computer account provided and will take the responsibility to protect their account from unauthorized access. Users will not give their personal password to anyone and will take steps to prevent others from learning their password. Users who become aware of attempts to violate or bypass security mechanisms will promptly report such attempts to their teacher or administrator.

2. respect the privacy of information stored in Monroe Township School District's computing facilities. Users will not acquire or modify, in any way, information that belongs to another person nor will they attempt to access restricted portions of the network or operating system.

3. only use the software to which express rights have been granted by the school administration.

4. not copy unauthorized software onto the local drive or onto the network drive.

5. agree to abide by any patent, copyright, or license restrictions that may relate to the use of the computing facilities, products, programs or documentation. Users agree not to copy, disclose, modify, or transfer any such materials that they did not create without the express consent of the original owner or copyright holder. Users agree not to use Monroe Township School District's computing facilities to violate the terms of any software license agreement, or any applicable local, state, or federal laws.

6. agree not to use Monroe Township School District's computing facilities for any purpose other than that for which it was intended.

7. not to use e-mail and district technology equipment for personal use, personal gain, harassment, or cyber bullying.

8. agree that the district's Internet connection and e-mail is a privilege, not a right. Good judgment should be used to access only information having sound educational value. Users understand that accessing inappropriate materials will result in the cancellation of their network account. Staff are required to use their professional Monroe district e-mail address in all school related correspondence.

9. **understand that violation of any provision of this agreement will result in disciplinary action as listed in district policies and regulations #'s 3321, 4321, and 5512.02. Students also face removal from present courses that require the use of the system resulting in a failing grade for these courses. Criminal charges may be brought against students or district employees, if warranted.**

10. This AUP agreement remains in force as long as the user makes use of Monroe Township School District's computing facilities or services.

Board Approved: December 12, 2007

Effective Date: July 1, 2008

III.B.3.a. Cyber Safety

The district's Internet safety policy is covered by policy number 4321. This policy is as follows:

The Board recognizes that as telecommunications and other new technologies shift the manner in which information is accessed, communicated and transferred that those changes will alter the nature of teaching and learning. Access to telecommunications will allow support staff members to explore databases, libraries, Internet sites, bulletin boards and the like while exchanging information with individuals throughout the world. The Board supports access by support staff members to information sources but reserves the right to limit in-school use to materials appropriate to educational purposes. The Board directs the Superintendent to effect training of support staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes that telecommunications will allow support staff members access to information sources that have not been pre-screened using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer network(s) and declares unethical, unacceptable, inappropriate or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, instituting legal action or taking any other appropriate action as deemed necessary.

The Board provides access to computer network(s)/computers for administrative and educational purposes only. The Board retains the right to restrict or terminate support staff members access to the computer network(s)/computers at any time, for any reason. The Board retains the right to have the Superintendent or designee monitor network activity, in any form necessary, to maintain the integrity of the network(s) and ensure its proper use.

Standards for Use of Computer Network(s)
Any individual engaging in the following actions declared unethical, unacceptable or illegal when using computer network(s)/computers shall be subject to discipline or legal action:

A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network(s). Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network(s) in a manner that:

1. Intentionally disrupts network traffic or crashes the network;
2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;

4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer network(s)/computers are provided.

Violations
Individuals violating this policy shall be subject to appropriate disciplinary actions as defined by Policy No. 4150, Discipline which includes but are not limited to:

1. Use of the network(s)/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension;
7. Dismissal;
8. Legal action and prosecution by the authorities; and/or
9. Any appropriate action that may be deemed necessary as determined by the Superintendent and approved by the Board of Education.

III.B.3.b. Cyber Safety

Students are educated about online safety awareness through the efforts of the district Teachers of Technology and the classroom teachers. In the fall of each school year students in grades 3 through 6 and grades 7, 8 receive information and training regarding Internet safety. This is accomplished through classroom lessons presented by the Technology teachers. Some of these include: Personal Safety, Cyber Bullying, Online Predators, and Responsibility Online (includes Cyber Security for grades 4-5 and Intellectual Property for grade 6). Most of the activities and information comes directly from www.isafe.org. Teachers must complete online training modules in order to receive i-Safe lessons which include CDs, DVDs, and Powerpoint presentations referenced in the lessons. For the "Online Predator" lesson in grade 4, CyberSmart is used since i-Safe doesn't have a Predator lesson for grade 4.

In addition, objectives of Internet Safety Grades 4-6, include:

- Student will understand that online organizations can help educate the public about Internet Safety creating a responsible environment.
- Students will understand that privacy on the Internet creates legal dilemmas.
- Students will understand that identifying strangers on the Internet and applying appropriate filter methods is an ethical decision of choice.
- Students will understand that student Internet Safety mentorship helps develop ethical Internet behaviors.
- Student will understand that the criteria used to create safe "spaces" develops global citizenship.

From this lesson students will know:

- Internet safety terminology such as spam, predator, 5 Wizzy Wigs, privacy, IM, blog, & filter.
- Ways to protect their Computer Information.
- Information they shouldn't post on the Internet.
- Rules of the school AUP.
- How to identify the 5 Wizzy Wigs.
- Parameters for creating user names and passwords.
- Criteria for "space" safety evaluation.

III.B.4 The district Internet Safety Policy was approved at a public board meeting on 6/11/03 and the Cyber Bullying policy was approved at a public board meeting on 12/13/06. In the past a Police Officer specializing in Internet Safety has given a presentation to students during the day and also to parents and community members during the evening. This year presentations to PTO's on this topic are also anticipated. In addition, cyber safety is addressed in principals' newsletters to parents and students. Links to i-Safe are also on each school website to provide parents with timely and important information.

III.C. Needs Assessment

1.a. Current practice of staff in integrating technology across the curriculum.
The following survey was utilized to evaluate staff's current practice in integrating technology across the curriculum.

Monroe Township School Staff Technology Survey

Technology Standards NJCCC

The following 24 question survey will be used to assist us in the preparation of the District's 3-year Technology plan. Please respond to each question by checking all boxes that apply to you. Question 14 is for grades Pre-K to 3 only and question 15 is for grades 4 to12 only. Question 24 allows for an open response for additional staff development requests to assist you in your delivery of curriculum to students.

Thank you for your time and cooperation.

1. Technology Standards NJCCC I am….

    ☐ aware of technological literacy standards for students and staff.

    ☐ able to implement NJCCC (state) technological literacy standards for students.

    ☐ able to teach the NJCCC standards to others.

2. Pedagogy and Disposition – I…

    ☐ am aware the technology can be used for instruction.

    ☐ regularly use technologies for personal use.

    ☐ am able to spot "areas of promise" for technology integration.

    ☐ integrate technology in classroom instruction as applicable.

    ☐ am able to teach to others the above information.

3. Ethical and Legal Use – I…

    ☐ understand that Monroe Township Schools has an Acceptable Use Policy (AUP) for students and staff.

    ☐ model legal and ethical use of the Districts AUP.

- ☐ understand that Monroe Township Schools has Web Publishing Guidelines.

- ☐ model legal and ethical use of the District's Web Publishing Guidelines.

- ☐ model legal and ethical use or transmission of confidential communications.

- ☐ understand the impact of "portability" of records and documents.

- ☐ am able to teach to others the above information.

4. Network and Printers – I…

- ☐ attempt to use the network and printers.

- ☐ am able to login and logout of the network.

- ☐ am able to create folders, copy, save, and retrieve files from the network.

- ☐ am able to backup my files to my flash drive (USB storage device).

- ☐ am able to teach others the above information.

5. Outlook/Email - I…

- ☐ check my email regularly.

- ☐ send email regularly.

- ☐ delete old messages and empty the trash folder.

- ☐ am able to retrieve and open attachments.

- ☐ am able to send attachments.

- ☐ access my email from outside the district.

- ☐ have created my own personal address book.

- ☐ have created groups within my address book.

- ☐ set up folders to organize my saved messages.

- ☐ am able to teach to others the above information.

6. Internet and the District website – I…

- ☐ am aware the District has a website (www.monroe.k12.nj.us).

- ☐ am aware the buildings have their own homepage.

- ☐ have created a favorites (bookmarks) list for frequently visited sites.

☐ have navigated through the District and building pages.

☐ know how to create my own webpage.

☐ am able to post on my own webpages.

☐ am able to teach to others the above information.

7. Office and classroom technologies – I…

☐ attempt to use office/classroom equipment.

☐ differentiate between cost efficient use of the copier versus the printer.

☐ regularly use an overhead projector.

☐ am able to use a TV/VCR/DVD player.

☐ am able to use a digital camera.

☐ am able to use a camcorder.

☐ am able to use a digital projector.

☐ am able to use a USB flash drive.

☐ am able to use the above in my classroom for instruction.

☐ am able to teach to others the above information.

8. Troubleshooting/Self Help – I…

☐ attempt to troubleshoot problems myself (is everything plugged in?).

☐ restart the computer.

☐ can post a trouble report on ComputerMedic.

☐ know who the Tech Resource people are and seek help from them.

☐ am able to teach to others the above information.

9. Online Resources – I…

☐ am able to locate online resources (content related websites, online databases, WebQuests & search tools e.g. Google, ASK com).

☐ evaluate online resources to support curriculum.

☐ integrate online resources into class lessons where appropriate.

☐ am able to teach to others the above information.

10. Word Processing – I…

☐ use word processing to create and edit simple documents.

☐ regularly use spell-check.

☐ am able to insert graphics and pictures in my documents.

☐ am able to format a document for presentation quality.

☐ am able to teach to others the above information.

11. Spreadsheets – I…

☐ understand the use of a spreadsheet and I am able to navigate through one.

☐ am able to create simple spreadsheets and charts.

☐ utilize spreadsheets for record keeping and analytical purposes.

☐ able to use a formula in Microsoft Exel.

☐ am able to teach to others the above information.

12. Presentation Software – I…

☐ use the computer to present information to others.

☐ incorporate presentations into my lessons.

☐ include multimedia such as sound, video and/or graphics in my presentations.

☐ am able to teach to others the above information.

13. Student Information Systems (Genesis) – I am …

☐ aware that the District uses Genesis as it's Student Information System.

☐ able to login to Genesis from within the school.

☐ able to login to Genesis from home or outside of the school.

☐ able to take attendance with Genesis.

☐ able to construct searches to gather data from Genesis.

☐ able to print reports from within Genesis.

☐ able to teach to others the above information.

☐ able to locate student information from within Genesis.

☐ able to enter data in Genesis.

14. Report Card PreK-3 (Genesis Elementary Report Card) – I am able to…

This question pertains to Pre-K through 3rd grade staff only

☐ enter grades.

☐ print report cards.

☐ take attendance.

☐ teach to others the above information.

15. Electronic Gradebook Grades 4-12 (Genesis Gradebook) – I am able to…

This question pertains to Grades 4 through 12 staff only

☐ enter tasks and grades into the Genesis Gradebook.

☐ set up a new gradebook.

☐ set up my grading profile.

☐ print gradebook reports from within Genesis.

☐ create assignments for multiple sections.

☐ teach to others the above information.

16. I know what information is available to parents via Parent Access.

☐ yes.

☐ no.

☐ not applicable. (my school does not participate in Parent Access)

17. How often do you integrate the following computer-based technology into the curriculum? (Math)

☐ daily.

☐ weekly.

☐ monthly.

☐ never.

☐ not applicable. (I do not teach this subject)

18. How often do you integrate the following computer-based technology into the curriculum? (Science)

☐ daily.

☐ weekly.

☐ monthly.

☐ never.

☐ not applicable. (I do not teach this subject)

19. How often do you integrate the following computer-based technology into the curriculum? (Social Studies)

☐ daily.

☐ weekly.

☐ monthly.

☐ never.

☐ not applicable. (I do not teach this subject)

20. How often do you integrate the following computer-based technology into the curriculum? (Language Arts)

☐ daily.

☐ weekly.

☐ monthly.

☐ never.

☐ not applicable. (I do not teach this subject)

21. How often do you integrate the following computer-based technology into the curriculum? (Other)

- ☐ daily.
- ☐ weekly.
- ☐ monthly.
- ☐ never.
- ☐ not applicable. (I do not teach this subject)

22. Please enter other content specific software that you may use. Also indicate how often the software is used.

23. Please indicate which courses you would like to see offered via the After School Professional Development Program.

- ☐ Microsoft Word.
- ☐ Microsoft Excel.
- ☐ Microsoft Power Point.
- ☐ Web Design.
- ☐ Digital Photography.
- ☐ Genesis.
- ☐ Other, please specify.

24. Please list in the box below any areas in which you feel that your classroom instruction could improve with additional staff development.

b. **Summary of teacher and library media personnel proficiency in the use of technology within the district.**

Monroe Township Schools Staff Technology Survey Results

Respondents: 322 displayed, 332 total **Status:** Active

Launch Date: 1/22/2010 **Closed Date:** N/A

1. School Assignment:	Response Total	Response Percent
Applegarth Middle School	32	15%
Barclay Brook Elementary School	19	9%
Brookside Elementary School	32	15%
Mill Lake School	20	9%
Monroe High School	61	28%
Oak Tree School	39	18%
Woodland School	22	10%
		Total Respondents 215
2. What grade level do you teach?	Response Total	Response Percent
Preschool	6	3%
Kindergarten	17	8%
First Grade	29	14%
Second Grade	32	15%
Third Grade	28	13%
Fourth Grade	38	18%
Fifth Grade	32	15%
Sixth Grade	39	18%
Seventh Grade	27	13%
Eighth Grade	21	10%
Ninth Grade	35	17%
Tenth Grade	36	17%
Eleventh Grade	40	19%
Twelfth Grade	35	17%
		Total Respondents 211
3. Technology Standards NJCCC-I am...	Response Total	Response Percent
aware of technological literacy standards for students and staff.	265	80%
able to implement NJCCC (state) technological literacy standards for students.	180	54%
able to teach the NJCCC standards to others.	52	16%
		Total Respondents 333 Average 1.5 Weighted Average 1.0

4. Pedagogy and Disposition – I…	Response Total	Response Percent
am aware that technology can be used for instruction.	265	82%
regularly use technologies for personal use.	231	72%
am able to spot "areas of promise" for technology integration.	164	51%
integrate technology in classroom instruction as applicable.	262	81%
am able to teach to others the above information.	110	34%
		Total Respondents 323 (skipped this question) 9
5. Ethical and legal use- I…	Response Total	Response Percent
understand that Monroe Township Schools has an Acceptable Use Policy (AUP) for students and staff.	280	93%
model legal and ethical use of the District's AUP.	232	77%
understand that Monroe Township Schools has Web Publishing Guidelines.	234	77%
model legal and ethical use of the District's Web Publishing Guidelines.	201	67%
model legal and ethical use of transmission of confidential communications.	203	67%
understand the impact of "portability" of records and documents.	183	61%
am able to teach to others the above information.	64	21%
		Total Respondents 302 (skipped this question) 30
6. Network and printers – I…	Response Total	Response Percent
attempt to use the network and printers.	251	83%
am able to login and logout of the network.	285	94%
am able to create folders, copy save, and retrieve files from the network.	277	92%
am able to backup my files to my flash drive (USB storage device).	274	91%
am able to teach to others the above information.	197	65%
		Total Respondents 302 (skipped this question) 30

7. Outlook/Email – I…	Response Total	Response Percent
check my email regularly.	293	98%
send email regularly.	287	96%
delete old messages and empty the trash folder.	284	95%
am able to retrieve and open attachments.	291	97%
am able to send attachments.	288	96%
access my email from outside of the district.	286	95%
have created my own personal address book.	91	30%
have created groups within my address book.	82	27%
set up folders to organize my saved messages.	170	57%
am able to teach to others the above information.	128	43%
		Total respondents 300 (skipped this question) 32
8. Internet and the District Website – I…	Response Total	Response Percent
am aware the District has a website (www.monroe.k12.nj.us).	289	97%
am aware the buildings have their own homepage.	287	97%
have created a favorites (bookmarks) list for frequently visited sites.	233	78%
have navigated through the District and building pages.	267	90%
know how to create my own webpage.	190	64%
am able to post my own WebPages.	173	58%
am able to teach to others the above information.	110	37%
		Total respondents 297 (skipped this question) 35
9. Office and classroom technologies –I…	Response Total	Response Percent
attempt to use office/classroom equipment.	268	91%
differentiate between cost efficient use of the copier versus the printer.	263	89%
regularly use an overhead projector.	152	52%
am able to use a TV/VR/DVD player.	270	92%
am able to use a digital camera.	255	86%
am able to use a camcorder.	191	65%
am able to use a digital projector.	181	61%

am able to use a USB flash drive.	**270**	**92%**
am able to use the above in my classroom for instruction.	**247**	**84%**
am able to teach to others the above information.	**136**	**46%**
		Total Respondents 295 (skipped this question) 37
10. Troubleshooting/Self-Help – I…	**Total Response**	**Response Percent**
attempt to troubleshoot problems myself (is everything plugged in?).	**265**	**90%**
restart the computer.	**278**	**95%**
can post a trouble report on ComputerMedic.	**251**	**85%**
know who the Tech Resource people are and seek help from them.	**274**	**93%**
am able to teach to others the above information.	**152**	**52%**
		Total Respondents 294 (skipped this question) 38
11. Online Resources –I…	**Total Response**	**Response Percent**
am able to locate online resources (content related websites, online databases, WebQuests & search tools e.g. Google, ASK.com.	**278**	**95%**
evaluate online resources to support curriculum.	**250**	**85%**
integrate online resources into class lessons where appropriate.	**252**	**86%**
am able to teach to others the above information.	**142**	**48%**
		Total Respondents 293 (skipped this question) 39
12. Word Processing – I…	**Total Response**	**Response Percent**
use word processing to create and edit simple documents.	**284**	**97%**
regularly use spell-check.	**265**	**91%**
am able to insert graphics and pictures in my documents.	**260**	**89%**
am able to format a document for presentation quality.	**227**	**78%**
am able to teach to others the above information.	**158**	**54**
		Total Respondents 292 (skipped this question) 40
13. Spreadsheets – I…	**Total Response**	**Response Percent**
understand the use of a spreadsheet and I am able to navigate through one.	**276**	**95%**
am able to create simple	**206**	**71%**

spreadsheets and charts.		
utilize spreadsheets for record keeping and analytical purposes.	**150**	**52%**
able to use a formula Microsoft Excel.	**115**	**40%**
am able to teach to others the above information.	**68**	**23%**
		Total Respondents 291 (skipped this question) 41
14. Presentation Software – I…	**Total Response**	**Response Percent**
use the computer to present information to others.	**272**	**94%**
incorporate presentations into my lessons.	**214**	**74%**
include multimedia such as sound, video and/or graphics in my presentations.	**190**	**66%**
am able to teach to others the above information.	**103**	**36%**
		Total Respondents 290 (skipped this question) 42
15. Student Information Systems (Genesis) – I am…	**Total Response**	**Response Percent**
aware that the District uses Genesis as it's Student Information System.	**282**	**97%**
able to login to Genesis from within the school.	**278**	**96%**
able to login to Genesis from home or outside of the school.	**239**	**82%**
able to take attendance with Genesis.	**243**	**84%**
able to construct searches to gather data from Genesis.	**187**	**64%**
able to print reports from within Genesis.	**235**	**81%**
able to teach to others the above information.	**138**	**48%**
able to locate student information from within Genesis.	**252**	**87%**
able to enter data in Genesis.	**211**	**73%**
		Total Respondents 290 (skipped this question) 42
16. Report Card PreK-3 (Genesis Elementary Report Card) – I am able to…	**Total Response**	**Response Percent**
enter grades.	**95**	**91%**
print report cards.	**80**	**77%**
take attendance.	**78**	**75%**
teach to others the above information.	**64**	**62%**
		Total Respondents 104 (skipped this question) 228

17. Electronic Gradebook Grades 4-12 (Genesis Gradebook) – I am able to…	Total Response	Response Percent
enter tasks and grades into the Genesis Gradebook.	193	99%
set up a new gradebook.	149	76%
Set up my grading profile.	152	78%
print gradebook reports from within Genesis.	178	91%
create assignments for multiple sections.	158	81%
teach to others the above information.	92	47%
		Total Respondents 195 (skipped this question) 137
18. I know what information is available to parents via Parent Access.	Total Response	Response Percent
Yes	117	41%
No	86	30%
Not Applicable (my school does not participate in Parent Access)	86	30%
		Total Respondents 288 (skipped this question) 44
19. How often do you integrate the following computer-based technology into the curriculum?	Total Response	Response Percent
Daily	53	18%
Weekly	112	39%
Monthly	104	36%
Never	17	6%
		Total Respondents 287 (skipped this question) 45
20. How often do you integrate the following computer-based technology into the curriculum?	Total Response	Response Percent
Daily	54	19%
Weekly	56	20%
Monthly	31	11%
Never	21	7%
Not Applicable (I do not teach this subject)	125	44%
		Total Respondents 287 (skipped this question) 45
21. How often do you integrate the following computer-based technology into the curriculum?	Total Response	Response Percent
Daily	4	1%
Weekly	44	15%
Monthly	60	21%
Never	36	13%
Not Applicable (I do not teach this subject)	143	50%

		Total Respondents 287 (skipped this question) 45
22. How often do you integrate the following computer-based technology into the curriculum?	**Total Response**	**Response Percent**
Daily	**11**	**4%**
Weekly	**60**	**21%**
Monthly	**61**	**21%**
Never	**39**	**14%**
Not Applicable (I do not teach this subject)	**116**	**40%**
		Total Respondents 287 (skipped this question) 45
23. How often do you integrate the following computer-based technology into the curriculum?	**Total Response**	**Response Percent**
Daily	**9**	**3%**
Weekly	**41**	**14%**
Monthly	**50**	**17%**
Never	**39**	**14%**
Not Applicable (I do not teach this subject)	**148**	**52%**
		Total Respondents 287 (skipped this question) 45
24. Please indicate which courses you would like to see offered via the After School Professional Development Program.	**Total Response**	**Response Percent**
Microsoft Word	**29**	**13%**
Microsoft Excel	**123**	**55%**
Microsoft Power Point	**81**	**36%**
Web Design	**124**	**56%**
Digital Photography	**86**	**39%**
Genesis	**57**	**26%**
Other, please specify	**20**	**9%**
		Total Respondents 223 (skipped this question) 109

b.   **Contiued: Summary of teacher and library media personnel proficiency in the use of technology within the district.**

Staff Technology Survey 2010

Responses to Question 24: Please enter other content specific software that you may use. Also indicate how often the software is used.

1. Accounting software.....used weekly.
2. CMP2
3. Computer Response System (monthly)
4. databases, online websites, wikipedia, google, dictionary.com
5. databases, search engines, research tools--when teaching lessons and also when working with individual students who might need assistance.
6. Destiny... Daily
7. discovery educzation (brief videos) google images (inserted in powerpoints)
8. Ebooks Content Databases
9. electronics circuit modeling software, robotics programming software, c based programming, basic programming
10. Envisions math
11. Envisions on the web is used several times per week in my classroom
12. Finale - every week. Auto tunes/Garage Band - every week
13. Finale.....weekly
14. foreign language art and culture
15. Frontpage, prinshop, gradekeeper - daily
16. Geometer's Sketchpad
17. holt lesson presentation cd microscope camera
18. I also use the internet for Health instruction. There are many resources and online games for Dental Health, the Food Pyramid, etc.
19. I do not have a machine in my room to use, so I can't integrate it in my content area
20. I do use the website www.studyspanish.com in the class and post it on my webpage for extra credit practice activities for my students.

21. I don't know what you mean by content specific software.
22. I don't necessarily use software...but websites such as Brainpop...I use this in all subject areas. I also look into recommended websites that Time for Kids may suggest in realtion to a cover story article...these are often a nice extension to working on current events. I am still becoming accquainted with the Reading, Writing, and Science sections of Study Island since this is our first year with access to those sections.
23. I don't use software, but I do use PowerPoint for Language Arts and various websites for Language Arts, Science, and Social Studies.
24. I have a Smartboard in my classroom where I make interactive shows. I also use the Envisions math website for a lot of my teaching.
25. I know I hit on LA and SS standards in comparisons with other cultures, key events in time, use of newspaper articles from other countries, election information, etc. My class is currently working with ancient civilations and contributions made to us by those civilizations. From an LA perspective, we revisit grammar points, sentence structure, literature circles, and graphic organizers from Lew's websites. Via an internet search, I had my class get background info on migrant workers in the United States as we began our immigration unit. I know I also hit on Art History standards as well.
26. I use a spreadsheet for attendance and scheduling, a word doc for letters and correspondance, internet for ideas and topics, and pdf files to generate homework.
27. I use a website for kindergarten weekly: www.starfall.com I don't have any software for guided reading groups as the Reading Specialist here. Any suggestions?
28. I use Audacity to record myself and other Spanish speakers to create authentic lsitening activities for students in my classes. We use listening activites at tleast once every two weeks.
29. I use itunes a lot for my class but i think garage band would be a valuable program for the district
30. I use sibelius, but am unable to fully integrate this material into my classroom teaching due to the insuffucuent integration of a laptop to the proximas in the school.
31. I use software for scoing CST used assessments- often
32. I use Teach-nology.com to create bingo games. I often search online for worksheets and interactive websites.
33. I use the powerpoint presentation software to teach many of my lessons. It allows me to imput some of my own information, add interesting pictures, and step away from the tradition form of textbook use. By adding graphics and sound, my students find learning from powerpoint very enjoyable.
34. I use various scoring programs for CST testing.
35. I use websites for all subject areas, but not software packages.
36. IEP goals and objectives. This program is full of flaws and needs to be revamped
37. If you consider Excel a Mathematics specific software, I have my students create spreadsheets and formulas to perform calculations at least once per month. The science software I use are DataStudio and InterActive Physics.
38. Kid Pix for Art Design
39. Kid Pix frequently, Publisher, Print Shop, Clicker(seldom)

40. Kidspiration-monthly
41. Math Envsions Software
42. Not software, but there is a ton of info on Language Arts Literacy Skills that I incorporate into my Reading and Writer's Workshop instruction.
43. Pearson Successnet Math Science SS Lang. Arts
44. Please enter other content specific software that you may use. Also indicate how often the software is used.
45. Powerpoint presentations of notes daily of Language / Reading / Social studies / Science & Health
46. Preschool lesson plans for Working With Children
47. Reading-Phonics
48. Sibelius Software allows me to custom arrange music to suit the needs of my students. I am also able to generate fairly realistic audio samples for my students. I usually upload these samples to my website for students to use as a practice tool at home.
49. Smart Notebook Software- Daily Powerpoint- Daily
50. Starry Night PC Planetarium labs, I need to learn how to use the software before it can be used effectively in class. Current conflicts are avaiable classtime for technology based activities versus hands on experiments; I have more hands on experimental and data based labs than can be done in class.
51. studyspanish.com - monthly, wordreference.com - as needed
52. Teacher Tube and other curriculum related video form appropriate web sites
53. test generators
54. There really is no content specific software for LAL except the one that is correlated with our PH book, which I will use as needed. Inspiration – as applicable
55. Typing Time - weekly
56. U tube - has materials being shown which we use.
57. United Streaming, various websites on curriculum areas, Envision Math
58. We have a classroom Smartboard that we use regularly in all subjects. I use Study Island weekly in class and for homework and monitor student progress via reports and am able to modify assignments for students as needed. I am creating a webquest with my lal TAG class.
59. What is Language Arts Content Specific Software?
60. Word
61. World Language Few times each year
62. You tube-for science videos and social studies videos. I also use Bens Guide for Social Studies. I use my webpage a lot to access these things.

Staff Technology Survey 2010

Responses to Question 25: Please indicate which courses you would like to see offered via the After School Professional Development Program.

1. Access; Web Design; Microsoft Power Point
2. Adobe products; Genesis; Digital Photography; Web Design
3. Advanced Technology - Back channeling, Wikis etc
4. Brief review how to manage the computer cart & printer.; Genesis; Microsoft Excel; Microsoft Word; Microsoft Power Point
5. Creating WebQuests; Microsoft Excel; Web Design
6. DESTINY!!!!
7. Digital Photography
8. Digital Photography
9. Digital Photography
10. Digital Photography
11. Digital Photography
12. Digital Photography
13. Digital Photography
14. Digital Photography
15. Digital Photography; Genesis
16. Digital Photography; Genesis
17. Digital Photography; Genesis
18. Digital Photography; Genesis; Microsoft Excel
19. Digital Photography; Genesis; Microsoft Excel; Web Design
20. Digital Photography; Genesis; Microsoft Power Point; Microsoft Excel; Microsoft Word
21. Digital Photography; Genesis; Microsoft Power Point; Web Design; Microsoft Excel
22. Digital Photography; Genesis; Web Design

23. Digital Photography; Genesis; Web Design; Microsoft Excel; Microsoft Power Point; Microsoft Word
24. Digital Photography; Genesis; Web Design; Microsoft Power Point; Microsoft Word
25. Digital Photography; Genesis; Web Design; Microsoft Word; Microsoft Power Point; Microsoft Excel
26. Digital Photography; Microsoft Excel
27. Digital Photography; Microsoft Excel
28. Digital Photography; Microsoft Excel
29. Digital Photography; Microsoft Excel
30. Digital Photography; Microsoft Excel; Microsoft Power Point
31. Digital Photography; Microsoft Excel; Web Design
32. Digital Photography; Microsoft Power Point
33. Digital Photography; Microsoft Power Point
34. Digital Photography; Microsoft Power Point
35. Digital Photography; Microsoft Power Point
36. Digital Photography; Microsoft Power Point; Web Design
37. Digital Photography; Microsoft Power Point; Web Design; Microsoft Excel
38. Digital Photography; Web Design
39. Digital Photography; Web Design
40. Digital Photography; Web Design
41. Digital Photography; Web Design
42. Digital Photography; Web Design
43. Digital Photography; Web Design
44. Digital Photography; Web Design; Genesis; Microsoft Power Point; Microsoft Excel
45. Digital Photography; Web Design; Microsoft Excel
46. Digital Photography; Web Design; Microsoft Power Point; Microsoft Excel
47. Genesis
48. Genesis
49. Genesis
50. Genesis
51. Genesis

52. Genesis; Digital Photography; Microsoft Excel
53. Genesis; Digital Photography; Microsoft Power Point; Microsoft Word; Microsoft Excel
54. Genesis; Digital Photography; Web Design
55. Genesis; Microsoft Excel
56. Genesis; Microsoft Excel; Microsoft Word; Microsoft Power Point
57. Genesis; Web Design; Microsoft Excel
58. Genesis; Web Design; Microsoft Excel
59. Genesis; Web Design; Microsoft Power Point; Microsoft Word
60. Gradebook set up; Web Design; Microsoft Power Point
61. I am not available for After School programs at this time. During school hours I would be interested.; Web Design; Microsoft Excel; Microsoft Power Point
62. Inspiration, Kidspiration,Envisions Math, Study Island
63. learning about various educational websites; Microsoft Excel; Microsoft Power Point
64. Microsoft Excel
65. Microsoft Excel
66. Microsoft Excel
67. Microsoft Excel
68. Microsoft Excel
69. Microsoft Excel
70. Microsoft Excel
71. Microsoft Excel
72. Microsoft Excel
73. Microsoft Excel
74. Microsoft Excel
75. Microsoft Excel
76. Microsoft Excel
77. Microsoft Excel
78. Microsoft Excel
79. Microsoft Excel

80. Microsoft Excel
81. Microsoft Excel
82. Microsoft Excel; Digital Photography
83. Microsoft Excel; Digital Photography
84. Microsoft Excel; Digital Photography
85. Microsoft Excel; Digital Photography
86. Microsoft Excel; Digital Photography
87. Microsoft Excel; Digital Photography; Web Design
88. Microsoft Excel; Genesis
89. Microsoft Excel; Genesis
90. Microsoft Excel; Genesis
91. Microsoft Excel; Genesis; Digital Photography
92. Microsoft Excel; Microsoft Power Point
93. Microsoft Excel; Microsoft Power Point
94. Microsoft Excel; Microsoft Power Point
95. Microsoft Excel; Microsoft Power Point
96. Microsoft Excel; Microsoft Power Point; Digital Photography; Genesis; Web Design
97. Microsoft Excel; Microsoft Power Point; Genesis; Web Design
98. Microsoft Excel; Microsoft Power Point; Genesis; Web Design
99. Microsoft Excel; Microsoft Power Point; Web Design
100. Microsoft Excel; Microsoft Power Point; Web Design
101. Microsoft Excel; Microsoft Power Point; Web Design; Digital Photography
102. Microsoft Excel; Microsoft Power Point; Web Design; Digital Photography
103. Microsoft Excel; Microsoft Word; Digital Photography
104. Microsoft Excel; Microsoft Word; Digital Photography; Web Design
105. Microsoft Excel; Microsoft Word; Microsoft Power Point; Genesis; Web Design
106. Microsoft Excel; Microsoft Word; Microsoft Power Point; Web Design; Digital Photography
107. Microsoft Excel; Microsoft Word; Microsoft Power Point; Web Design; Digital Photography; Genesis
108. Microsoft Excel; Microsoft Word; Microsoft Power Point; Web Design; Digital Photography; Genesis

109. Microsoft Excel; Microsoft Word; Web Design; Microsoft Power Point; Digital Photography
110. Microsoft Excel; Microsoft Word; Web Design; Microsoft Power Point; Digital Photography; Genesis
111. Microsoft Excel; Web Design
112. Microsoft Excel; Web Design
113. Microsoft Excel; Web Design
114. Microsoft Excel; Web Design
115. Microsoft Excel; Web Design
116. Microsoft Excel; Web Design
117. Microsoft Excel; Web Design
118. Microsoft Excel; Web Design
119. Microsoft Excel; Web Design
120. Microsoft Excel; Web Design
121. Microsoft Excel; Web Design; Digital Photography
122. Microsoft Excel; Web Design; Digital Photography
123. Microsoft Excel; Web Design; Digital Photography
124. Microsoft Excel; Web Design; Digital Photography
125. Microsoft Excel; Web Design; Microsoft Power Point
126. Microsoft Power Point
127. Microsoft Power Point
128. Microsoft Power Point
129. Microsoft Power Point
130. Microsoft Power Point
131. Microsoft Power Point
132. Microsoft Power Point
133. Microsoft Power Point
134. Microsoft Power Point; Digital Photography
135. Microsoft Power Point; Digital Photography
136. Microsoft Power Point; Genesis
137. Microsoft Power Point; Genesis; Web Design

138. Microsoft Power Point; Microsoft Excel
139. Microsoft Power Point; Microsoft Excel
140. Microsoft Power Point; Microsoft Excel; Digital Photography
141. Microsoft Power Point; Microsoft Excel; Digital Photography
142. Microsoft Power Point; Microsoft Excel; Digital Photography
143. Microsoft Power Point; Microsoft Excel; Genesis
144. Microsoft Power Point; Microsoft Excel; Microsoft Word
145. Microsoft Power Point; Microsoft Excel; Microsoft Word; Web Design; Digital Photography; Genesis
146. Microsoft Power Point; Microsoft Excel; Web Design; Digital Photography; Genesis
147. Microsoft Power Point; Microsoft Word
148. Microsoft Power Point; Web Design
149. Microsoft Power Point; Web Design
150. Microsoft Power Point; Web Design; Microsoft Excel; Genesis
151. Microsoft Word
152. Microsoft Word
153. Microsoft Word; Genesis
154. Microsoft Word; Microsoft Excel
155. Microsoft Word; Microsoft Excel; Microsoft Power Point; Genesis
156. Microsoft Word; Microsoft Excel; Microsoft Power Point; Web Design
157. Microsoft Word; Microsoft Power Point; Microsoft Excel; Web Design
158. Microsoft Word; Microsoft Power Point; Microsoft Excel; Web Design
159. naviance, common application; Genesis
160. Please indicate which courses you would like to see offered via the After School Professional Development Program.
161. Sibelius in school
162. Study Island; Genesis; Digital Photography; Microsoft Excel
163. Subject specific content software, i.e., language arts, science, social studies, etc. for preK-3
164. The problem with most the after school programs is that coaches can take them because they usually overlap seasons (ex. Fall into V
165. Turning points technology (clickers); Web Design
166. visual basic, C++ , java

167. Web Design
168. Web Design
169. Web Design
170. Web Design
171. Web Design
172. Web Design
173. Web Design
174. Web Design
175. Web Design
176. Web Design
177. Web Design
178. Web Design
179. Web Design
180. Web Design
181. Web Design
182. Web Design
183. Web Design
184. Web Design
185. Web Design
186. Web Design
187. Web Design
188. Web Design
189. Web Design
190. Web Design
191. Web Design
192. Web Design; Digital Photography
193. Web Design; Digital Photography
194. Web Design; Digital Photography
195. Web Design; Digital Photography; Genesis

196. Web Design; Digital Photography; Genesis
197. Web Design; Digital Photography; Genesis; Microsoft Excel
198. Web Design; Digital Photography; Genesis; Microsoft Word
199. Web Design; Digital Photography; Microsoft Excel
200. Web Design; Digital Photography; Microsoft Excel
201. Web Design; Digital Photography; Microsoft Power Point; Microsoft Excel
202. Web Design; Digital Photography; Microsoft Power Point; Microsoft Excel
203. Web Design; Genesis
204. Web Design; Genesis; Microsoft Excel
205. Web Design; Genesis; Microsoft Excel
206. Web Design; Microsoft Excel
207. Web Design; Microsoft Excel
208. Web Design; Microsoft Excel
209. Web Design; Microsoft Excel
210. Web Design; Microsoft Excel
211. Web Design; Microsoft Excel
212. Web Design; Microsoft Excel
213. Web Design; Microsoft Excel; Digital Photography
214. Web Design; Microsoft Power Point
215. Web Design; Microsoft Power Point
216. Web Design; Microsoft Power Point
217. Web Design; Microsoft Power Point
218. Web Design; Microsoft Power Point
219. Web Design; Microsoft Power Point
220. Web Design; Microsoft Power Point; Microsoft Excel
221. Web Design; Microsoft Power Point; Microsoft Excel
222. Web Design; Microsoft Power Point; Microsoft Excel; Genesis
223. Web-Based Research Projects for First Graders
224. webpage design

Staff Technology Survey 2010

Responses to Question 26: Please list in the box below any areas in which you feel your classroom instruction could improve with additional staff development.

1. A refresher course in Word, Powerpoint and an intoduction to Excel.
2. Computer software that goes along with content area subjects
3. envisions math
4. How to use the Learnia data to drive instruction and how Learnia can tie into Study Island.
5. I am in the special education teaching/CST areas. I would like to be trained more in the "office" type functions of computer technology. We write reports,need Genesis information
    and need more excel spreadsheet knowledge.
6. I just wanted to note that in Kindergarten, I use the internet sporadically throughout the year for the subjects of Math, Science, L.A. and S.S. I checked monthly, but only because there was not a spot that said occasionally. I didn't want to check "never" because that would be false.
7. I teach preschool and really wished that our report card could be put into the Genesis program. Our report card is done in Word which is often very difficult with things shifting and getting cut off. We also have to manually put in the attendance after we figure it out in Genesis and from the Excel spreadsheet (Regular Education students attendance) into the Word document report card. When we print the report card it always cuts things off and doesn't line up when we fold it. I then take the two pages of the report card and have to run it through the copier to make it copy on the front and back so it can then be folded and placed in the envelope. I think that is sometimes doesn't even look official. I hope that this is something that can be done in the future! Thank you!
8. I think it was a mistake to take the computers out of the classrooms. I used to use them for centers, but now I don't.
9. I would appreciate an advenced course in PowerPoint. I can create PowerPoints but I have seen some great presentations during professional development and I would love to be able to do what some of the other districts do.
10. I would like to get more fluent with Excel, and have more time to add to my webpage. The best part of staff development is learning something, and then having some time to work with it, with a Tech. rep available to answer questions. What happens to me with technology, is that I hit a roadblock on my own and waste so much time trying to figure it out. My question has to wait till I can contact a colleague or tech. rep. to help. So, my project sits on the back-burner, or I have to handle it another way. Time is my biggest obstacle with technology.
11. I would use the computers more in my classroom with the preschool students if there was an extra one in my classroom

and training was given to me on software that was appropriate for 3 and 4 year olds.

12. In general, we need to narrow the technology gap between teachers and students. Another issue that we need to address is how can we better meet adolescents' social needs as they move into middle school and keep them on track in the linchpin 9th grade year?
13. It would be wonderful if students still had keyboarding in third grade so that they come to fourth grade with a greater understanding of how to use the laptops. Also, everyone seems to agree that we need a new keyboarding teacher.
14. keeping the same ICR teachers so that we can develop a rapport with them rather than teaching with someone new everyear.
15. Learning more about Genesis
16. Live links - i.e. linking to an author interview so students could watch it in real time
17. More skill in using powerpoint for math related topics
18. Most new textbooks contain extensive technological resources that really need on site training to be used effectively. Many times we get a brief overview which gets us started, but once we start using applications we really need time to talk with each other and explore the application further with training.
19. My classroom instruction would benefit if I were able to choose content-specific professional development.
20. Need a hands on lab session to really master video streaming.
21. Other than Genesis, classroom instruction could improve with both Web design and Microsoft Excel. It would be especially beneficial for Language Arts and Math.
22. Please continue to offer coursework and time at building level for collaboration and time to develop technology resources and integration
23. Please list in the box below any areas in which you feel that your classroom instruction could improve with additional staff development.
24. Power Point
25. Power Point Presentations
26. Reading Workshop to go along with Writer's Workshop that we are presently using.
27. See above!
28. Specific courses on technology related to specific subject areas and how to incorporate them into the curriculum.
29. student engagement/collaboration
30. Study Island, SuccessNet
31. Technology can be used for special area teachers in many ways, but limited in others (ie genesis for attendance, grading, etc.)

32. There are so many programs and online resources available...sometimes there is just no time to sit down to learn how to use them. Browsing through all of these resources often takes hours. For example, United Streaming...I am sure it is really simple to use. I never had time to sit down and get a quick lesson on how to use it. I kept telling myself that I had put time aside to simply do it, and that time always got filled up with other things. It became a valuable resource that I never got to use. Sometimes there is "so much" available, that you have to simply pick and choose. It's impossible to use all that is out there online, all of the programs available in Monroe, and use all of them well. Another simple example would be the Monroe Public Library...it's another fantastic website...but it takes hours to learn how to navigate through these websites to check out all of the resources available. I need either a long weekend, Spring/Winter recess, or summer vacation to have time to play around with these websites. I have a dial-up computer at home (can't afford the cable connection just yet)...so my connection is usually painfully slow and frustrating. Perhaps offering a Professional Development that simply gives a crash course on how to use each program will help. The 1/2 day sessions could cover one program or online resource...the full day sessions 2-3 programs or online resources. I have spent hours on Brainpop previewing videos and printing out printable worksheets and activities. It's a fantastic thing when you really do know how to navigate through a website or program, understand what it is capable of doing, and be able to do it easily.
33. TI-Inspire class interactive software.
34. Understanding by Design training inservice
35. Unsure at this time
36. use of scanners in the classroom
37. use of the proxima and related teaching technologies
38. using computer in classroom
39. Using photography to enhace instruction.
40. We all do not have a machine hooked up to our rooms.............
41. wireless access to proximas.
42. With Web Design training I would be able to enhance student learning by providing additional access for information/documents/resources and assignments.

Student Technology Survey

Respondents: 3123 displayed, 3123 total   Status   Active

Launched Date: 1-11-2010   Closed Date: N/A

Display: Display all pages and questions

---

1.   Do you have a computer at home?

  Yes   Response Total 3062   Response Percent 98%

  No   Response Total   61   Response Percent   2%

                   Total Responses 3123

2.   School:

  Applegarth Middle Response Total 479   Response Percent 15%

  Brookside Elementary Response Total 641   Response Percent 21%

  Mill Lake Elementary Response Total 171   Response Percent 5%

  Monroe Township High Response Total 1027 Response Percent 33%

  Oak Tree Elementary Response Total 299   Response Percent 10%

  Woodland Elementary Response Total 506   Response Percent 16%

                   Total Responses 3123

3.   Grade:

  03   Response Total 381   Response Percent 12.2%

  04   Response Total 439   Response Percent 14.1%

  05   Response Total 409   Response Percent 13%

  06   Response Total 381   Response Percent 12.2%

  07   Response Total 249   Response Percent   8%

  08   Response Total 218   Response Percent   7%

  09   Response Total 359   Response Percent 11.5%

  10   Response Total 355   Response Percent 11%

  11   Response Total 310   Response Percent 10%

  12   Response Total 22   Response Percent   1%

                   Total Responses 3123

4.   Do you have Internet access at home?

Yes	Response Total 3066	Response Percent 99%
No	Response Total 37	Response Percent 1%

Total Responses 3103

No Response 20   No Response Percent .6%

5. What do you use to access the Internet?

Analog Modem – Dialup (slow)	Response Total 135	Response Percent 5%
DSL/Cable Modem - (fast)	Response Total 2387	Response Percent 86%
Other, please specify	Response Total 260	Response Percent 9%

Total Responses 2782

No Response 341   No Response Percent 11%

6. Does your home computer have the following software?

Word Processor (MS Word, Word Perfect, Works, etc.)

Response total 2625   Response Percent 84%

Spreadsheet (MS Excel, Lotus, Quattro Pro, Works, etc.)

Response total 1506   Response Percent 48%

Presentation Software (MS PowerPoint, Presentation, Keynote, Astound, etc.)

Response total 1701   Response Percent 55%

Database (MS Access, Dbase, Filemaker, Works, etc.

Response total 904   Response Percent 29%

Total Responses 2674

No Response 449   No Response Percent 14%

7. Do you have a printer at home?

Yes	Response Total 2875	Response Percent 95%
No	Response Total 139	Response Percent 5%

Total Responses 3014

No Response 109   No Response Percent 3.5%

c.   Continued: Determine the current educational environment and barriers.

Technology is integrated throughout the curriculum in all grades K-12. Technology is integrated as appropriate in each of the core curriculum content areas as well as electives. All district curriculum documents make reference to technology links and activities that are appropriate for the accomplishment of the big ideas and goals of the unit. The district Technology curriculum documents for grades K-2 and grades 3-6 address specific technology goals and objectives for each grade level. Computer Literacy cycle courses in grades 7 and 8 address technology standards needed by the end of grade 8.

All staff members in grades 7 through 12 are provided with a laptop computer, and all staff in grades Pre-K through 6 have a desktop computer in their classroom. This ensures that all staff in the district have access to the technology in order to integrate it into their instruction. All students have access to technology by means of either wireless mobile laptop carts or classroom computer labs, for example, Computer Literacy, AP Computer Science, Computers in Business, CAD, etc.

The needs of students and staff are continuously evaluated by means of surveys, staff input, curriculum revision and requests. Staff requests are handled through their supervisors who bring them to the attention of the Technology Department for possible implementation.

Professional development for staff and administrators is ongoing. During the 2008-2009 school year administrators were trained in the use of HP iPAC's for Classroom Walk Throughs (CWT) for the purpose of collecting data to drive professional development. The district offers after-school courses, full and half day professional development days, summer workshops for staff, summer administrator workshops, and the summer three-day New Teacher Orientation program.

Four years ago the district implemented a personalized professional development program allowing staff to custom-tailor their professional development to better meet their needs. Staff may choose from a number of focused year-long professional development course offerings or they may select Action Research, Book Study, Lesson Study, Peer Coaching or Teacher Created Projects. The following course offerings are found in the district *Course of Study Selection Catalogue* for 2010-2011:

2010-2011 Professional Development Course of Studies Offerings

101	Advanced Behavior Modifications Systems
102	Advanced Differentiated Instruction
103	Educational and Behavioral Strategies for Children with Autism
104	Envision Mathematics for the Elementary Classroom (K-5)
105	Guided Reading: An Introduction (K-3)
106	Guided Reading: Advanced Strategies (K-3)
107	Inquiry-based Science Instruction (K-5)
108	Instructional Strategies and Modifications for SE Teachers
109	Marvelous Middle School (Transition Training)
110	Pre, Formative, Summative and Alternative Assessment Strategies
111	Understanding by Design (UbD)
112	Using Learnia Results to Improve Instruction (3-8)
113	WebQuest Design
114	Writers' Workshop (K-2)
115	Writers' Workshop (3-5)
116	Writers' Workshop (6-8)
Y1	Year One Study (Required Course for <u>All Teachers New</u> to Education)

Y2	Year Two Study (Required Course for <u>All Teachers moving</u> from Year 1 or Beginning Second Year in the Classroom)	Study

2010-2011 Professional Development Differentiated Project Offerings*

* SEE PAGE 7 FOR PROJECT DESIGN INFORMATION & BOOK STUDY SELECTION OPTIONS

AR   Action Research
BS   Book Study
LS   Lesson Study
PC   Peer Coaching
TC   Teacher Created Projects

In addition to the year-long professional development program, the district After School Course Program offers additional opportunities for staff to grow professionally particularly in the area of educational technology.

The following workshops were offered in the Fall of 2009:

Course:	Presenter:
CPR Certification	Debbie Dowd
Digital Photography	Erica Hawxhurst
enVision Math Grades K-5	Kristin Miller
Microsoft Word 2007 (Beginning)	Al Pulsinelli
Microsoft Excel 2007 (Beginning)	Al Pulsinelli
Microsoft Outlook 2007	Al Pulsinelli
Microsoft PowerPoint 2007 (Beginning)	Donna Montgomery
Microsoft PowerPoint 2007 (Intermediate)	Donna Montgomery
Webpage Design: Navigating Your Way Through SchoolWires	Karen O'Connell
Windows Movie Maker	Donna Montgomery

In January 2010 the district offered its first online course for staff: Study Island Online. As of this draft the course is coming to completion. It has been a great success due to the efforts of the instructor to meet the needs of all of the participants. As noted below Study Island Online will be offered again in the spring and serves as a model for future online courses.

The following workshops are currently being offered in the Spring of 2010:

Course:	Presenter:
Digital Photography	Erica Hawxhurst
Genesis Gradebook	Reggie Washington
Microsoft Excel 2007 (Beginning)	Al Pulsinelli
Microsoft PowerPoint 2007 (Beginning)	Donna Montgomery
Microsoft PowerPoint 2007 (Intermediate)	Donna Montgomery
Study Island Online	Karen O'Connell
The Geometer's Sketchpad 5.0	Maria Steffero
Webpage Design: Navigating Your Way Through SchoolWires Grades K-6	Eliot Feldman
Webpage Design: Navigating Your Way Through SchoolWires Grades 7-12	Christopher Gross
Windows Movie Maker	Donna Montgomery

Other courses offered in the past in the After School Course Program include:

Web Based Resources for Educators, 4 Square Teaching, Hands-on Mathematics, Hands-on Activities in the Mathematics, Differentiating Instruction Classroom, Exploring Mathematics with the TI-84 and TI-83 Plus Graphing Calculators, Using Web Wizard and Project Poster, Elementary Mathematics Websites to Enrich the Curriculum, MathType 5, Hands-on-Mathematics II, Enhancing Your Classroom with Technology, Microsoft Access, Microsoft Publisher, Differentiating Instruction: Designing Tiered Activities and Layered Curriculum - An Overview, Technology and the Internet, How to Win a Million Dollars (PowerPoint Games for the Classroom), Phishing for a Hook (Internet Activities), and Get Smart! (SmartBoards).

In addition to formal year long and after school professional development, the district Pre-K through 6th grade elementary technology teachers offer small group and/or one-to-one training to elementary staff on how to effectively infuse technology into their daily lessons. New district programs that are adopted, such as enVision Math or the new Science program, include large technology components. For example, enVision Math includes a daily visual lesson opener, online textbooks and resources, ExamView test generator software, MindPoint Quiz Show, Tools4Math, and Pearson SuccessNet. These resources are accessible on the school servers and via the Internet and can be utilized for whole group instruction through the use of classroom ceiling mounted data projectors or portable data projectors.

Some of our technology needs are driven by grants other special opportunities. One such grant provided the District with a video server that allowed staff to integrate video clips from NJN (New Jersey Network), United Streaming, and the Annenberg Channel that were specific to instructional goals established within the Core Curriculum Standards. This has been an outstanding resource for teachers to make instruction more pertinent allowing teachers to integrate the video clips that directly relate to the stated objectives rather than searching a video tape or DVD for the specific part of the video. This resource works very well in the High School where the server is located, but the other schools must download the clips to another server or drive using precious storage space because the Wide Area Network (WAN) connections are unable to handle the increased traffic. These increased steps deter some users from using this resource. This has emphasized the need for increased WAN connectivity and been another indicator that more educational resources are being delivered via the internet.

2. Based upon the information presented above along with other indicators it becomes clearly apparent that the internet continues to play an ever increasing role as an instructional tool. With greater dependence on internet resources the District must increase its bandwidth capacity. When students are distracted by waiting for information to arrive, they will lose interest in the lesson.

   Keeping equipment current also plays a vital role in the delivery of instruction. The District has provided a plan for keeping the technology current by replacing outdated equipment. Software must also be current and up-to-date, therefore, all appropriate licensing agreements and updates are maintained.

3. Current technology points us in the direction of all technology being "connected". This means that not only will computers and printers be connected to the internet but phones, copiers, scanners, data projectors, video cameras and surveillance equipment, PDAs and handheld computers as well. All of this will be in a wireless environment. Recent developments suggest that in the near future equipment will even be charged wirelessly. As new buildings are designed for the district, equipment and devices not yet invented will need to be considered.

   Technology needs are continuously assessed and updated to accommodate new product requirements and updates. A combination of up-to-date infrastructure and equipment will provide for the delivery of current educational programs designed for 21st century learners. The greatest priority (and the biggest barrier) to using educational technology as part of instruction at this time is the bandwidth in the district. By connecting all of our buildings through fiber we will then have the capacity to deliver instruction efficiently and effectively in all of our classrooms.

   In addition to the infrastructure, our next priority is keeping the technology current and up-to-date. This includes the transition to a Windows 7 only platform. All of these needs coincide with our goals stated later in section IV.

IV. **THREE YEAR GOALS AND OBJECTIVES**

    A. History
      1. Goals and objectives for the Technology Plan for 2007 – 2010 included the following:
        I.   New Jersey Technology Core Curriculum Content Standards October 2004
            Standard 8.1 (computer and information literacy [technology]) - All students will use [technology skills and tools] computer applications to gather and organize information and to solve problems.
            Standard 8.2 (technology education - engineering and technological design) - All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

        II.   The Monroe Township Schools Technology Curriculum K - 6 (Revised August 2006)

        III. Computer Literacy Grades 7 & 8 (Revised July 2004)

        IV. Increase network infrastructure within schools and between buildings.
          a. Due to constantly increasing demands on the district's network it has become imperative that the connectivity between the schools be increased to support the needs of the users (students, staff, administration). Due in part to the following:
             i.   The use of integrated multimedia in classroom instruction (United Streaming, The Annenberg Channel, NJN)
             ii.   Increasing access of Web-dependent curriculum (Study Island, iSafe)
             iii. Increased reliance on Student Information System (SASI) on a district-wide basis for attendance, grading, testing results, student emergency information.
             iv. Security systems.
             v.   The need for the infusion of the telecommunication services, (IP telephony)

        V.   Continue transition from dual platform Macintosh/PC-Windows to PC-Windows only platform.
          a. Due to ever increasing demands on the Technology Support Staff and limited budgets, it becomes necessary to transition to a single client computer platform to consolidate support efforts.
             i.   The PC-Windows environment is the standard for the majority of businesses (over 80%), therefore the choice becomes clear.
             ii.   Purchasing of new equipment is more competitive (only 1 vendor for Macintosh vs. multiple for PC-Windows)

      VI.   Transition network server environment from Macintosh/Novell/Windows to Windows only platform.
          a. Due to ever increasing demands on the Technology Support Staff and limited budgets, it becomes necessary to transition to a single server platform to consolidate support efforts.
               i. The Windows Server environment is the standard for the majority of businesses (over 80%), therefore the choice becomes clear.
              ii. Many of the support skills and tools are the same for the server environment as for the desktop environment.

The Monroe Township School District has worked to meet the goals of the previous plan through the infusion of the technology standards into the curriculum of every core curriculum content area. All curriculum documents include appropriate technology links, references, and resources for the classroom. In addition the K-6 Technology Curriculum document and the Grades 7/8 Computer Literacy curriculum documents set specific technology goals and objectives for each grade level. Most significantly, the school district has successfully completed the transition from a dual Macintosh/PC-Windows platform to a PC-Windows only platform. In addition, WAN connectivity between the schools has been upgraded from 1.5 Mbps to10 Mbps.

IV.B *Goals and Objectives for 2010-2013*

1. Goals and objectives for 2010-2013 can be found in the Monroe Township Technology Curriculum for Grades K – 6 and in the Computer Literacy Curriculum for Grades 7 – 8 curriculum documents. As these documents are revised according to the district five-year revision cycle, they will include:

   The New Jersey Technology Core Curriculum Content Standards for Technology adopted in June 2009

   a) **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

   b) **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

   Students in the Monroe Township School District complete the Monroe Township Schools Technology Curriculum in Grades K – 6 and the Computer Literacy cycle courses in grades 7 – 8. Copies of both of these documents are included in the addendum of this three-year plan. By completing the grade level technology curriculum goals and objectives we will assure that all students meet the New Jersey Core Curriculum Content Standards for Technology in the 21st century. As such it is important that these goals are addressed annually and that they continue to be goals in future years

2. Increase network infrastructure within schools and between buildings using fiber.

   a. Due to constantly increasing demands on the district's network it has become imperative that the connectivity between the schools be increased to support the needs of the users (students, staff, administration). Due in part to the following:

      i. The use of integrated multimedia in classroom instruction (United Streaming, The Annenberg Channel, NJN)

      ii. Increasing access of Web-dependent curricula (Study Island, iSafe, YouTube, BrainPop, enVision Math, etc.)

      iii. Increased reliance on Student Information System (Genesis) on a district-wide basis for attendance, grading, testing results, student emergency information.

      iv. Security systems.

      v. The need for the infusion of the telecommunication services, (IP telephony)

3. Implementation of a virtual server environment which will allow the district to consolidate its server farm and lower energy consumption and cost.

V. THREE-YEAR IMPLEMENTATION ACTIVITY TABLES (JULY 2010 – JUNE 2013)

A.

	Activity	Persons Responsible	Timeline	Evaluation
A.1	All new staff, K-6, will be trained in the appropriate grade level projects as described in the district Technology Curriculum document. Training will continue each year so that new staff are trained as they join the district. This will insure that all elementary staff are trained in the Technology Curriculum.	Technology Instructional Staff Supervisor of Technology Principals	August 2010 – June 2013	Attendance at workshops. Workshop agendas.
A.2	Students at each grade level will learn the appropriate technology skills outlined in the district Technology Curriculum document. Staff at each grade level will choose from a variety of projects that require students to use skills stated and insure that they are mastered.	Teachers Principals Supervisors	September 2010 – June 2013	Lesson plans. Grade-level meetings. Classroom observations. Student performance on projects.

	Activity	Persons Responsible	Timeline	Evaluation
A.3	Curriculum revision for Computer Literacy grades 7 and 8 cycle courses.	Teachers Supervisors	Summer 2010	Submission of curriculum in electronic and paper form. Approval by supervisor, Assistant Superintendent, and Board of Education.
A.4	Curriculum Revision Technology Curriculum Grades K-3	Teachers Supervisors	Summer 2010	Submission of curriculum in electronic and paper form. Approval by supervisor, Assistant Superintendent, and Board of Education.
A.5	Curriculum Revision Technology Curriculum Grades 4-6	Teachers Supervisors	Summer 2011	Submission of curriculum in electronic and paper form. Approval by supervisor, Assistant Superintendent, and Board of Education.

	Activity	Persons Responsible	Timeline	Evaluation
A.6	Curriculum revision as per the Curriculum Revision Cycle will include appropriate technology resources in each of the seven core curriculum content areas. This may include: content, specific software, Internet sites, and hardware as appropriate.	Teachers Supervisors	July 2010 – June 2013	Submission of curriculum in electronic and paper form. Approval by supervisor, Assistant Superintendent, and Board of Education.
A.7	Instruction at grade levels 7 – 12 will include appropriate infusion of technology literacy skills.	Teachers Principals Supervisors	September 2010 – June 2013	Lesson plans. Classroom observations. Student performance on projects.

B. Strategies to ensure that the technology plan addresses the use of technology, including assistive technology, to support learning communities.

	Activity	Persons Responsible	Timeline	Evaluation
B.1	All students will have equitable access to educational technology.	Teachers Principals Supervisors	September 2010 – June 2013	District compliance with NCLB Guidelines.
B.2	Open school computer labs and Media Centers after school for student use.	Principals Supervisors	September 2010 – June 2013	Attendance after school hours.

C.3	Continue to purchase web-based textbooks, when possible, and/or textbooks available in electronic format.	Director of Information
		
		   Systems
		
		Technology Instructional
		
		   Staff
		
		Supervisor of Technology
		
		Principals
		
		Supervisors
		
		Assistant Superintendent
			September 2010 –
			
			June 2013
				Increased use of itexts in each of the content areas.

C. Process for meeting the NCLB requirement that all students be technologically literate by the end of grade eight.

All students in Monroe Township Schools complete the goals and objectives outlined in the Technology Curriculum K – 3 and 4 – 6 and in Computer Literacy Grades 7 & 8. At the K – 6 level teachers plan lessons throughout the school year to address specific grade level goals and objectives. These projects and activities are outlined in the curriculum guide and integrate technology skills with content specific topics. The projects are assessed by the classroom teacher. In addition, benchmark completion dates and activities are also recorded on the benchmark checklist form and submitted to the building principals.

In grades 7 & 8 Monroe Township students participate in Computer Literacy cycle courses. The technology teacher, as above, plans lessons that address specific grade level technology goals and objectives. Projects and activities associated with these goals are evaluated by the classroom teacher. Student grades in the Computer Literacy cycle courses serve as evidence of achievement of technological literacy by the end of grade eight. In addition, these projects are saved to the school server as a record of student work.

D. Specific telecommunications and information technologies and other resources useful to reach the stated goal.

The school district is working with Verizon and through the 2010-2011 budget process to connect all schools in the district with fiber. Doing so will increase the current speed of 10 Mbs to a minimum speed of 10Gbps throughout the school district. The increasing abundance of Internet resources and reliance on Internet access will be better facilitated by this increased speed. This transition will enable all classroom video such as United Streaming, the Annenberg Collection, and other Internet applications to run more efficiently for staff and students.

FUNDING PLAN (July 2010 – June 2013)

A. Anticipated costs for 2010 – 2013; Projected funding for 2010 – 2013.

The 2010 – 2011 technology budget for the 2010 – 2011 school year is anticipated to be approximately $542,000.00. This includes replacement equipment, system upgrades, software licenses, and printer cartridges needed to keep the system up to date and to achieve the goals of this plan.

During the period 2010 – 2013 it is expected that the annual budget will increase by approximately 4% each year in order to maintain the level of operability necessary to achieve the goals of this plan.

B. Federal, state, local and other sources of funds.

The federal, state, local and other sources of funds used to help ensure that students and staff have access to technology are as follows: annual operating budget, E-Rate, grants from the Monroe Education Foundation, and donations of funds or equipment from corporations and individuals.

Funding Sources 2010 – 2013:

- ☐ Federal Funding   0.84%

- ☐ State Funding   6.11%

- ☐ Miscellaneous funding from
  Grants and Donations   3.87%

- ☐ Local Funding   89.18%

C. Board approval and first year budget.

This plan was approved by the Monroe Township Board of Education on April 14, 2010 (Verify Technology Plan Approval Date)

The following is the Technology Budget Summary for the first year of the plan.

Technology Budget Summary

2010 - 2011

Totals				
District Technology Equipment				$130,444.00
District Technology Supplies				$228,588.00
Applegarth Technology Supplies				$61,836.00
Barclay Brook Technology Supplies				$4,746.00
Brookside Technology Supplies				$6,852.00
Mill Lake Technology Supplies				$9,896.00
MTHS Technology Supplies				$44,413.00
Oak Tree Technology Supplies				$7,720.00
Woodland Technology Supplies				$48,265.00
Subtotal				**$542,760.00**
Shipping				**0.00**
Total				**$ 542,760.00**

VII. PROFESSIONAL DEVELOPMENT

A. Those responsible for coordinating the professional development activities noted in this plan are:

Robert O'Donnell	Supervisor of Mathematics & Educational Technology
Lew Stonaker	Staff Developer
Stephanie Goldberg	Staff Developer
Nicole Marzouk	Staff Developer

B. Describe the planned professional development activities for teachers, administrators, and school library media personnel.

1.

All new teachers and staff in the district attend three days of new teacher orientation in August each school year. This includes orientation to the wireless laptop computer, use of Genesis gradebook, use of the Internet, orientation to Parent Access, and Microsoft Office applications such as Word, PowerPoint, and Excel. All K – 12 staff are introduced to the curriculum software available on each of our district servers. Opportunities are given for exploration on their own.

This initial training is followed up during the school year in several ways. In grades K – 6, staff members receive individual training through the Teachers of Technology on topics generated by the staff member. Other training occurs during faculty meetings and grade level meetings. Middle school staff (Grades 7, 8) have the opportunity to receive training during daily professional development periods, department meetings and faculty meetings. High School staff receive training during department meetings, faculty meetings, and during the administrative period. All district staff members have access to after school technology courses and to a variety of technology workshops offered both in and out of the district.

In an effort to support the infusion of technology the Monroe Township School District employs four full time Teachers of Technology at the K – 6 level. The main function of the Teachers of Technology is to train and assist staff in their use of technology. The Teachers of Technology work individually with classroom teachers and in both large group and small group settings to train staff on a variety of technology related topics. The Teachers of Technology support the district Technology Curriculum and work closely with classroom teachers to ensure that grade level objectives and activities are completed. This training includes new and existing software as well as Internet applications that support the curriculum, for example, the use of Microsoft Outlook, the use of Grader to create the elementary report cards, Schoolwires web page development, Learnia, and Study Island. Middle school and secondary staff are supported through faculty meetings, department meetings, Professional Development Period, and the After School Course program.

In addition to the Teachers of Technology each building in the district has two to three Technology Resource Teachers who are available to staff to answer questions needing an immediate response.

As noted previously Professional development for staff and administrators is ongoing. During the 2008-2009 school year administrators were trained in the use of HP iPAC's for Classroom Walk Throughs (CWT) for the purpose of collecting data to drive professional development. The district offers after-school courses, full and half day professional development days, summer workshops for staff, summer administrator workshops, and the summer three-day New Teacher Orientation program.

Four years ago the district implemented a personalized professional development program allowing staff to custom-tailor their professional development to better meet their needs. Staff may choose from a number of focused year-long professional development course offerings or they may select Action Research, Book Study, Lesson Study, Peer Coaching or Teacher Created Projects. The following course offerings are found in the district **Course of Study Selection Catalogue** for 2010-2011:

2010-2011 Professional Development Course of Studies Offerings

101	Advanced Behavior Modifications Systems
102	Advanced Differentiated Instruction
103	Educational and Behavioral Strategies for Children with Autism
104	Envision Mathematics for the Elementary Classroom (K-5)
105	Guided Reading: An Introduction (K-3)
106	Guided Reading: Advanced Strategies (K-3)
107	Inquiry-based Science Instruction (K-5)
108	Instructional Strategies and Modifications for SE Teachers
109	Marvelous Middle School (Transition Training)
110	Pre, Formative, Summative and Alternative Assessment Strategies
111	Understanding by Design (UbD)
112	Using Learnia Results to Improve Instruction (3-8)
113	WebQuest Design
114	Writers' Workshop (K-2)
115	Writers' Workshop (3-5)
116	Writers' Workshop (6-8)
Y1	*Year One Study (Required Course for <u>All Teachers New</u> to Education)*
Y2	*Year Two Study (Required Course for <u>All Teachers moving</u> from Year 1 Study or Beginning Second Year in the Classroom)*

*2010-2011 Professional Development Differentiated Project Offerings**

AR   Action Research
BS   Book Study
LS   Lesson Study
PC   Peer Coaching
TC   Teacher Created Projects

In addition to the year-long professional development program, the district After School Course Program offers additional opportunities for staff to grow professionally particularly in the area of educational technology.

The following workshops were offered in the Fall of 2009:

CPR Certification
Digital Photography
enVision Math Grades K-5
Microsoft Word 2007 (Beginning)
Microsoft Excel 2007 (Beginning)
Microsoft Outlook 2007
Microsoft PowerPoint 2007 (Beginning)
Microsoft PowerPoint 2007 (Intermediate)
Webpage Design: Navigating Your Way Through SchoolWires
Windows Movie Maker

In January 2010 the district offered its first online course for staff: Study Island Online. As of this draft the course is coming to completion. It has been a great success due to the efforts of the instructor to meet the needs of all of the participants. As noted below Study Island Online will be offered again in the spring and serves as a model for future online courses.

The following workshops are currently being offered in the Spring of 2010:

Digital Photography
Genesis Gradebook
Microsoft Excel 2007 (Beginning)
Microsoft PowerPoint 2007 (Beginning)
Microsoft PowerPoint 2007 (Intermediate)
Study Island Online
The Geometer's Sketchpad 5.0
Webpage Design: Navigating Your Way Through SchoolWires Grades K-6
Webpage Design: Navigating Your Way Through SchoolWires Grades 7-12
Windows Movie Maker

Other courses offered in the past in the After School Course Program include:
Web Based Resources for Educators, 4 Square Teaching, Hands-on Mathematics, Hands-on Activities in the Mathematics, Differentiating Instruction Classroom, Exploring Mathematics with the TI-84 and TI-83 Plus Graphing Calculators, Using Web Wizard and Project Poster, Elementary Mathematics Websites to Enrich the Curriculum, MathType 5, Hands-on-Mathematics II, Enhancing Your Classroom with Technology, Microsoft Access, Microsoft Publisher, Differentiating Instruction: Designing Tiered Activities and Layered Curriculum - An Overview, Technology and the Internet, How to Win a Million Dollars (PowerPoint Games for the Classroom), Phishing for a Hook (Internet Activities), and Get Smart! (SmartBoards).

In addition to formal year long and after school professional development, the district Pre-K through 6th grade elementary technology teachers offer small group and/or one-to-one training to elementary staff on how to effectively infuse technology into their daily lessons. New district programs that are adopted, such as enVision Math or the new Science program, include large technology components. For example, enVision Math includes a daily visual lesson opener, online textbooks and resources, ExamView test generator software, MindPoint Quiz Show, Tools4Math, and Pearson SuccessNet. These resources are accessible on the school servers and via the Internet and can be utilized for whole group instruction through the use of classroom ceiling mounted data projectors or portable data projectors.

Lastly, the Monroe Township School District offers on-demand Professional Development workshops for staff. The Professional Development office will offer any course requested by staff.

2.

In terms of global outreach and 21st century skills, during the current school year a sixth grade teacher from Woodland School arranged a video conference with a class from England. At this writing contacts have been established and the needed equipment has been tested and is ready to go. The first conference is scheduled to take place by mid-March. In addition, the district has set up *Moodles* for a variety of district initiatives including: Personalized Projects (Year-long), All Computer Based Training (CBT), Learnia, AVID, and the Saturday Academy Funded by 2010 ARRA Grant. As mentioned previously we also offered our first online district course in January and will run the course again in the spring. We hope to add additional online courses to meet the needs of staff. Lastly, a staff member has developed a video conferencing program to reach out to students who may be sick or homebound. The program is called E-based Visual Access (*EVA*) Tutoring. It is a web-based communication forum for students to access a teacher in real-time from their residence.

3.

Numerous opportunities for professional development exist for technical staff. This includes compute based training, webinars, and workshops within and out of district. Some have received Microsoft Certification. Currently, two workstation specialists are seeking Microsoft Certification. Two others are enrolled in on-line college level courses through the University of Phoenix and Thomas Edison State College.

4. Professional development on the application of assistive technologies is provided to staff by the Child Study Team, the Supervisor of Special Education, and the Director of Pupil Personnel Services. Out of district training in the application of assistive technologies is also provided.

C. Based on educators' proficiency and the identified needs for professional development the following professional development opportunities are planned for 2010 – 2011.

In 2010 – 2011 the Monroe Township School District will continue all of the professional development opportunities as in the past school year. Our Professional Development Plan is available on the district website. Staff members may choose from one of fourteen year-long courses or choose to design a personal professional development project based on an area of interest. In addition, staff may request specific on-demand courses as needed. During the summer a wide variety of intensive professional development opportunities will be available for interested staff. This will be followed by the cycle of New Teacher Orientation during August. After School Technology courses will also continue to be offered based on staff needs and interests.

Each of the five elementary schools in the Monroe Township School District has one Teacher of Technology to support the attainment of the goals of the New Jersey Technology Standards. Some of the responsibilities of the Teachers of Technology include:
1) Planning and teaching collaboratively with classroom teachers to achieve the Board approved Technology curriculum.
2) Acting as a technology resource for staff members and administrators.
3) Conducting technology training and staff development for staff as needed.
4) Conducting technology information sessions for staff to encourage innovative use of district technology resources.
5) Planning and implementing summer training sessions.
6) Conducting regular software, hardware, and operating system inventories and updates as directed by administration.

D. Projected professional development activities that will continue to support identified needs through 2013.

The district will continue all of the professional development activities outlined in this document through 2013. As courses and programs require new software or technologies, the district will respond with workshops to support them. In addition, as new staff members join the district, training will continue to be provided through the New Teacher Orientation Program and through workshops both during the school day and after school.

VIII. EVALUATION PLAN

Describe the process and accountability measures that monitor progress and mid course corrections that are used to regularly evaluate the extent to which goals, objectives, activities, resources, and services are effective in

1. Integrating technology into curricula and instruction to promote 21st century skills and global collaboration and outreach
2. Enabling students to meet challenging state academic standards, and
3. Developing life-long learning skills

Some of the processes and accountability measures that are used to regularly evaluate the extent to which goals, objectives, activities, resources and services are effective in integrating technology into curricula and instruction are noted in the Technology Curriculum for Grades K-3 and Grades 4-6 and in the Computer Literacy Curriculum for Grades 7 & 8 included in the addendum . To monitor progress in meeting the technology standards for each grade level K-6, staff members are required to keep a Benchmark Checklist. This tool also helps the district monitor the technology requirements for NJQSAC. On the checklist staff members initial, date and briefly describe the activity that is designed to meet the standard. In addition, the Benchmark Checklist also provides a tracking mechanism of the requirement to integrate technology lessons at least ten times per year. These sheets are monitored throughout the year and submitted to the building principal at the end of the year.

In addition to the Technology Curriculum, all content area curriculum documents for the Monroe Township School District are revised as per the Five Year Curriculum Revision Cycle. Curriculum documents in every content area include appropriate technology resources that are available on district software or on the Internet. All curriculum documents are posted on the District Website for are readily accessible by staff members and members of the community.

All 4 – 12 staff are required to maintain an electronic gradebook and take attendance electronically. Currently, the district is using the *Genesis* Student Information System for this purpose. This requirement has encouraged the teachers to become comfortable with computers. The added benefit of electronic grade reporting and attendance is that parents in the district are given web access to their child's grades and attendance records through Parent Access. This has enabled parents to have timely and pertinent school information on their children.

Other processes include: submitting lesson plans via email, publishing the Principal's newsletters, attendance reports, and weekly electronic bulletins and their distribution by email. Beginning in the Fall of '10 Monroe Township will offer students online courses through the Senior Option Program in cooperation with Middlesex County College. We have also offered staff members the opportunity to receive professional development through webinars offered by publishers and professional organizations and though our first online Study Island course offered through the After School Program.

In implementing these processes and accountability measures, staff and students alike recognize that technology is a valuable tool that 21st century learners will utilize throughout their lifetimes.

Appendix

Monroe Township Schools
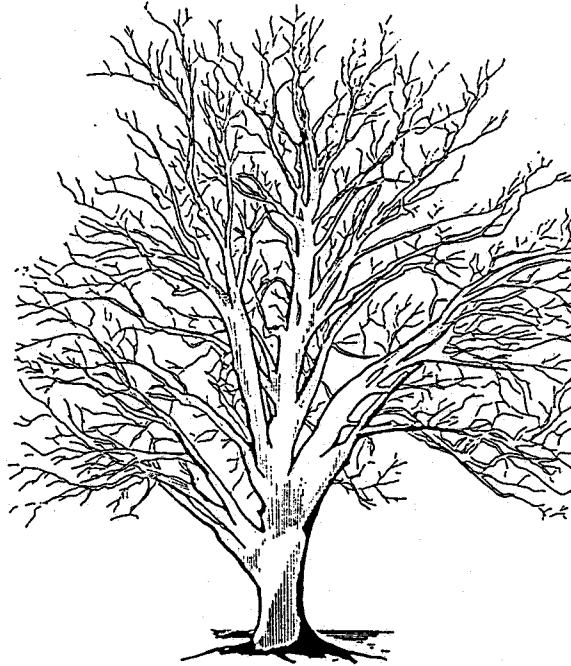
Curriculum Management System

Technology

Grades K - 3

July 2006

* For adoption by all regular education programs
as specified and for adoption or adaptation by

Board Approved: August 2006

**all Special Education Programs in accordance
with Board of Education Policy # 2220.**

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

ADMINISTRATION

Dr. Ralph P. Ferrie, Superintendent
Dr. Christopher H. Tienken, Assistant Superintendent
Dr. Edward Forsthoffer, III, Assistant Superintendent

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Student Board Members
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Mr. George Leonard
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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

Writers Names: Janet Harris
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Supervisor Name: Mr. Robert O'Donnell, Supervisor of Mathematics and Educational Technology

Technology Staff: Al Pulsinelli
                   Reggie Washington

Secretarial Staff: Debbie Gialanella
                     Geri Manfre
                     Gail Nemeth

Monroe Township Schools
Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

In a 1992 report the Secretary's Commission on Achieving Necessary Skills (SCANS) identified technology as an essential workplace competency. The Commission stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The New Jersey State Department of Education has included technological literacy as a separate standard focusing on both computer literacy and technology education.

New technologies are evolving at an amazing rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and become comfortable with these new technologies. Students must have the ability to use basic computer skills to choose, operate, and troubleshoot computer applications in school, at home, and later in the workplace. Doing so will enable students to function in our ever-changing society and be informed, productive members while keeping current with state of the art technology.

The computer and information literacy standard and the technology education engineering and technological design standard are designed to be integrated and applied in all of the content areas of the Core Content Curriculum Standards.

Educational Goals

The technology mission of Monroe Township Schools is to incorporate technology in the educational program so the district will:
    *Develop measurable goals and objectives for integrating technology into learning.
    *Enable students to obtain, comprehend, and manipulate information to attain their goals.
    *Provide students the opportunity to both explore and experience existing technologies.
    *Enable students to demonstrate basic competencies in using technology as a tool for learning.
    *Provide technologies to students at the appropriate time in their school careers.

A note about Technology Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Technology have been revised and posted. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the new standards. The most recent copy of the New Jersey Core Curriculum Standards for Technological Literacy may be found at: http://www.nj.gov/njded/cccs.

Pre-school

The following suggested websites are appropriate for Pre-school:

http://dltk-kids.com/

http://www.dogpile.com/

http://www.first-school.ws/

http://helpforkidspeech.org/

http://abchomepreschool.com/

http://everythingpreschool.com/

http://www.randomhouse.com/golden/

http://tlsbooks.com/preschoolworksheets.htm

http://disney.go.com/playhouse/today/index.html

http://preschoolcoloringbook.com/

http://www.sesameworkshop.org/

http://preschooleducation.com/

http://perpetualpreschool.com/

http://preschoolexpress.com/

http://preschoolrainbow.org/

http://www.starfall.com/

The following are suggested Pre-school templates for use with Kid Pix Studio Deluxe:

Bear1

Bear2

Bunny1

ColorsOfRainbow

Dreidel

HolidayPresent

Home

Ladybug

LetterATemplate

Mittens

MyBody

TurkeyTemplate

WindSock

World

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade K/Technology**	**1.1.** The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. use the mouse and/or track pad by clicking and dragging. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.2. identify the basic parts of the computer. (CPI 8.1.4.A.1) 1.3. use the following tools: pencil, fill, typewriter, oops man, stamps, letter/number, and eraser. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.4. use graphics and text box. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.5. use the return/enter, delete, spacebar, and shift keys. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. navigate through grade-level software and internet sites. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.5, 8.1.4.B.8) 1.7. use appropriate basic computer vocabulary. (CPI 8.1.4.A.1) 1.8. demonstrate proper care and usage of the computers. (CPI 8.1.4.B.1, 8.1.4.B.4) 1.9. log off and shut down computers. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.10. use the Menu Bar and Drop-Down Menus. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.11. observe the teacher modeling the login procedure. (CPI 8.1.4.A.1, 8.1.4.B.5)	• Desktop and/or laptop computers • Clicker 4 • K1 Mouse Practice • Mouse Practice Websites • Monroe Township's Technology Vocabulary for Kindergarten (See **Appendix A**) • Basic Computer Parts Website • Kid Pix Studio Deluxe and templates • Print Shop Deluxe • Monroe Township's district software including Jump Start Advanced Preschool, Jump Start Kindergarten, Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions, Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Grade appropriate software **Internet** • http://www.enchantedlearning.com • http://www.kidsvoting.org/ • http://www.kidsdomain.com/holiday/ • http://www.houghtonmifflinbooks.com/features/cgsite/	• Successful completion of the K1 Mouse Practice Websites (See K1 Mouse.htm and MatchGames.htm on Shared Folder) • Successful completion of online Jigsaw Puzzles using large pieces (See JigsawPuzzles.htm and bear-games.htm on Shared Folder) **See Monroe Township's Teacher Packet for Integrated Technology Activities:** • Number Book (templates on Shared folder). • Happy Halloween coloring template in KPSD (template on Shared folder). • Ghost in House template in KPSD (template on Shared folder). • • Butterflies Are Symmetrical (template on Shared folder). • Color Me Symmetrical (template on Shared Folder). • NatureSymmetry in KPSD (template on Shared folder) • Lifecycle of a Butterfly (template on Shared folder). • Anatomy of a Butterfly (template on Shared folder) • My Very Own Butterfly Species (template on Shared folder) • Butterfly Maze • Butterfly Writing Paper (template on Shared folder). • Useful Internet Resources (Butterflies) • Book List (Butterflies) • Poems, Songs and Fingerplays (Butterflies) • Where do butterflies come from? (Butterflies)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject**: **Grade K/Technology**	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	1.12. Use basic computer icons. (CPI 8.1.4.A.9)	• http://www.suessville.com • http://www.billybear4kids.com/butterfly/flutter-fun.html • http://www.gardeninglaunchpad.com/valbf/amerpaintlady.html • http://www.shrewsbury-ma.gov/schools/beal/curriculum/butterfly/butterflies.html • http://www.butterflyfarm.com • http://butterflywebsite.com • http://www.MonarchWatch.org • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://www.disney.go.com/disneychannel/playhouse/bear/bear_games.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/ • http://www.postalmuseum.si.edu/activity/famousamericans/index.html • http://www.teachercreated.com/free/free.s	• Dreidel (template on Shared folder) • Polar Bear and Penguins Poem (template on Shared folder. See Polar Bear & Penguins.doc, PenguinBookEnchantedLearning.pdf, and PenguinsBookEnchantedLearning.pdf on Shared folder) • Penguin Connect the Dots (template on Shared folder) • Penguin in Water (template on Shared folder) • Thanksgiving Poem (template on Shared folder) • Pilgrims & Indians Placemat (template on Shared folder) • Pilgrim Children Placemat (template on Shared folder) • Pilgrim Child Placemat (template on Shared folder) • Indian Children Placemat (template on Shared folder) • Give Thanks Placemat (template on Shared folder) • Flag (template on Shared folder) • Room Sign or Placemat/Workmat • Hanukkah Dreidle • Halloween Placemat • Thanksgiving Greeting Card • Turkey template in KPSD (See template on Shared folder) • Snowman template in KPSD (see template on Shared folder) • Snowman & Gingerbread Activities @ starfall.com • Marvelous Mittens template as a simile lesson using KPSD • Valentine & Groundhog's Day Activities @ starfall.com • Valentine Letters in Word

Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade K/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
		html • http://www.starfall.com • http://www.cogcon.com/gamegoo/gooey.html • http://www.grinched.com/wnframe.html • http://users.snowcrest.net/kitty/hpages/zkids.html • http://www.primarygames.com • http://bensguide.gpo.gov/k-2/games/interactive.html • http://www.bookpals.net/index.php	• 100thDay (template on Shared folder) • Friendly Letter in Microsoft Word using Formatting palette (Font Style Size & Color) reinforcing proper recording of today's day and date. • Name Placemat Template with Border in Print Shop Deluxe • Introduction to login lesson practicing initials and students' user names and passwords including startup and shutdown of computer. • Animal descriptions or I am an American in KPSD including stamps, text, and descriptive words. Students finish the sentences, "Look! I see _____. It is _____." Or "I am _____. I am an American." Computer reads back their work in KPSD. • CountLadyBugs in KPSD (template on Shared folder) • CreateLadyBug in KPSD (template on Shared folder) • Find the Twins in KPSD (template on Shared folder) • FIndLadyBug in KPSD (template on Shared folder) • Funnybug in KPSD (template on Shared folder) • Lady Bug Lifecycle in KPSD (template on Shared folder) • Lady Bug Lifecycle2 in KPSD (template on Shared folder) • Lady Bug Practice in KPSD (template on Shared folder) • LadyBug Color in KPSD (template on Shared folder) • LadyBug Lifecycle in KPSD (template on Shared folder) • Lifecycle Stage 1 in KPSD (template on Shared folder) • Lifecycle Stage 2 in KPSD (template on Shared folder) • Lifecycle Stage 3 in KPSD (template on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade K/Technology**	**1.1.** **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
			• Lifecycle Stage 4 in KPSD (template on Shared folder) • Review Phonics and Grammar Skills at the GameGoo website (see Game Goo Kids Games.doc on Shared folder) • Setting The Table in KPSD (template on Shared folder) • My Address Is… in KPSD (template on Shared folder) • The Wall (template on Shared folder)

	Curriculum Management System **Grade Level/Subject:** **Grade 1/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**	
Suggested days of instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Kindergarten technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.8) 1.2. open the laptop computer, turn the computer on and login using "their secret identity and code." (CPI 8.1.4.A.1, 8.1.4.A.2) 1.3. use formatting skills: changing color, font, size, and color. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.4. insert and change graphics; find and open programs using icons; identify icons; and identify the desktop environment with the Dock. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1, 8.1.4.B.5) 1.5. save a file using Save As. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.7) 1.6. use the delete and cap locks keys and be able to form capital letters using the shift key. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.7. use appropriate basic computer vocabulary: link, navigate, web pages. (CPI 8.1.4.A.1) 1.8. access the Internet using the district homepage and navigate to their school's website using a	• See Kindergarten Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Teacher created login cards with user name and passwords • Clicker 4 • Kid Pix Studio Deluxe • Print Shop Deluxe • Microsoft Word • Microsoft Excel • Microsoft PowerPoint • Monroe Township's district software including Jump Start Kindergarten, Jump Start Advanced First Grade Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Grade appropriate software • Document folder on Workgroup Manager • Monroe Township's Technology Vocabulary for Grade One (See **Appendix B**) • Monroe Township's District Homepage • Individual school websites	• See Kindergarten Learning Activities/ Interdisciplinary Activities/ Assessment Model • Successful completion of the K1 Mouse Practice Websites (See K1 Mouse.htm and MatchGames.htm on Shared Folder) • Successful completion of online Jigsaw Puzzles using large pieces (See JigsawPuzzles.htm and bear-games.htm on Shared Folder) • See Monroe Township's Grade Level Suggested Websites for Grade One **See Monroe Township's Teacher packet for Integrated Technology Activities:** • Math Rebus • Animals, Animals, What Do You Hear? (Example by Mrs. Cormey's and Mrs. Talbott's Class) • Zookeeper, Zookeeper, What Do You Hear? (Example by Mrs. Cormey's and Mrs. Talbott's Class) • Create an Alphabet Book incorporating research project on animals, endangered species, rainforest, etc. create original picture in KPSD and import into PSD to add facts learned in text box. • Create Halloween Story using Halloween Grid in Clicker 4n(See Halloween Grid on Shared Folder) • Create Student Turkeys using grab tool in KPSD (see TurkeyFace.kpx on Shared folder) • Create Student Snowmen using grab tool in KPSD (see snowmanface.kpx on Shared folder)

Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade 1/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
	link. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6) 1.9. observe the teacher model printing by demonstrating going to the File Menu and Print. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.4, 8.1.4.B.5) 1.10. use the Menu Bar and Drop-Drop menus. (CPI 8.1.4.A.1, 8.1.4.A.2) 1.11. Use basic computer icons. (CPI 8.1.4.A.9)	• Network printers **Internet** • http://disney.go.com/playhouse/today/index.html • http://www.nationalgeographic.com/ • http://www.randomhouse.com/kids/home.pperl • http://www.enchantedlearning.com/Home.html • http://www.scholastic.com/clifford/ • http://teacher.scholastic.com/clifford1/ • http://www.starfall.com/ • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://www.disney.go.com/disneychannel/playhouse/bear/bear_games.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/	• • Valentine Pop-Up Card • Heart Greeting Card • Shifting Shapes • Valentines Stationary (Example) • AbeLincoln in KPSD (template on Shared folder • Candy Hearts in KPSD (template on Shared folder) • George in KPSD (template on Shared folder) • Ground Hog in KPSD (template on Shared folder) • GW Cannot in KPSD (template on Shared folder) • Lincoln in KPSD (template on Shared folder) • Rosa Parks in KPSD (template on Shared folder) • Washington in KPSD (template on Shared folder) • Drawing Mother's Day pictures for slide show (Example by Alicia) • Stamping Sounds [Short a] (Example by Deanna) • Portfolio cover (Example by Jaclyn) • Weather Data Sheet (i.e. Hollywood, CA) • PSD Calendars (Example by Laura & Matthew) • All About Plants slide show (Examples by Deena & Morgan; Diana and Jessica; Aadam & Corey; Brianna & Nicholas; Kyle & Mark; Eddie & Erin; and Deena) • An Apple Tree Through The Seasons of the Year (see Apple Tree Directions.doc on Shared folder) • Appletree Template in KPSD (See template on Shared folder. See Grade 1 Appletree.doc on Shared folder.) • Little Explorers Weather Quiz using Picture Dictionary

Suggested days of instruction	Curriculum Management System **Grade Level/Subject**: **Grade 1/Technology**	1.1. **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.postalmuseum.si.edu/activity/famousamericans/index.html • http://www.enchantedlearning.com/classroom/quiz/weather.shtml • http://www.weather.com • http://www.enchantedlearning.com/Dictionary.html • http://www.ask.com • http://www.siec.k12.in.us/~west/proj/lincoln/ • http://www.groundhogs.com • http://www.cogcon.com/gamegoo/gooey.html • http://www.grinched.com/wnframe.html • http://www.funbrain.com/math/index.html • http://www.storylineonline.net • http://www.bookpals.net/index.php • http://www.starfall.com/n/level-a/learn-to-read/load.htm?f • http://www.usmint.gov/kids • http://www.teachingtime.co.uk/ • http://www.whitehousehistory.org/02/subs_house/00.html • http://bensguide.gpo.gov/k-2/games/interactive.html • http://bensguide.gpo.gov/3-5/state/index.html • http://explorer.monticello.org/index.html • http://www.archives.gov/national-	• Draw an original picture and write a descriptive sentence in KPSD • Friendly Letter in Microsoft Word using Formatting palette (Font Style Size & Color) reinforcing proper recording of today's day and date. • Ask.com to ask a question about a topic of interest navigating through the district's homepage to the school's homepage to the school's suggested sites page. • Create a Constellation in KPSD (See Grade 1-2 Constellations.doc on Shared folder) • Create the Sun using Shapes in KPSD (See Grade 1 The Sun.doc on Shared Folder) • Create People or Objects Using Shapes in KPSD • Count Tens and Ones using stamps and tally marks in KPSD (See Grade 1 Counting Tens and Ones.doc, Counting tens and ones.kpx, and tens and ones.kpx on Shared folder) • Type four math facts for a fact family using text tool in KPSD (See Grade 1 Fact Families.doc and Fact Families.kpx on Shared folder) • Outline Maps (see templates on Shared folder) • My First Grade Memories Chart in KPSD • Tic Tac Toe Template in Word (template on Shared folder) • Create Acrostic in Word using Formatting Palette for Spring, Mothers' Day, etc. • Find Nouns in the Room for as many Letters As you Can (see Read The Room.doc on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** Grade 1/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		archives-experience/charters/charters_mural_declaration_b.html • http://www.archives.gov/national-archives-experience/charters/charters.html	• Create PowerPoint Presentation describing a trip or event using Time Order words • Review Phonics and Grammar Skills at the GameGoo website (see Game Goo Kids Games.doc on Shared folder) • The Lonely Firefly Graphic Organizer (template on Shared folder) • The Wall (template on Shared folder) • Review Phonics and Grammar Skills at the Starfall website (see Word families –ill and -ip.doc on Shared folder) • Research Authors (See Authors Web Pages.htm on Shared folder) • Learn Drawing Tools by taking a quiz in Word (See SS Grade 1 Unit 2 Review.doc on Shared folder.) • We Celebrate to Remember Holiday Timeline (See Time Line.doc template on Shared folder.) • Color Confederate and Union flags in KPSD (templates on Shared folder) • Color States in KPSD (See ColorUSAAlphabet.kpx on Shared folder. See ColorAlphabeticalUSAGrade1.doc on Shared folder.) • Color the Continents in KPSD (See Continents.kpx template on Shared folder.) • Review From Here to There, I live at… in Word (See Street Address.doc, I go to School at.doc, County.doc, State.doc, Country.doc, Continent.doc, Hemisphere.doc, and Panet.doc on Shared folder. See whereiliveUSBook-EnchantedLearning.pdf on Shared folder.)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 1/Technology**	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
			• Jeopardy PowerPoint Template • Hollywood Squares PowerPoint Template • Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade 2/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Grade 1 technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.6, 8.1.4.A.7, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.8) 1.2. use formatting skills: resize graphics, align and arrange text and graphics, and change font color. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.3. print using the File Menu and Print Option. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.4, 8.1.4.B.5) 1.4. use appropriate computer vocabulary. (CPI 8.1.4.A.1) 1.5. save, use a textbox, move and insert graphics. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. observe the teacher model and introduce importing graphics from the Internet and other sources making sure to check in the link to file and save with document options. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.5, 8.1.4.B.6) 1.7. use search tools and browsing concepts by going to sites and searching within these sites for information. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.7, 8.1.4.B.8)	• See Grade One Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Clicker 4 • Kid Pix Studio Deluxe • Print Shop Deluxe • Microsoft Word • Microsoft Excel • Microsft PowerPoint • Monroe Township's district software including Jump Start Advanced First Grade, Jump Start Advanced Second Grade, Bailey's Book House, Millie's Math House, Trudy's Time and Place House, Sammy's Science House, Mighty Math Zoo Zillions Thinking Things 1, Thinking Things II, Mighty Math Carnival Countdown, A to Zap, Kidspiration, Reading Counts, and Workgroup Manager • Network printers • Monroe Township's Technology Vocabulary for Grade Two (See **Appendix C**) • Web browsers • Search engines • Safari • Teacher created spreadsheet template • OS X Keyboard Shortcuts	• See Grade One Learning Activities/ Interdisciplinary Activities/ Assessment Model • See Monroe Township's Grade Level Suggested Websites for Grade Two **See Monroe Township's Teacher Packet for Integrated Technology Activities:** • Create an Alphabet Book incorporating research project on animals, endangered species, rainforest, Orangutans, etc. create original picture in KPSD and import into PSD to add facts learned in text box or PowerPoint as slides. • Create an Artic Environment in KPSD using background tool and adding indigenous animals and sea life • Create a Thanksgiving Acrostic in PSD (See Thanksgiving Acrostic.psf on Shared folder) • Famous Black American • Black American Achiever • Famous Black Americans • Here are pictures of my famous Black American. • Valentine Day Cards in PSD • St. Patrick's Day Cards in PSD • Mothers' Day Cards in PSD • Fathers' Day Cards in PSD • Hello Goodbye Poems for change of Seasons in Word • Thank You Cards in PSD • Exercise For Each Season in Word (see Exercise For.doc on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 2/Technology**	**1.1.** **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / **Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	1.8. produce a simple finished document using word processing software. (CPI 8.1.4.A.4) 1.9. observe the teacher introduce and model simple graphs and charts on a prepared spreadsheet template. (CPI 8.1.4.A.5) 1.10. cut and paste graphics and text. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.11. spell check a simple finished document. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.4) 1.1. Create and maintain files and folders. (CPI 8.1.4.A.7) 1.2. Use a graphic organizer (CPI 8.1.4.A.8) 1.12. Use basic computer icons. (CPI 8.1.4.A.9) 1.13. Select and use simple tools and materials to complete a task. (CPI 8.2.4.4.A) 1.14. Make a Plan in order to design a solution to a problem. (CPI 8.2.4.4.B) 1.15. Describe a toy or other familiar object as a system with parts that work together. (CPI 8.2.4.4.C)	**Internet** • http://www.animalgame.com/ • http://www.orangutan.com • http://www.zoomdinosaurs.com • http://www.enchantedlearning.com/Home.html • www.enchantedlearning.com/subjects/dinosaurs/ • www.enchantedlearning.com/subjects/dinosaurs/info/a.shtml • http://www.bbc.co.uk/sn/prehistoric_life/ • http://dsc.discovery.com/guides/dinosaur/dinosaur.html • http://yahooligans.yahoo.com/content/science/dinosaurs/start.html • http://yahooligans.yahoo.com/content/science/dinosaurs/dinopedia.html • http://www.dinodictionary.com/ • http://www.sdnhm.org/kids/dinosaur/bytes.html • http://www.enchantedlearning.com/history/us/MLK/index.shtml • http://www.northpole.com/ • http://www.mhschool.com/science/2002/student/index.html • http://www.mhschool.com/science/2002/student/unitlist.php3?vGrade=2&vAlt=Frog	• All-Star Achievers • Visit with Santa Claus at northpole.com • Computer News from 205 • Solar System (template on Shared Documents folder) • Food Pyramid (template on Shared Documents folder) • New Food Pyramid Webquest (Created by Elisa Barbetti) • Lifecycle of a Butterfly [KPSD picture to be imported into Word] (template on Shared Documents folder) • The World (template on Shared Documents folder) • The United States (template on Shared Documents folder) • Plant Parts (template on Shared Documents folder) • Salt/Fresh Water (template on Shared Documents folder) • Habitats (template on Shared Documents folder) • Food for Thought (Example by Tori-Rae) • All About Me slideshow (Example by Cameron) • "All About Me" Year-long Portfolio of work examples in PowerPoint Presentation culminating with parental audiences. • 2nd Grade Penguin Research • create monthly Poems in Word • Create Poetry Book cover in PSD • 2nd grade Dinosaur Research (see My Dinosaur.doc on Shared folder) • Create PowerPoint presentation to present interesting facts learned on Dinosaurs, Penguins, Orangutans, etc.

Suggested days of instruction	Curriculum Management System **Grade Level/Subject**: **Grade 2/Technology**	**1.1.** **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		- http://www.mypyramid.gov/ - http://www.kidshealth.org/kid/stay_healthy/food/pyramid.html - http://www.nasa.gov/audience/forkids/kidsclub/flash/index.html - http://www.dole5aday.com - http://www.whitehousehistory.org/ - http://www.enchantedlearning.com/subjects/dinosaurs/index.html - http://www.kidsdinos.com/ - http://www.kidsastronomy.com/ - http://www.kidsknowit.com/ - http://starhawk.jpl.nasa.gov/planets/welcome.htm - http://www.enchantedlearning.com/subjects/astronomy/activities/findit/Answersastro.shtml - http://www.solarspace.co.uk/ - http://amazing-space.stsci.edu/ - http://www.nineplanets.org/ - http://www.nasm.si.edu/ceps/etp/ - http://homepage.eircom.net/~aidanbarry/planetpursuit/start.html - http://www.artyastro.com/artyastro.htm - http://www.teach-nology.com/web_tools/graphic_org/ - http://www.eduplace.com/graphicorganizer/ - http://www.graphic.org	- Create Report Cover in PSD or Word 2nd grade Planet Research (Using ArtyAsto.com, see Planet Fun Facts Sheet.doc, Planet Statistics.xls, Planets Stationary.doc, and Planet Template.ppt on Shared folder) - Sights of Fall descriptive poems - Math Word Problem & Answer Templates in KPSD - Survey & Spreadsheet & graph using chart wizard in Excel (Favorite Birthdays, Favorite Planets, Favorite Ice Cream Flavor, Favorite Sport, Favorite Baseball Team, Jelly Bean Colors, M&M Colors, Candy Heart Colors, etc.) - Synonym Switch in Microsoft Word using the Computer Thesaurus - The New Food Pyramid Activity: Three Healthful Meals - My Pyramid (template on Shared folder) - Breakfast Plate (template on Shared folder) - Lunch Plate (template on Shared folder) - Dinner Plate (template on Shared folder) - Snack Plate (template on Shared folder) - Father's Day Letter in Word including Graphics from Google Images. - Create a Constellation in KPSD (See Grade 1-2 Constellations.doc on Shared folder) - Create a Constellation Legend in Word (See Grade 1-2 Constellations.doc, big dipper.doc, and Iroquois Legend of the Big Dipper.doc on Shared folder) - Sequence story parts using PowerPoint (See Grade 2

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 2/Technology**	**1.1. The student will be able to use computer applications to gather and organize information and to solve problems.**
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		• http://www.readwritethink.org • http://www.edheads.org/activities/simple-machines/ • http://medtropolis.com/VBody.asp • http://docs.info.apple.com/article.html?artnum=75459 • http://www.whitehousekids.gov • http://www.thewiggles.com.au/games/newgames/html/veges.htm • http://www.thewiggles.com.au/games/alphabet/index.html • http://www.thewiggles.com.au/games/match/match.html • http://www.thewiggles.com.au/games/newgames/html/brc.html • http://www2.kiddonet.com/kiddonet/Animals/index.htm • http://disney.go.com/disneychannel/playhouse/bear/index.html • http://www.allmuppets.com/stamps/matchup.html • http://www.mnh.si.edu/arctic/game/ • http://www.postalmuseum.si.edu/activity/famousamericans/index.html • http://www.siec.k12.in.us/~west/proj/lincoln/ • http://www.groundhogs.com • http://www.cogcon.com/gamegoo/gooey.html	Lilly'sPurplePlasticPurse.doc, LillysPowerPoint.ppt, LillySentenceStrips.doc, HenkesDot to Dot.doc, Lilly's Purple ColorMe.kpx, and LillysPlasticPurse.jpg on Shared folder) • Outline Maps (see templates on Shared folder) • Tic Tac Toe Template in Word (template on Shared folder) • Create Sense Poetry in KPSD to describe the Seasons, etc. (See 5 Senses Chart template in KPSD on Shared folder.) • Review Phonics and Grammar Skills at the GameGoo website (see Game Goo Kids Games.doc on Shared folder) • The Lonely Firefly Graphic Organizer (template on Shared folder) • The Wall (template on Shared folder) • Research Authors (See Authors Web Pages.htm on Shared folder) • Jeopardy PowerPoint Template • Hollywood Squares PowerPoint Template • Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

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Suggested days of instruction	Curriculum Management System Grade Level/Subject: Grade 2/Technology	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
		• http://www.grinched.com/wnframe.html • http://www.angelfire.com/pa5/kotc/Napalm.html • http://www.funbrain.com/math/index.html • http://www.storylineonline.net • http://www.bookpals.net/index.php • http://members.enchantedlearning.com/grammar/partsofspeech/adjectives/8characteradjectives/ • http://www.usmint.gov/kids • http://www.nasa.gov/externalflash/nasa_gen/ • http://www.nineplanets.org • http://www.stardate.org • http://www.spaceday.org/index.html • http://www.ars.usda.gov/is/kids/index.html • http://www.nationalgeographic.com/kids/index.html • http://www.yahooligans.yahoo.com/Science_and_Nature/Astronomy_and_Space/Solar_System/Planets • http://www.factmonster.com/ipka/A0909527.html • http://www.the-solar-system.net • http://vathena.arc.nasa.gov/curric/space/index.html • http://www.absoluteastronomy.com • http://www.exploratorium.edu/ronh/age	

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Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 2/Technology**	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		- http://www.teachingtime.co.uk/ - http://www.storylineonline.net/ - http://www.bookpals.net/index.php - http://bensguide.gpo.gov/k-2/games/interactive.html - http://www.50states.com - http://www.americanpresidents.org/ - http://www.classroomhelp.com/lessons/Presidents/index.html - http://ap.grolier.com/browse?type=profiles#pres - http://www.whitehouse.gov/history/presidents - http://www.whitehouse.gov/kids/presidents/index.html - http://www.ipl.org/div/potus	

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 3/Technology**	**1.1.** **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
180	1.1. demonstrate Grade Two technology skills. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.A.4, 8.1.4.A.5, 8.1.4.A.6, 8.1.4.A.7, 8.1.4.A.8, 8.1.4.A.9, 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.2.4.4.A, 8.2.4.4.B, 8.2.4.4.C) 1.2. create and present a multimedia presentation. (CPI 8.1.4.A.6) 1.3. create a simple chart and graph. (CPI 8.1.4.A.5) 1.4. use appropriate basic computer vocabulary: slide layout, design template, reboot, and restart. (CPI 8.1.4.A.1) 1.5. choose text wrapping for inserted graphics. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3) 1.6. paraphrase information from internet research. (CPI 8.1.4.B.1, 8.1.4.B.2, 8.1.4.B.3, 8.1.4.B.4, 8.1.4.B.5, 8.1.4.B.6, 8.1.4.B.8) 1.7. open and close windows, use the Taskbar (PC), and use the resize window option including maximize and minimize. (CPI 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.3, 8.1.4.B.1) 1.3. Create and maintain files and folders. (CPI 8.1.4.A.7) 1.4. Use a graphic organizer (CPI	• See Grade Two Instructional Tools/ Materials/Technology/Resources • Desktop and/or laptop computers • Kid Pix Studio Deluxe • Microsoft PowerPoint • Microsoft Excel • Graph Links • Kidspiration • Monroe Township's technology vocabulary for Grade Three (See **Appendix D**) • Microsoft Word • Web browsers • Monroe Township's district software including Workgroup Manager • Mac OS X Keyboard Shortcuts • Windows Keyboard Shortcuts **Internet** • http://www.weather.com • http://www.ask.com • http://www.askjeeves.com • http://www.yahooligans.yahoo.com • http://www.timeforkids.com/TFK/ • http://www.enchantedlearning.com/subjects/mammals/ • http://www.enchantedlearning.com/subjects/reptiles/printouts.shtml	• See Grade Two Learning Activities/ Interdisciplinary Activities/ Assessment Model • See Monroe Township's Grade Level Suggested Websites for Grade Three • **See Monroe Township's Teacher Activity Packet for Integrated Technology Activities:** • Draw a Word Fish or Word Animal or any Spelling word that is a noun by inserting alphabet text in KPSD • Meteorologist Research • Easy Business Cards in Print Shop Deluxe • New Food Pyramid Webquest (Created by Elisa Barbetti) • Amazing Animals Lesson Plan/Project Idea Sheet • Collaborative Work Skills: Animal Classification Research Rubric • Multimedia Project: Animal Classifications Electronic Portfolio Rubric • Oral Presentation Rubric: Animal Classification Portfolios • Dear Mom and Dad Letter (Example by Brenna) • Children's Authors Internet Hunt by Cindy O'Hora • PowerPoint presentation of Halloween Word Problems • PowerPoint presentation of Thanksgiving Word Problems • Author Research Project culminating in PowerPoint presentation • Survey & Spreadsheet & graph using chart wizard in Excel (Favorite Birthdays, Favorite Planets, Favorite Ice Cream Flavor, Favorite Sport, Favorite Baseball Team,

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Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 3/Technology**	1.1. **The student will be able to use computer applications to gather and organize information and to solve problems.**	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1.4.A.8) 1.8. Use basic computer icons. (CPI 8.1.4.A.9)	• http://www.enchantedlearning.com/coloring/amphibians.shtml • http://www.enchantedlearning.com/subjects/fish/printouts/ • http://www.enchantedlearning.com/subjects/birds/printouts • http://www.yahooligans.yahoo.com/science_and_nature/living_things/animals/mammals/ • http://www.yahooligans.yahoo.com/Science_and_Nature/Living_Things/Animals/Birds/Types_of_Birds/ • http://www.yahooligans.yahoo.com/content/animals/ • http://nationalzoo.si.edu/default.cfm • http://pbskids.org/arthur/ • http://www.teach-nology.com/web_tools/graphic_org/ • http://www.eduplace.com/graphicorganizer/ • http://www.graphic.org • http://www.readwritethink.org • http://www.edhelper.com/teachers/graphic_organizers.htm • http://docs.info.apple.com/article.html?artnum=75459 • http://support.microsoft.com/default.aspx?scid=kb;en-us;q126449 • http://www.kidshealth.org/kid/stay_healthy/	Jelly Bean Colors, M&M Colors, Candy Heart Colors, etc.) • Create Flip Book in PowerPoint (Famous Americans, Famous Women, Black History Month, Animals. States, Countries, Continents) • What is a Mammal? -1 from Teacher Creatd.com • What is a Mammal?-2 from TeacherCreated.com • Vertebrates & Invertebrates Reach Project culminating in PowerPoint Presentations • Read Across America-Dr. Seuss WebQuest • National Women's Month Reasearch Projects using websites • Use Newsletter templates in Word to write original articles culminating in a class newsletter to be distributed to each student (Third Grade Tribune). • PowerPoint Presentations of Third Grade Memories. • PowerPoint Presentations of Year-long Word Problems in Math culminating in parental audiences. • State Report Booklet in Microsoft Word using templates • Products list template (on Shared folder) • Places to Visit template (on Shared folder) • Products Table template (on Shared folder) • State Symbols template (on Shared folder) • State Information template (on Shared folder) • That's A Wrap template (on Shared folder). • Outline Maps (see templates on Shared folder) • Tic Tac Toe Template in Word (template on Shared folder)

Suggested days of instruction	Curriculum Management System **Grade Level/Subject:** **Grade 3/Technology**	1.1. The student will be able to use computer applications to gather and organize information and to solve problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
		food/pyramid.html • http://www.teachercreated.com/free/ • Http://www.teachercreated.com/books/3411 (Click on Page 7, Site 1 and Page 8, Site 1.) • http://www.kidsreads.com/features/010221-seuss/seuss-bio.asp • http://www.nwhp.org/whm/themes/themes.html • http://www.infoplease.com • http://www.historychannel.com/exhibits/womenhist • http://www.funbrain.com/math/index.html • http://www.storylineonline.net • http://bensguide.gpo.gov/3-5/state/index.html • http://www.50states.com • http://www.americanpresidents.org/ • http://www.classroomhelp.com/lessons/Presidents/index.html • http://ap.grolier.com/browse?type=profiles#pres • http://www.whitehouse.gov/history/presidents • http://www.whitehouse.gov/kids/presidents/index.html • http://www.ipl.org/div/potus	• Jeopardy PowerPoint Template • Hollywood Squares PowerPoint Template • Millionaire PowerPoint Template • Twenty Questions PowerPoint Template • Guess The Covered Word PowerPoint Template

Grade K/Technology

COURSE BENCHMARKS

1. Students will be able to use the mouse and/or track pad by clicking and dragging.
2. Students will be able to identify the basic parts of the computer.
3. Students will be able to use the following tools: pencil, fill, typewriter, oops man, stamps, letter/number, and eraser.
4. Students will be able to use graphics and text box.
5. Students will be able to use the return/enter, delete, spacebar, and shift keys.
6. Students will be able to navigate through grade-level software and internet sites.
7. Students will be able to use appropriate basic computer vocabulary.
8. Students will be able to demonstrate proper care and usage of the computers.
9. Students will be able to log off and shut down computers.
10. Students will be able to use the Menu Bar and Drop-Down Menus.
11. Students will be able to observe the teacher modeling the login procedure.
12. Students will be able to use basic computer icons.

Grade 1/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Kindergarten technology skills.
2. Students will be able to open the laptop computer, turn the computer on and login using "their secret identity and code."
3. Students will be able to use formatting skills: changing color, font, size, and color.
4. Students will be able to insert and change graphics; find and open programs using icons; identify icons; and identify the desktop environment with the Dock.
5. Students will be able to save a file using Save As.
6. Students will be able to use the delete and cap locks keys and be able to form capital letters using the shift key.
7. Students will be able to use appropriate basic computer vocabulary: link, navigate, web pages.
8. Students will be able to access the Internet using the district homepage and navigate to their school's website using a link.
9. Students will be able to observe the teacher model printing by demonstrating going to the File Menu and choosing Print.
10. Students will be able to use the Menu Bar and Drop-Drop menus.
11. Student will be able to use basic computer icons.

Grade 2/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade 1 technology skills.
2. Students will be able to use formatting skills: resize graphics, align and arrange text and graphics, and change font color.
3. Students will be able to print using the File Menu and choosing the Print Option.
4. Students will be able to use appropriate computer vocabulary.
5. Students will be able to save, use a textbox, move and insert graphics.
6. Students will be able to observe the teacher model and introduce importing graphics from the Internet and other sources making sure to check in the <u>link to file</u> and <u>save with document</u> options.
7. Students will be able to use search tools and browsing concepts by going to sites and searching within these sites for information.
8. Students will be able to produce a simple finished document using word processing software.
9. Students will be able to observe the teacher introduce and model simple graphs and charts on a prepared spreadsheet template.
10. Students will be able to cut and paste graphics and text.
11. Students will be able to spell check a simple finished document.
12. Students will be able to create and maintain files and folders.
13. Students will be able to use a graphic organizer.
14. Students will be able to use basic computer icons.
15. Students will be able to select and use simple tools and materials to complete a task.
16. Students will be able to make a plan in order to design a solution to a problem.
17. Students will be able to describe a toy or other familiar object as a system with parts that work together.

Grade 3/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Two technology skills.
2. Students will be able to create and present a simple electronic presentation.
3. Students will be able to create a simple chart and graph.
4. Students will be able to use appropriate basic computer vocabulary: slide layout, design template, reboot, and restart.
5. Students will be able to choose text wrapping for inserted graphics.
6. Students will be able to paraphrase information from internet research.
7. Students will be able to open and close windows, use the Taskbar (PC), and use the resize window option including maximize and minimize.
8. Students will be able to create and maintain files and folders.
9. Students will be able to use a graphic organizer.
10. Students will be able to use basic computer icons.

Grade K/Technology Vocabulary

Appendix A

computer
laptop
mouse
track pad
keyboard
monitor
LCD screen
CPU
Macintosh HD
floppy drive
CD Rom drive
patience
click
drag
tools
fill tool
typewriter tool
oops man tool
stamp tool
pencil tool
letter/number tool
eraser tool
illustrations
picture
graphics
icon
text
textbox

return/enter
delete
spacebar
shift
option
shift/option
log out
shut down
menu bar
drop-down menu
login
scroll down/up
type
print
file
welcome

Grade 1/Technology Vocabulary

Appendix B

secret identity
code
password
desktop
font
color
insert
size
Icons
Style
Desktop
Dock
Save
Save As
Document
Document folder
Shared folder
Caps lock
application
program
link
launch
navigate
web pages
website
homepage
Apple menu
server

Grade 2/Technology Vocabulary

Appendix C

resize
align text
centering
left
right
justify
arrange text
import
template
cut
paste
spell check
internet browsing
online research
online resources
printing
insert graphic
handles
troubleshoot
chart
graph
spreadsheet
Microsoft Excel
word processing
Microsoft Word
Document
Document folder
Shared folder

Grade 3/Technology Vocabulary

Appendix D

slide show
Microsoft PowerPoint
design template
reboot
restart
text wrapping
Multimedia
desktop
Taskbar (PC)
maximize
minimize
open
close
window
resize window
electronic portfolio
document
format
clip art
title bar
scroll bar
formatting palette
copy/paste
edit
view
select all
directories
Document folder
Shared folder

Monroe Township Schools
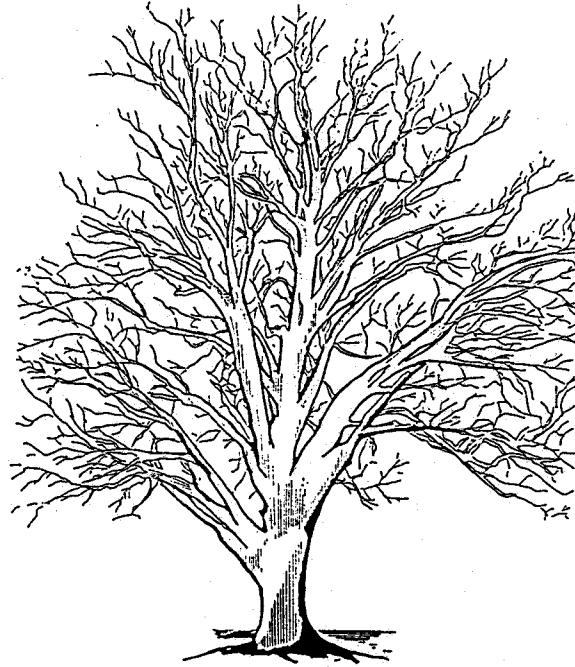
Curriculum Management System

Technology

Grades 4-6

July 2007

* For adoption by all regular education programs
  as specified and for adoption or adaptation by
  all Special Education Programs in accordance
  with Board of Education Policy # 2220.

Board Approved: December 12, 2007

Table of Contents

MONROE TOWNSHIP SCHOOL DISTRICT

ADMINISTRATION

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Dr. Christopher H. Tienken, Assistant Superintendent
Dr. Veronica Geyer, Assistant Superintendent

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Acknowledgments

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Writers Names: Karen O'Connell

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                   Reggie Washington

Secretarial Staff: Debbie Gialanella
                    Geri Manfre
                    Gail Nemeth

<u>Monroe Township Schools</u>
Mission and Goals

<u>Mission</u>

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

<u>Goals</u>

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

In a 1992 report the Secretary's Commission on Achieving Necessary Skills (SCANS) identified technology as an essential workplace competency. The Commission stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The New Jersey State Department of Education has included technological literacy as a separate standard focusing on both computer literacy and technology education.

New technologies are evolving at an amazing rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and become comfortable with these new technologies. Students must have the ability to use basic computer skills to choose, operate, and troubleshoot computer applications in school, at home, and later in the workplace. Doing so will enable students to function in our ever-changing society and be informed, productive members while keeping current with state of the art technology.

The computer and information literacy standard and the technology education engineering and technological design standard are designed to be integrated and applied in all of the content areas of the Core Content Curriculum Standards.

Educational Goals

The technology mission of Monroe Township Schools is to incorporate technology in the educational program so the district will:
　　*Develop measurable goals and objectives for integrating technology into learning.
　　*Enable students to obtain, comprehend, and manipulate information to attain their goals.
　　*Provide students the opportunity to both explore and experience existing technologies.
　　*Enable students to demonstrate basic competencies in using technology as a tool for learning.
　　*Provide technologies to students at the appropriate time in their school careers.

A note about Technology Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for Technology were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the new standards. The most recent copy of the New Jersey Core Curriculum Standards for Technological Literacy may be found at:

http://www.nj.gov/education/cccs/s8_tech.pdf

Technology Curriculum Grades 4-6

Computer and Information Literacy

Students will use computer applications to gather and organize information and to solve problems.

Students will use the Internet for information access and research

Technology Education

Students will understand the interrelationships between science and technology.

Technology

Scope and Sequence Grades 4-6

Big Idea: Computer and Information Literacy
 	
I Students will use computer applications to gather and organize information and to solve problems.
 	
    a. The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce   presentations in conjunction with content area.
	Big Idea: Computer and Information Literacy
	
	II The student will use the Internet for information access and research
	
	    a) Students will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.

Big Idea: Technology Education
 	
III Students will understand the interrelationships between science and technology.
 	
    a. Students will use technology as it applies to science, and information and communication systems for study in the field of technology education
    b. Students will expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking and problem solving.	

Grade 4/Technology

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **Grade 4/Technology**	**Big Idea: Computer and Information Literacy**	
		Topic: Students will use computer applications to gather and organize information and to solve problems.	
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Apply Grade 3 technology skills. use appropriate basic technology vocabulary: (CPI 8.1.4.A.1) use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help). (CPI 8.1.4.A.2) input and access text and data, using appropriate keyboarding techniques or other input devices. (CPI 8.1.4.A.3) produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8) Use basic computer icons. (CPI	• **How does Word help you create a better story?** Students will understand that using a word processor allows them to make additions and changes to their work more easily. • **In what way is PowerPoint useful?** Students will understand that PowerPoint presentations display and summarize pertinent information about a topic in a way that catches the viewers interest. • **How does Excel help you compare data?** Students will understand that by entering data in a spreadsheet they are able to easily create a chart of the information.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Assessment Model (Evaluation, Analysis and Synthesis) Students will imagine they are the owner of a travel agency. Students will create an interesting travel presentation of New Jersey to entice visitors to our state, and assist new residents. Students will assess the value or importance of the information they research to be included in their presentation. The brochure will contain an illustrated cover, including a map of New Jersey, the counties, articles and illustrations about New Jersey with captions for each picture. Completed student work should include the use of a selected application to create the brochure and use of an integrated rubric for scoring. Using a template create a comparison chart in Excel of appropriate county data and paste in presentation. (i.e population, square area statistics). Interpret and analyze the data in relation to the assigned county.

	Curriculum Management System **Grade Level/Subject:** **Grade 4/Technology**	**Big Idea: Computer and Information Literacy**	
		Topic: Students will use computer applications to gather and organize information and to solve problems.	
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1.4.A.9) Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10)	• **How does a network increase work productivity ?** Students will understand that saving to the network allows them to access and edit their work from any computer on that network. Students will understand that their username and password provide a secure space on the network for storing their personal work in folders. • **How does a graphic organizer enhance your final product.** Students will understand that a graphic organizer can help them organize and classify information. Students will understand that using Inspiration allows them to view their graphic organizer in both diagram and outline views.	(CPI 8.1.4.A.6) (CPI 8.1.4.A.3)(CPI 8.1.4.A.5) www.celebratenj.org http://www.state.nj.us/hangout_nj/ New Jersey (Monroe Township Schools) Resources Site NJ Technology Frameworks Keyboarding Practice Haiku Project

	Curriculum Management System	Big Idea: Computer and Information Literacy
	Grade Level/Subject: **Grade 4/Technology**	**Topic: The student will use the Internet for information access and research**
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **In what way does an Acceptable Use Policy guide or hinder Internet usage?** Students will understand that they must abide by the guidelines of the district's Acceptable Use Policy. • **What is the Internet?** Students will understand that information on the Internet needs to be verified for accuracy. Students will understand that the Internet is another source of research. Students will understand that different search engines produce different results. • **How do you know you are safe on the Internet?** Students will be able to put into words and understand that Internet information can be blocked (filtered)	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** www.i-safe.org www.netsmartzkids.org

	Curriculum Management System <u>Grade Level/Subject:</u> **Grade 4/Technology**	**Big Idea: Technology Education**
		Topic: The students will understand the interrelationships between science and technology.
		The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How have instruments in Science & Technology changed over time?** Students will understand that contributions in Science and Technology are global and data can be shared and exchanged worldwide.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Science On-Line** Grade 4/Technology McGraw Hill Science (Fish) [www.amnh.org/resources/mhscience You have been selected to join the ranks of NASA as a Junior Astronaut! You will form a crew and together you will gather and record information about your mission. Your mission is to investigate a body in the solar system (planet, asteroid, comet, or meteor). When you become an expert, you will voyage to your assigned body, explore it, and finally create and give a multimedia presentation to communicate your impressions and data. Good luck with your mission! I know you will be successful on your journey and return with exciting information to share! Solar System Project and Selected Resource Web

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Grade 4/Technology	Big Idea: Technology Education
		Topic: The students will understand the interrelationships between science and technology.
		The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Sites

Grade 5

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **Grade 5/Technology**	**Big Idea:** Computer and Information Literacy	
		Topic: Students will use computer applications to gather and organize information and to solve problems	
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Apply Grade 4/Technology technology skills. produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8) Use basic computer icons. (CPI 8.1.4.A.9) Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10 Solve problems individually and/or collaboratively using computer applications. (CPI	• **How does Word help you create a better essay?** Students will understand that using a word processor allows them to make additions and changes to their work more easily. Students will understand that the tools in a word processor help to edit and format their documents. • **In what way is PowerPoint useful?** Students will understand that PowerPoint presentations display and summarize pertinent information about a topic in a way that catches the viewers interest. Students will understand that their PowerPoint presentation should convey summarized information using text and graphics. Students will understand how to use the tools in PowerPoint to enhance their presentations. • **How does Excel help you compare data?** Students will understand that by entering data in a spreadsheet they are able to easily create a chart of the information. Students will understand that the purpose of charting data is to anaylze and evaluate trends.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model,** *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses***).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **SEE APPENDIX Technology Frameworks** Keyboarding Project Women in History Caribbean Islands

	Curriculum Management System	Big Idea: Computer and Information Literacy
	Grade Level/Subject: **Grade 5/Technology**	Topic: Students will use computer applications to gather and organize information and to solve problems
Suggested days of Instruction		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10	• **How does a network increase work productivity ?** Students will understand that saving to the network allows them to access and edit their work from any computer on that network. Students will understand that their username and password provide a secure space on the network for storing their personal work in folders. • **How does a graphic organizer enhance your final product?** Students will understand that a graphic organizer can help them organize and classify information. Students will understand that using Inspiration allows them to view their graphic organizer in both diagram and outline views.	

	Curriculum Management System **Grade Level/Subject:** **Grade 5/Technology**	**Big Idea:** Computer and Information Literacy
		Topic: The student will use the Internet for information access and research
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Locate specific information by searching a database. (8.1.B.7) Recognize accuracy and/or bias of information.(8.1.B.8 Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **In what way does an Acceptable Use Policy guide or hinder Internet usage?** Students will understand that they must abide by the guidelines of the district's Acceptable Use Policy. • **What is the Internet?** Students will understand that information on the Internet needs to be verified for accuracy. Students will understand that the Internet is another source of research. Students will understand that different search engines produce different results. Students will understand that data collected from the Internet can be real time. • **How do you know you are safe on the Internet?** • Students will understand that filtering Internet information is controlled by the administrator of the computer and/or network.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Assessment piece will involve data collection from weather station to be interpreted, & analyzed to predict future weather patterns. The information will be synthesized in a PP presentation. **SEE APPENDIX Technology Frameworks** Where Do You Eat Thanksgiving Dinner?

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	Curriculum Management System **Grade Level/Subject:** **Grade 5/Technology**	**Big Idea:** Technology Education
Suggested days of Instruction		Topic: Students will understand the interrelationships between science and technology.
		The student willl expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How does technology affect your career path**? Students will understand the importance of computer applications experience and managing large amounts of information in relation to career choices.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **Career Choice Project** Present to students the challenge of explaining their career choice to their peers. Have them select the appropriate software for their presentation to develop and organize their information. Ask them to compare & contrast their career path in relationship to the world today and tomorrow. Students should imagine what "a day in the life of____"is and design a daily schedule of events. Students should defend the importance of their career in a global society.

Grade 6

	Curriculum Management System **Grade Level/Subject:** **Grade 6/Technology**	**Big Idea:** Computer and Information Literacy
		Topic: Students will use computer applications to gather and organize information and to solve problems
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas
Suggested days of Instruction	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	use appropriate basic technology vocabulary: (CPI 8.1.4.A.1) use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help). (CPI 8.1.4.A.2) input and access text and data, using appropriate keyboarding techniques or other input devices. (CPI 8.1.4.A.3) produce a simple finished document using word processing software. (CPI 8.1.4.A.4) produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template. (CPI 8.1.4.A.5) create and present a multimedia presentation using appropriate software. (CPI 8.1.4.A.6)' Create and maintain files and folders. (CPI 8.1.4.A.7) Use a graphic organizer (CPI 8.1.4.A.8) Use basic computer icons. (CPI 8.1.4.A.9)	• **How is proficiency achieved in software applications?** • Students will understand that knowledge of software applications is achieved through exploration, inquiry, and integration of use in real life situations.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses*).** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** *(Application, synthesis, evaluation* The students will imagine they are the editor of an archeology magazine. Students will design a magazine cover for an issue that highlights the glory of Ancient Sumer. Each magazine must include the following: • the name of the magazine • a creative subtitle that includes the name Sumer • an illustration that visually represents at least three important aspects of the history or culture of Sumer • a brief caption for each illustration that explains the importance of these aspects • teasers and/or titles of articles included in the issue that compare and contrast current relevant U.S. laws with that of Hammirabi's code • the impact/similarities/differences of Sumer

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: **Grade 6/Technology**	**Big Idea:** Computer and Information Literacy	
		Topic: Students will use computer applications to gather and organize information and to solve problems	
		The student will be able to use the appropriate software applications to solve problems, improve learning, achieve goals and produce presentations in conjunction with content areas	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Solve problems individually and/or collaboratively using computer applications. (CPI 8.1.4.B.9) Identify basic hardware problems and solve simple problems. (CPI 8.1.4.B.10)		society to present day U.S society • students will present their completed historical/literary project and will explain and defend their choice of material Students will select the appropriate software application for designing their magazine. Research for their magazine should be collected & organized in a graphic organizer. Assessment of technology application should be integrated with Social Studies scoring rubric. **SEE APPENDIX Technology Frameworks** Writing a Business Letter

Suggested days of Instruction	Curriculum Management System **Grade Level/Subject:** **Grade 6/Technology**	**Big Idea:** Computer and Information Literacy	
		Topic: The student will use the Internet for information access and research	
		The student will be able to develop, locate, summarize, organize, synthesize and evaluate information for lifelong learning.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	Locate specific information by searching a database. (8.1.B.7) Recognize accuracy and/or bias of information.(8.1.B.8) Recognize and practice responsible ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access;copyrighted materials;on-line library resources;personal security and safety issues. (8.1.B.2) Practice appropriate Internet etiquette. (8.1.B.3) Recognize the ethical and legal implications of plagiarism of copyrighted materials.(8.1.B.4) Recognize the need for accessing and using information (8.1.B.5) Identify and use web browsers to obtain information to solve real world problems. (8.1.B.6)	• **What are the ethical and moral issues surrounding the Internet today?** Students will understand that they have a responsibility to make ethical and moral decision when using the Internet.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** Suggested Resources Search Engines www.pagebull.com www.ask.com

	Curriculum Management System	Big Idea: Technology Education	
Suggested days of Instruction	**Grade Level/Subject:** **Grade 6/Technology**	Topic: Students will understand the interrelationships between science and technology.	
		The student will expand their understanding of the nature of technology including experiences in predicting, decision making, critical thinking, and problem solving.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) **The student will be able to:**	**Essential Questions** **Sample Conceptual Understandings**	**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**
	5.4.4.B.1 (Science). Demonstrate how measuring instruments are used to gather information in order to design things that work properly 5.2.4.A.1.(Science) Describe how people in different cultures have made and continue to make contributions to science and technology. 5.2.4.B.1. (Science) Hear, read, write, and talk about scientists and inventors in historical context.	• **How does science and technological advances affect our lives?** • Students will understand that advances in science and technology contribute to the economic well being of global societies.	**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, *it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).*** **Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.** **SEE APPENDIX Technology Frameworks** Back Pack Project

Grade 4/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Three technology skills.
2. Students will be able to use appropriate basic technology vocabulary: transitions, animations.
3. Students will be able to use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
4. Students will be able to input and access text and data, using appropriate keyboarding techniques or other input devices.
5. Students will be able to produce a simple finished document using word processing software.
6. Students will be able to produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
7. Students will be able to create and present a multimedia presentation using appropriate software.
8. Students will be able to create and maintain files and folders.
9. Students will be able to use a graphic organizer.
10. Students will be able to use basic computer icons.
11. Students will be able to discuss the common uses of computer applications and identify their advantages and disadvantages.
12. Students will be able to recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including: Internet access, Copyrighted Materials, On-line library resources, and Personal security and safety issues.
13. Students will be able to practice appropriate Internet etiquette.
14. Students will be able to recognize the ethical and legal implications of plagiarism of copyrighted materials.
15. Students will be able to recognize the need for accessing and using information.

COURSE BENCHMARKS (Continued)

16. Students will be able to identify and use web browsers, search engines, and directories to obtain information to solve real world problems.

17. Students will be able to locate specific information by searching a database.

18. Students will be able to recognize accuracy and/or bias of information.

19. Students will be able to solve problems individually and/or collaboratively using computer applications.

20. Students will be able to identify basic hardware problems and solve simple problems.

21. Students will be able to describe how people in different cultures have made and continue to make contributions to science and technology.

22. Students will be able to hear, read, write, and talk about scientists and inventors in historical context.

23. Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.

24. Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.

25. Students will be able to describe a product or device in terms of the problem it solves or the need it meets.

26. Students will be able to choose materials most suitable based on their characteristics to make simple mechanical constructions.

27. Students will be able to use the design process to identify a problem, look for ideas, and develop and share solutions with others.

Grade 5/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Four technology skills.
2. Students will be able to create documents with advanced text-formatting and graphics using word processing.
3. Students will be able to construct a simple spreadsheet, enter data, and interpret information.
4. Students will be able to demonstrate e-mail etiquette to include formal and informal communications, copyright laws, and plagiarism, language mechanics and social skills.
5. Students will be able to use the thesaurus tool.
6. Students will be able to choose appropriate tools and information resources to support research including but not limited to: On-line resources and databases, and Search engines and subject directories.
7. Students will be able to use computer applications to modify information independently and/or collaboratively to solve problems.
8. Students will be able to determine when technology tools are appropriate to solve a problem and make a decision.
9. Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.
10. Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.
11. Students will be able to describe a product or device in terms of the problem it solves or the need it meets.
12. Students will be able to choose materials most suitable based on their characteristics to make simple mechanical constructions.
13. Students will be able to use the design process to identify a problem, look for ideas, and develop and share solutions with others.

Grade 6/Technology

COURSE BENCHMARKS

1. Students will be able to demonstrate Grade Five technology skills.
2. Students will be able to demonstrate their understanding of the hierarchy of maintaining files and the organizing of files.
3. Students will be able to demonstrate their ability to copy and delete files from the directories.
4. Students will be able to demonstrate their ability to use the Shared Folder, file share and create sub folders.
5. Students will be able to send and retrieve attachments.
6. Students will be able to evaluate web sites for accuracy, relevance, and appropriateness.
7. Students will be able to keep their personal bookmarks and add icons to the toolbar.
8. Students will be able to use shortcut commands using the command key in combinations with other keys rather than using the drop down menus.
9. Students will be able to use internet research tips such as the use of =, -, "", search engines such as Google, Yahooligans, Ask Jeeves, and Dog Pile.
10. Students will be able to troubleshoot basic computer problems: freeze, reboot, control-alt-delete to end a task, loss of directory folder means restarting if necessary, etc.
11. Students will be able to demonstrate their ability to create charts using the chart wizard and use the function and formula options.
12. Students will be able to import another document, i.e. spreadsheet into a slideshow presentation.
13. Students will be able to distinguish between things that occur in nature and those that have been designed to solve human problems.
14. Students will be able to demonstrate how measuring instruments are used to gather information in order to design things that work properly.
15. Students will be able to select a technological problem and describe the criteria and constraints that are addressed in solving the problem.
16. Students will be able to identify the basic components of a technological system: Input, Process, Output, and Feedback.

COURSE BENCHMARKS (Continued)

17. Students will be able to describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
18. Students will be able to describe how technological activity has an effect on economic development, political actions, and cultural change.
19. Students will be able to explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

Appendix 1

NEW JERSEY TECHNOLOGY FRAMEWORKS

http://www.nj.gov/education/aps/cccs/tech/frameworks/

The Five Senses (Primary)	Fall Haiku (4)	BackPack Project
Keyboarding Practice (4-8)	Technology Solves Problems (4-6)	Women's History Month (4-5)
Caribbean island Adventure (4-6)	Where do you eat Thanksgiving dinner? (4-6)	Writing a Business Letter

Note: Print copies of these activities are also available in the paper copy of this document filed at the Curriculum Office.

Grade 4/Technology Vocabulary

Incorporate 3rd Grade Vocabulary   4th Grade Vocabulary

clip art	application shortcuts
close	bar graph
copy/paste	cell
directories	custom animations
document	data
edit	database
electronic portfolio	graphing
format	hardware
formatting palette	Internet safety
maximize	line graph
minimize	Microsoft Applications
open	pie graph
resize window	search engines
scroll bar	software
select all	spreadsheet
shared folder	tables
taskbar	transitions
taskbar	web browsers
text wrapping	WebQuest
title bar	
view	
window	

Grade 5/Technology Vocabulary

Incorporate 4th Grade Vocabulary

5th Grade Vocabulary

application shortcuts	copyright
bar graph	email
cell	epals
custom animations	etiquette
data	formal communication
database	informal communication
graphing	instant messaging
hardware	"netiquette"
Internet safety	plagiarism
line graph	real time data
Microsoft Applications	thesaurus
pie graph	web pages
search engines	word processing
software	
spreadsheet	
tables	
transitions	
web browsers	
WebQuest	

Grade 6/Technology Vocabulary

Incorporate 5th Grade Vocabulary

copyright
email
epals
etiquette
formal communication
informal communication
instant messaging
"netiquette"
plagiarism
real time data
thesaurus
web pages
word processing

6th Grade Vocabulary

system
folders
shared folder
group shared folder
attachment
file extensions
retrieve
favorites & bookmarks
toolbar
keyboard shortcut commands
freeze
control key
Control-Alt-Delete (for ending a task)
functions
formulas
sum
auto sum
import document

[A+ Rubrics for PowerPoint Presentation](#)

This rubric may be used for self-assessment and peer feedback. The project grade will be based upon the following evaluation scale:

Exemplary: 40-44 points
Proficient: 36-39 points
Partially Proficient or Incomplete: Needs to be resubmitted - less than 36 points

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Note taking	6 points Note cards indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.	4 points Note cards show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	2 points Note cards show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.	0 points Note cards show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.	
Preproduction Plan - Storyboard	6 points The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a	4 points The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	2 points The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.	0 points There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.	

| ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
	logical sequence to the presentation.				
Introduction	3 points The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	2 points The introduction is clear and coherent and relates to the topic.	1 point The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	0 points The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.	
Content	8 points The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from * primary sources.	6 points The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.	4 points The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.	0 points The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.	

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Text Elements	3 points The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience and to the point. The background and colors enhance the readability of text.	2 points Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.	1 point Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.	0 points The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.	
Layout	3 points The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.	2 points The layout uses horizontal and vertical white space appropriately.	1 point The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	0 points The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.	
Citations	6 points Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using MLA citations throughout the project.	4 points Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.	2 points Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.	0 points No way to check validity of information.	

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Graphics, Sound and/or Animation	3 points The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.	2 points The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.	1 point Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the WWW. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.	0 points The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.	
Writing Mechanics	6 points The text is written with no errors in grammar, capitalization, punctuation, and spelling.	4 points The text is clearly written with little or no editing required for grammar, punctuation, and spelling.	2 points Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)	0 points Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)	
				TOTAL POINTS	/44

Appendix 2

Note: Appendix 2 contains print copies of the activities linked on page 31. They are included in the paper copy of this document filed at the Curriculum Office.

Monroe Township Schools
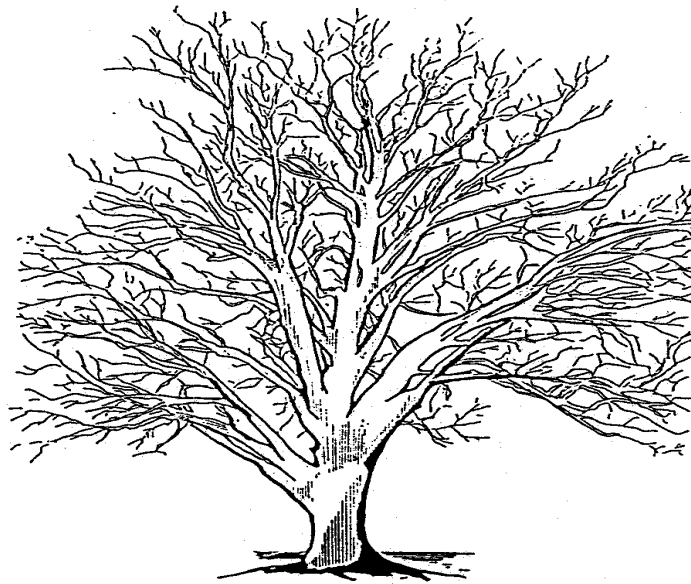
Curriculum Management System

Computer Literacy

Grades 7 & 8

July 2004

* For adoption by all regular education programs
  as specified and for adoption or adaptation by
  all Special Education Programs in accordance
  with Board of Education Policy # 201.

Board Approved: July 21, 2004

Table of Contents

MONROE TOWNSHIP BOARD OF EDUCATION

MONROE TOWNSHIP

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Dr. Gail D. Brooks, Assistant Superintendent

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Writers Names: Donna Montgomery

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Technology Staff: Al Pulsinelli
                     Reggie Washington

Secretarial Staff: Debbie Gialanella
                      Geri Manfre
                      Gail Nemeth

Monroe Township Schools
Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

Philosophy

In a 1992 report the Secretary's Commission on Achieving Necessary Skills (SCANS) identified technology as an essential workplace competency. The Commission stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The New Jersey State Department of Education has included technological literacy as a separate standard focusing on both computer literacy and technology education.

New technologies are evolving at an amazing rate with both frequent advancements of existing technologies and the creation of new ones. It is important that all students understand and become comfortable with these new technologies. Students must have the ability to use basic computer skills to choose, operate, and troubleshoot computer applications in school, at home, and later in the workplace. Doing so will enable students to function in our ever-changing society and be informed, productive members while keeping current with state of the art technology.

The computer and information literacy standard and the technology education engineering and technological design standard are designed to be integrated and applied in all of the content areas of the Core Content Curriculum Standards.

Educational Goals

The technology mission of Monroe Township Schools is to incorporate technology in the educational program so the district will:
    *Develop measurable goals and objectives for integrating technology into learning.
    *Enable students to obtain, comprehend, and manipulate information to attain their goals.
    *Provide students the opportunity to both explore and experience existing technologies.
    *Enable students to demonstrate basic competencies in using technology as a tool for learning.
  *Provide technologies to students at the appropriate time in their school careers.

The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to the Technological Literacy standards. The most recent copy of the New Jersey Core Curriculum Standards for Technological Literacy may be found at: http://www.nj.gov/njded/cccs.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System Grade Level/Subject: Grade 7/Computer Literacy	The student will be able to use computer applications to gather and organize information and to solve problems.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
36					1.13. use and apply appropriate technology vocabulary. (CPI 8.1.A.1) 1.14. use and create different folders located on a server (CPI 8.1.A.2, 8.1.A.4) 1.15. use the keyboard applying proper technique (CPI 8.1.A.3) 1.16. use the mouse, keyboard or other input device to input and access data (CPI 8.1.A3, CPI 8.1.A.4) 1.17. enter tables and custom tabbed information into a document (CPI 8.1.A.3, 8.1.A.4, 8.1.A.5) 1.18. merge documents and presentations (CPI 8.1.A.3, 8.1.A.4, 8.1.A.6) 1.19. create and enter basic formulas on a spreadsheet while interpreting the results (CPI 8.1.A.3, 8.1.A.4, 8.1.A.7) 1.20. create and maintain a payroll spreadsheet (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.7) 1.21. plan and create a basic multimedia project (CPI 8.1.A.3, 8.1.A.4, 8.1.A.8) 1.22. save and open files to and from specific places on the network (CPI 8.1.A.3, 8.1.A.4, 8.1.A.10)	See Grade Six Instructional Tools/ Materials/Technology/Resources Grade 7 Computer Literacy Vocabulary (see Student Handouts) Desktop computers Microsoft Word Microsoft Excel Microsoft PowerPoint Internet access Web browser Printers External Peripherals Shared folder on Volume 1 on Applegarth Classroom Monroe Township School District Acceptable Use Policy **Internet** • www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentID=A38034-2002Sep4&notFound=true • www.wired/com/news/politics/0,1283,54681,00.html • www.mainfunction.com/activities/RealityCheck/ShowRC.aspx?TopicsID=1148	See Grade Six Learning Activities/ Interdisciplinary Activities/ Assessment Model About computer unit Schedule/Table project Tab and Indent practice sheets (Pinocchio) Recording Industry Tracks Down Pirates opinion paper Websites regarding Music Piracy Practice spreadsheet Flower Shop spreadsheet Candy spreadsheet Income statement spreadsheets Product total and tax calculation spreadsheets Retell a story multimedia project Endangered species multimedia project Where in the World multimedia project * Note: Electronic copies of the Excel

Suggested days of Instruction	Mandated Assessment				Curriculum Management System Grade Level/Subject: Grade 7/Computer Literacy	The student will be able to use computer applications to gather and organize information and to solve problems.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
					1.23. properly give credit to sites where information is gathered from (CPI 8.1.A.3, 8.1.A.4, 8.1.B.2) 1.24. describe the consequences that can arise from failure to give proper credit (CPI 8.1.A.3, 8.1.A.4, 8.1.B.2, 8.1.B.3) 1.25. demonstrate proper and safe use of the Internet and electronic mail (CPI 8.1.A.3, 8.1.A.4, 8.1.B.2, 8.1.B.3, 8.1.B.4, 8.1.B.5) 1.26. utilize shortcuts for programs and commands (CPI 8.1.A.1, 8.1.A.2, 8.1.A.4, 8.1.A.12)		spreadsheets and Word documents referenced in the Learning Activities section above can be found on the District Website in the subfolder entitled Computer Literacy Grades 7 & 8 Excel Spreadsheets. Paper copies of these activities are included in the addendum.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System Grade Level/Subject: Grade 8/Computer Literacy	Goal 1: The student will be able to use computer applications to gather and organize information and to solve problems.
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources
36					demonstrate Grade Seven technology skills. (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.7, 8.1.A.8, 8.1.A.10, 8.1.B.2, 8.1.B.3, 8.1.B.4)	See Grade Seven Instructional Tools/ Materials/Technology/Resources

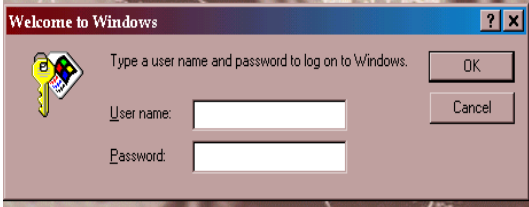| Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
demonstrate Grade Seven technology skills. (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.7, 8.1.A.8, 8.1.A.10, 8.1.B.2, 8.1.B.3, 8.1.B.4)	See Grade Seven Instructional Tools/ Materials/Technology/Resources	See Grade Seven Learning Activities/ Interdisciplinary Activities/ Assessment Model
create a document that utilizes advanced text-formatting and graphics (CPI 8.1.A.1, 8.1.A.3, 8.1.A.4, 8.1.A.5)	Grade 8 Computer Literacy Vocabulary (see Student Handouts)	Computer of the Future advertisement
create works cited pages utilizing different indents (CPI 8.1.A.1, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.B.2)	Desktop computers Microsoft Word	Favorite foods bulleted list Autofill practice spreadsheet
	Microsoft Excel	Benefits spreadsheet
customized bulleted list highlighting important points of Acceptable Use Policy (CPI 8.1.A.3, 8.1.A.5, 8.1.B.3)	Microsoft Access Microsoft PowerPoint Internet access	Payroll spreadsheets Database instructions Game Show multimedia project
troubleshoot basic hardware and software problems (CPI 8.1.A.1, 8.1.B.9)	Web browser Printers	
use the Autofill feature of a spreadsheet to complete formulas (CPI 8.1.A.1, 8.1.A.4, 8.1.A.7)	External Peripherals (such as microphone and digital cameras) Shared folder on Volume 1 on Applegarth Classroom	
create and maintain a payroll spreadsheet (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.7)	Monroe Township School District Acceptable Use Policy	
use appropriate database terms (CPI 8.1.A.1)		
create a simple database and report (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.9)		* Note: Electronic copies of the Excel spreadsheets and Word documents referenced in the Learning Activities section above can be found on the District Website in the subfolder entitled Computer Literacy Grades 7 & 8 Excel Spreadsheets. Paper copies of these activities are included in the addendum.
use a microphone or digital camera to input information (CPI 8.1.A.2, 8.1.A.4)		

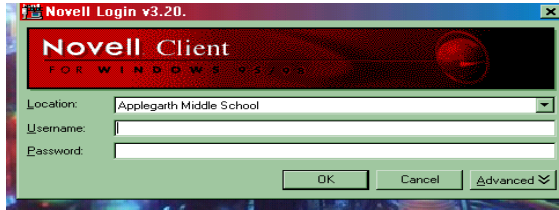| Suggested days of Instruction	Mandated Assessment				Curriculum Management System **Grade Level/Subject:** **Grade 8/Computer Literacy**	Goal 1: The student will be able to use computer applications to gather and organize information and to solve problems.	
	ESPA	GEPA	HSPA	TERRA NOVA	**Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)** **The student will be able to:**	**Instructional Tools / Materials / Technology / Resources**	**Learning Activities / Interdisciplinary Activities / Assessment Model**
					plan and outline a multimedia project (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.10, 8.1.A.11) combine multiple multimedia slides into one presentation (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.1.A.10, 8.1.A.11) create a multimedia project that utilizes shortcuts, hyperlinks and custom sounds and video (CPI 8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.8, 8.1.A.10, 8.1.A.12)		

ADDENDUM

About Computer Test

Directions: Read each question and answer it to the best of your ability (34 points total).

1. Identify each window shot and tell whether it is the good or bad login screen. Explain what you should do and what it means when you get each login screen. (2 points each).
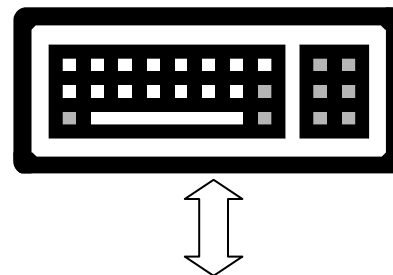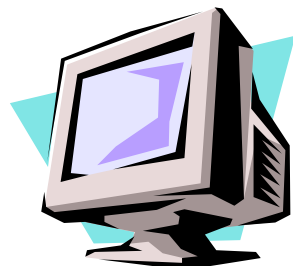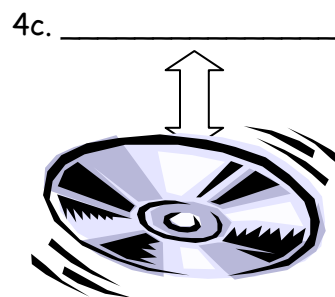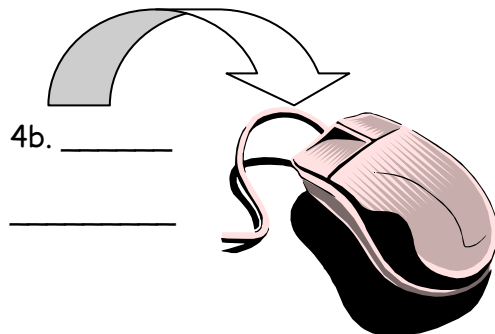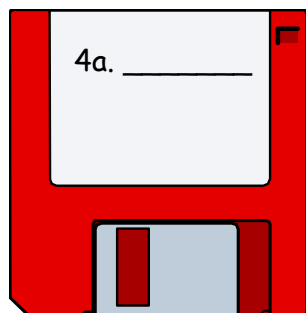

2. If your computer asks you if you want to login to Windows should you say yes or no? Why? What should you do? (2 points)

_____

_____

3. If you get a message that the Citrix server is unavailable, what should you do? (2 points)

_____

4. Identify each object. Spelling counts! (2 points each)

4a. _____

4b. _____

   _____

4c. _____

4d. _____

4e. _____

4f. _____

5. What is a file extension? What is it used for? (2 points) _____

_____

_____

6. If your computer freezes, what should you do? (2 points)_____

_____

_____

7. At the end of class, what should you do to your computer and why? (2 points)

_____

8. What is the difference between logging into the network, logging into Websecurity and logging into Mail-Gear? (2 points)

_____

_____

_____

_____

9. What is the difference between "Save" and "Save As? (2 points)   _____

_____

_____

_____

10. List the steps to save a new file to the network. (2 points) _____

_____

_____

_____

_____

11. Depending on the computer, name the three places (two icons and one folder) you would click on to access the Internet. (2 points)

_____

_____

_____

Computer of the Future Directions

Directions: *Your assignment is to combine cropped graphics, WordArt, and text boxes to create an advertisement for a Computer of the Future! Creativity is a must! While, I expect you to come up with some of your own terms for the computer, it must be believable! All graphics that are added to the basic computer must come with an explanation of why they are there! There should be 4 separate main sections. The first section should be the WordArt title (you can use mine or create your own). The second section should be the graphics. The graphics should contain at least 4 separate pieces. Some if not all of those graphics should be cropped. The third section should be a customized bulleted list (at least 4 items in list) of the important features of your computer. Remember to be sure that all your bullets and the sentences are lined up. The final section should be a paragraph(s) describing in detail your new computer. It should also contain the name of the computer. Your layout can be different than mine, but all the parts must be there.*

1. Add your heading to the top of page.
2. Add WordArt title.
3. Add, crop and arrange graphics.
4. Use drawing toolbar to draw a text box for a bulleted list.
5. Change line color (on drawing toolbar) to "No Line".
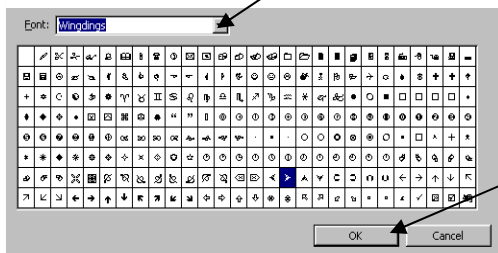6. Add Bullets (Format---Bullets and Numbering hit)
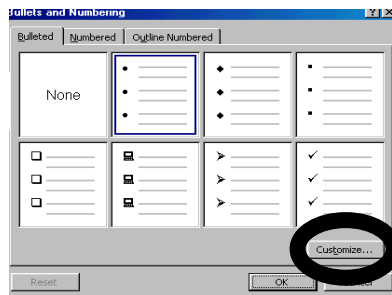
6A. After choosing any bullet, hit customize
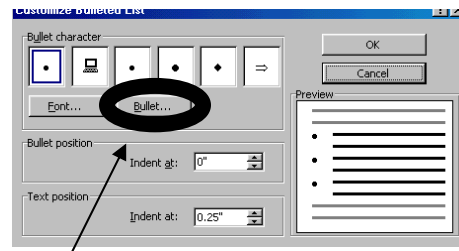
6B. Hit Bullet button

6C. You can choose from the Wingdings font, or change the font to see other choices.

6D. After choosing a bullet hit OK. That will take you back to the 6B screen where you hit OK again.

7. Type list of special features.

304

8. Add new text box to write paragraph that describes computer in detail.
Computer of the Future (continued)

9. Paragraph and list do not need to be double-spaced (but can be if you want!), font must be changed, and don't forget to use spell check.
10. Save as Future
11. Use Print Preview to be sure it all fits on one page (it must be on one page).
12. Print. Leave paper in printer. I will collect after class.

Create a Table Directions (save as TABLE)

1. Add your header

2. Change (under File menu) Page setup to Landscape (paper size tab) and center Vertical alignment (under layout tab)

3. Insert a table (11 Rows and 6 columns)

4. Highlight the first row of cells. Turn on your Tables and Borders toolbar (under view—Toolbars menu) and click the merge button. You can choose an appropriate title to type in the newly formed cell. Center the title.

5. Type your schedule making sure you label the periods and the days of the week. Feel free to use Copy and Paste. You may use L.A.L., S.S. Comp. Lit, and P.E. for abbreviations if you wish.

6. Use Table AutoFormat (under Table menu). Look at the check box options at the bottom of window. *Clear the checkmark next to color (this is very important! If you leave color on there it may not print correctly!).* Choose any format from the list.

7. Customize the font and size as desired. The font size should be large enough to take up the majority of the paper.

8. Use spell check!

9. Save

10. Print Preview

11. Print

Pinocchio Directions (practice columns and indents)

1. Open file from class folder

2. Title only should be centered, bold, underline and size 14.

3. Entire document should be 1.5 line spacing

4. Story **only** should be size 12: Font Arial

5. Story **only** should be two columns

6. Hanging Indent of story should be .5"

7. Add your header and footer

8. Vertically center your page

9. Check Print Preview to ensure that it is only 1 page and print to correct room.

Tab List directions

Directions (do not type these):

- ✓ Save as Tab List
- ✓ Type title in size 18: B, I and U (Bold, Italic and Underline)
- ✓ Set your right tab to be 4″ and 5.5″
- ✓ Type price list in size 12 and an appropriate font
- ✓ To insert the ¢ sign. Use insert➜symbol➜font=Arial Unicode➜the ¢ symbol is in the 4th row.
- ✓ Use the Tab key to align price and number information correctly
- ✓ Double space and spell check
- ✓ Add your header and a page number footer

Snack Prices

Snack Bags (Pretzels, Chips, etc)	1 for 50¢	Dum-Dum Pops	2 for 10¢
Starbursts	1 for 60¢	Tootsie Rolls	5 for 10¢
Cow Tales	2 for 50¢	Water	1 for $1.00
M&M's	1 for 60¢	Reeses Peanut Butter Cups	2 for $1.00
Ring Pops	2 for 50¢	Kit Kats	2 for $1.00
Twizzlers	2 for 25¢	Hershey Bar	2 for $1.00
Air Heads	2 for 45¢		

Tabs Directions

Open Tabs from the 8th grade Computer Lit folder and save it to your login name. ***Do not change the font or the spacing.*** Add your header, footer and vertically

center the page.

Follow the directions below. The colors are listed in the same order they appear.

1. Both titles and authors should be center aligned.

2. The purple section should have a right tab of 4 inches.

3. The red section should have a left tab of 4 inches.

4. The orange section should have a center tab of 4 inches.

5. The black section should have a right tab of 2.5 inches.

6. The brown section should have a center tab of 2.5 inches.

7. Save; check your work and print.

Tabs

My Hippo Has the Hiccups
By Kenn Nesbitt

My hippo has the hiccups

and his hiccups shake the ground.

The floor is always rumbling

when my hippo is around.

I bought him at the pet store

But I missed a small detail.

I didn't see the sign said:

"Hiccupotamus for sale."

Shelley Sellers
By Kenn Nesbitt

Shelley Sellers sells her shells

at Shelley's Seashell Cellars.

She sells shells (and she sure sells!)

to smelly seashore dwellers.

Smelly dwellers shop the sales

at Shelley's seashell store.

Salty sailors stop their ships

for seashells by the shore.

Shelley's shop, a shabby shack,

so sandy, salty, smelly,

still sells shells despite the smells;

a swell shell shop for Shelley.

Lesson 1- Designing Databases- Create a table in design view and using the Table Wizard

1. Start Access and create a new DB named Poster to hold information about a store that sells posters.

2. Create a customer's table in *Design view* using the fields shown. Note that *Design view* allows you to set up your table.

Field Name	Data Type	Description
Cust ID	Text	Customer account number (*primary key*)
Mr. Ms.	Text	Mr. Ms. Dr., etc.
Last Name	Text	**Last name**
First Name	Text	First name
Company	Text	Company (if any)
Address	Text	Address line
City	Text	City
State	Text	State
Zip	Text	Postal Code
Phone	Text	Phone number
Extension	Text	Extension (if any)

Things you should know:

1. All italic vocab words
2. Two ways to set up a database

3. Hit the *Toggle Switch* to switch to *Datasheet view*. Save as Customer. When prompted say No to *Primary key*.

4. Note how *Datasheet view* is ready for *records* to be entered. Close the Datasheet.

5. Create a new table using the Table Wizard.

6. In the left column (sample table) choose the Products table.

7. From the right column choose Product ID, Product Name, Units in Stock, and Unit Price. Click the Next button.

8. Set the name as Poster Inventory and let Access set the Primary Key. Hit next.

9. Do not assign any relationships-hit Next and then hit Modify the Table design.

10. Close the Poster Inventory Table and the Poster Database.

Where in the World Presentation

Your job is to create an informational advertisement about a country. Include information in your presentation that will encourage others to visit your country. Some information that should be included is:

🌍 What does the flag look like? What do the colors stand for?

🌍 What kind of money does your country use?

🌍 What is the exchange rate?

🌍 What is that country famous for?

🌍 What is the weather like this time of year?

🌍 What type of government do they have?

🌍 If adults were visiting, what attractions would interest them?

🌍 If kids were visiting, what attractions would interest them?

🌍 Use http://www.infoplease.com to get a lot of general information for your country.

🌍 The best slide show has real pictures…not just clipart!

🌍 Sounds are kept to a minimum and when used, they add to the show (ex. Can you include their national anthem?)

🌍 Check to see if your country has a website. Type in the address

 http://www.yourcountry.com. Make sure you type the name of your country in place of "your country".

PowerPoint requirements:

8 slides minimum	Timing
All slides have transitions	Backgrounds
All objects are animated	Fonts/Font colors

Endangered Species Project

You are to pick one endangered species and research information. You will create a slideshow that teaches people about the animal.

You should include graphics and words (**_not WordArt_**) on every slide. Also, every slide should have transitions and animations. Try to copy graphics to use from Encarta or save from the Internet.

Slide order (must be in this order):

1. Title slide: Name, Period and Animal

2. Habitat: Where does the animal live? Include a map or a picture of where you might find your animal. Please be descriptive (don't just say they live in Africa…tell me where in Africa. Are they more likely to be found near the ocean or the jungle?)

3. Statistics: Height, weight, special markings…compare size of a baby to a full grown adult

4. Diet: What kind of food does it eat?

5. Reason for endangerment? Approximately how many are left? What is being done to save them?

6. Interesting Fact(s)

No white words or Times New Roman or Courier New. All backgrounds should be changed

Game Show

Project Due: _____

Directions: Together with a partner you will create a topic and a format for a game. This game show should be an original creation. Creativity and originality will be a major part of the grade.

Slide Order:

- Slide 1 = Title Slide (title of game and anything else you want!)
- Slide 2 = Directions or rules
- Slide 3 = Question 1
- Slide 4 = Answer 1 (or whatever slide is appropriate for your format)
- Continue show until you have at least ____ questions
- Final slide should be your closing credits. It should include your names, the date you did it (put the school year: 20__-20__ school year), the addresses of any websites that you got sound or graphics from, as well as credits where you thank people who helped you with your game.

Required Content

- Game show should consist of at least ____ questions
- Directions and credits
- Every slide should have a background
- Every object on every slide should be animated
- Your animations should be timed (Custom Animation window…Order and timing tab)
- Fonts should be changed (No Times New Roman or Courier New)
- Font color should be changed (no black words, but white is acceptable)
- There should be graphics, but there does not need to be one on every slide
- Transitions on every slide
- Creative/Original/Effort
- Custom sounds/videos/graphics *(if you wish to borrow the school's digital camera you must provide your own floppy disk)*
- Storyboard **MUST BE TURNED IN ALONG WITH A RUBRIC**

This will be a test grade out of 100 points. In order to be eligible to receive an "A" all links must work properly and all of the criteria was followed. In addition, the game must demonstrate that in some way you went above and beyond the directions to make your game stand out from the others. Effort, cooperation (with classmates as well as partners) and originality can have a positive as well as a negative effect on your grade. Including real sound effects, animation, video clips or original graphics will have a positive effect on your grade.

Autofill practice sheet: Complete formulas for Bugs Bunny's Gross Pay, Deductions and Net Pay then use Autofill for the rest.

Name	Hours Worked	Hourly Rate	Gross Pay	Deductions	Net Pay
Bugs Bunny	60	$25.00			
Road Runner	35	$10.75			
Tweety Bird	25	$9.85			
Taz	24	$8.76			
Wiley E. Coyote	22	$9.76			
Sylvester	45	$9.00			
Yosemite Sam	23	$8.65			
Marvin the Martian	51	$10.00			

Total Net Pay:

Bakery Income Statement Directions (do not type): Add across to get the totals for each revenue or expense. To get the Total Revenues or Total Expenses, use Autosum to add the Revenues or Expenses for each year. To calculate your profit, write a formula that will subtract Total Revenue minus Total Expenses. The cells that are blacked out, should remain blank (please do not make them black). Rows 5, 6 and 12 should be Bold. Rows 10, 18 and 20 should be Italic. Page setup should be portrait, centered, header and gridlines.

Elaine's Bakery Income Statement for the years
1996-1998

	Year 1996	Year 1997	Year 1998	Totals
Income:				
Cookie Sales	$15,500.30	$16,896.25	$17,864.87	
Cake Sales	$27,589.00	$26,298.45	$25,982.50	
Bread Sales	$24,980.25	$25,298.20	$25,398.50	
Total Revenues				███
Expenses:				
Advertising	$5,000.00	$4,500.00	$4,500.00	
Baking Supplies	$2,000.00	$1,000.00	$1,750.98	
Ingredients	$13,275.78	$15,298.59	$16,490.50	
Salaries	$30,000.00	$30,000.00	$35,000.00	
Utilities	$6,570.45	$7,267.85	$8,090.75	
Total Expenses				███
Profit (Loss)				███

Benefits Spreadsheet

Last	First	MI	Salary	Benefits	Total
Smith	Harry	K	$35,600.00		
Vator	L	E	$73,245.00		
Eward	M	E	$43,250.00		
Son	Lee	A	$54,230.00		
Arick	Barb		$46,575.00		
Ick	Helen		$38,735.00		
Ahawk	Tom		$85,400.00		
Perior	Sue		$34,780.00		
Dium	Ray		$35,460.00		
Cat	Bob		$47,800.00		
Sur	Ann		$43,500.00		
Chen	Chris		$63,780.00		
Attrick	Geri		$45,600.00		
Nassium	Jim		$48,340.00		
Lin	Maude		$45,420.00		
Rician	Pat		$26,720.00		
Lee	Joe		$83,200.00		

Totals

Directions (do not type): Type the above information in the cells as shown.
Row 1 should be Bold and Centered.
All the first and last names in cells A3 through B19 should be left aligned.
Cells C3 through C6 should be centered.
All cells with currency should be right aligned including the totals in row 21.
Row 21 should be Bold and right aligned.
You will have to calculate the dollar amount of each employee's benefits package.
Their benefits are 15% (.15) of their salary.
The total is salary plus benefits.
Use autosum to calculate the totals in row 21.
Add a double line border around cells A21 through F21.
Use Page Setup to complete appropriate tasks.

Candy is
Dandy

		Percent of each color in bag
Colors	Bag 1	
	0	
	0	
	0	
	0	
	0	
	0	
Total		

DO NOT TYPE DIRECTIONS!!

Directions:

1. Go to page setup (File) and change the paper to Landscape, center the margins (Margins tab), add gridlines (sheet tab)

at the Header/Footer tab add a custom header with your name, date, period and class.

2. Type spreadsheet as shown above (including the zeroes).

3. Highlight everything and hit the center button.

4. Keep everything highlighted and change the font size to 14.

5. If you wish to change the font, you may but leave the size and follow rules.

6. Highlight the zeroes in columns B.   Hit the autosum button to get total in B10 (yes, the answer will be zero!).

7. Try to figure out how to add the line border above cells A10-C10.

Hint: Highlight A10-C10. Try Format-cells-border. Then click on the type of line you want, and choose (from buttons on left) where you want the line to be. Choose the thick line style….it is at the bottom of the second column.

8. Try to figure out how to format cells C4 through C9 for a percentage with no decimal points.

9. Try to list the 6 colors that come in a bag of M&M's in cells A4-A9. Don't look at anyone else's computers!

10. Save as Candy and wait for the next direction.

<u>Looney Tunes Diner Monthly Supplies</u>

Beverages

Soda	$257.36
Espresso	$396.65
Cocoa	$287.00

Beverage Subtotal

Food

Bread	$600.00
Cheese	$575.25
Meat	$1,035.00

Food Subtotal

Utensils

Plates	$350.00
Forks	$525.00
Spoons	$525.00
Glasses	$256.34

Utensils Subtotal

Final subtotal

Tax (6%)

Grand Total

Save as monthly supplies. Everything is centered and all numbers are currency. Cells A1 through F1 should be merged, centered, B, I & U. Font size of title is 20. Remainder of sheet (except where marked is 12). Cells A7 and A8, A15 and A16, D7 and D8 should be merged, wrapped and size 16. Cells E11 and F11 as well as E13 and F13 should be I, size 16 and have a thick, solid line border around them. Cells A3, A7, B7, A10, A15, B15, D3, D7 and E7 should be B and size 16. Cells E15 and F15 should be size 16, B, I and have a broken line border around them. There should be thick, solid line borders above A7 and B7, D7 and E7 and A15 and B15. Calculate each subtotal using Autosum (in cells B7, B15 and E7). To get your final subtotal write a formula to add your 3 subtotals together in cell F11. Tax should be in cell F13. Add your Final Subtotal and Tax in cell F8 to get your Grand Total. This printout should not be more than one page. Don't forget to do Page Setup!

My Yearly Income Statement

	Year 2000	Year 2001	Year 2002	Totals
Income:				
Allowance	$3,000.25	$4,000.00	$5,500.00	
Gift Money	$1,000.00	$12,000.00	$800.00	
Babysitting	$555.00	$600.00	$700.00	
Total Revenues				
Expenses:				
Movies	$300.00	$225.00	$400.00	
Clothes	$500.00	$600.00	$700.00	
Food	$400.10	$250.00	$350.00	
Entertainment	$800.00	$1,000.00	$2,000.00	
Total Expenses				
Profit (Loss)				

** Complete appropriate Page Setup commands

** Merge, wrap and center cells B1 through D3. Type title in size 20 font

** Type remainder of SS as shown (Center where shown, format for currency) in size 12

** Row 5 should be Bold, A6 and A12 should be Bold

** Rows 10, 17 and 19 should be Italic

** Complete monthly Expense and Income Totals and compute the Profit

** Save as Greetings, check Print Preview to be sure it prints on one page
and print to Room 25

Weekly Payroll

Weekly Payroll Sheet

Week of	Possible Days	Pay Rate	Days Missed	Gross Pay	Tardy Deduction	Bonuses	Net Pay
8-Jan	3	$6.00			$0.00	$0.00	
13-Jan	5	$6.00			$0.00	$0.00	
20-Jan	5	$6.00			$0.00	$0.00	
18-Nov	5	$6.00			$0.00	$0.00	
25-Nov	3	$6.00			$0.00	$0.00	
2-Dec	5	$6.00			$0.00	$0.00	
9-Dec	5	$6.00			$0.00	$0.00	
16-Dec	5	$6.00			$0.00	$0.00	
6-Jan	1	$6.00			$0.00	$0.00	

Total Possible Days:

37

Pay I have earned:	$0.00

The Family Pharmacy Daily
Sales Report

Code:	*Department*	*Sales*	*Tax (6%)*	*Total*
A	Beauty Aids	$2,238.00		
B	Candy	$543.98		
C	Cards	$326.85		
D	Medicine (OTC)	$1,654.83		
E	Toiletries	$196.37		
F	Vitamins	$413.29		
G	Prescriptions	$1,245.65		
H	Miscellaneous	$987.12		
	Totals			

DIRECTIONS: Enter the data as shown. Merge and wrap cells B1, C1, D1, B2, C2 and D2

Calculate the sales column and the total column. Total each column in Row 15.

Font size should be 16 for sheet and 20 for title

Add border of your choice around B15-E15. Add same border to cells E4-E13

Title should be centered, Bold and Underlined.

All columns should be centered, right or left aligned as the column header (row 4)

Rows 4 and 15 should all be Italic. Also, column E should be Italic.

All normal things should be done in Page Setup.

Save as Pharmacy check Print Preview and Print

Practice basic formulas

Autosum	Multiply Using Formula	Subtract Using Formula	Divide Using Formula
$1,223.00	23	695	1599
$555.00	5	555	56
$4,812.00			
$469.00			
$58,749.00			
$5,461.00	888	$521.00	878
	444	$354.00	4
888			
4897	999	$897.00	55668
2641	11	$789.00	2524
487			
	975	555	9998
	579	233	333

Save as Practice.

There are 2 problems in column B that you need to Autosum.

There are 4 problems in columns D, F and H. Follow the directions at the top of each column.

Type the column directions in Bold, Italic and Underline.

Remember to make appropriate problems and answers currency.

All cells should be centered.

In Page Setup: Landscape, Horizontally and Vertically center margins, Header and Gridlines.

Save as Practice.

Check print preview to be sure it prints on 1 page.

Print

Supply Order

Item Number	Description	Total Units	Unit Cost	Total Price	Item Total Tax (6%)
21021	No. 1 Gem Clips	4	$0.19		
21012	Butterfly Clips-Medium	5	$0.95		
72537	Post-It Recycled Pop Up Yellow Notes 3"X3"	6	$1.19		
72540	Monthly Wall Calendar	2	$7.95		
10070	Wite Out-Quick Dry	3	$1.29		
				Grand Total	

Directions

Save As Supply! SAVE OFTEN!!!!

1. To calculate Total Price-Multiply Total Units times Unit Cost.

2. To calculate Tax-Multiply Total Price times .06.

3. To calculate Item Total-Add Total Price and Tax

4. To calculate Grand Total-Add Item Total column.

5. To merge cells Highlight cells you want to merge, go to Format--Cells-- Alignment Tab. At bottom (under Text Control) hit Wrap text and Merge cells.

6. All column titles should be Bold and centered. Item numbers column should be centered. Total Units column should be centered. The words Grand Total should be Bold and centered.

7. To add a Border: Highlight cells you want the border to be around, Format-Cells-Border. First choose the line style (DOUBLE LINE) then on the sample click on each side of the cell to have border appear in preview.

8. All columns should be Best-Fit.

9. Appropriate columns/cells should be formatted for currency.

10. File-Page Setup: Page=Landscape, Margins=Horizontal & Vertical, Header/Footer=Custom Header, Sheet=Gridlines

11. Save AGAIN!

12. Go to Print Preview and check appearance and make sure it is on one page. Then print.

Calculate store payroll

Yum Yum Palace

Name	Hrs Worked	Hrly Rate	Gross Pay	Deductions	Net Pay
Bugs Bunny	60	$22.00			
Porky Pig	21	$10.25			
Pepe Le Pew	35	$10.75			
Marvin the Martian	15	$9.85			
Taz	45	$15.00			
Yosemite Sam	38	$10.15			
Scooby Doo	39	$10.15			
Daffy Duck	32	$10.85			
Elmer Fudd	25	$9.75			
Road Runner	65	$26.00			
Tweety Bird	48	$15.00			
Wile E. Coyote	61	$22.00			
Speedy Gonzales	99	$55.00			
Foghorn Leghorn	54	$18.00			
Sylvester	64	$23.00			

Total	

DIRECTIONS (Do not Type)

Use page setup to make appropriate changes.
Merge and center cells A1 through F1. Type title in size 18 Bold, Italic and Underlined.
To calculate the Gross Pay, multiply the Hours Worked times their Hourly Pay.
To calculate Deductions, multiply Gross Pay times 25%
To calculate Net Pay, subtract your deductions from your gross pay.
Total your Net Pay column in cell F21. Add a double line border around cells E21 and F21
Everything should be centered.
Row 3 and column A should be Italic.
Title should be B, I & U
Save as Yum Yum
Check Print Preview before you print. MUST fit on one page.
Print

Grade 7/Computer Literacy

Vocabulary

Right Tab
Left Tab
Center Tab
First Line Indent
Hanging Indent
Left Indent
Table
Spreadsheet
Formula
Formula bar
Autosum
Cells
Merge
Currency
Autosum
Slide Sorter
Transition
Animation
Automatic timing
Piracy
ISP
Peer to peer

Grade 8/Computer Literacy

Vocabulary

Crop
Wrap text
Spreadsheet
Formula
Formula bar
Autosum
Cells
Autosum
Autofill
Borders
Primary key
Field
Query
Record
Toggle switch
Design view
Datasheet view
Filter
Sort
Slide Sorter
Transition
Animation
Object timing
Action button
Bullets

Grade 7/Computer Literacy

COURSE BENCHMARKS

1. Students will be able to use computer applications to gather and organize information and to solve problems.
2. Students will be able to demonstrate Grade Six technology skills.
3. Students will be able to use appropriate technology vocabulary.
4. Students will be able to navigate a computer network to organize, open and save files.
5. Students will be able to use the mouse and keyboard as input devices.
6. Students will be able to demonstrate proper touch keyboarding.
7. Students will be able to use shortcuts to access programs and commands.
8. Students will be able to identify parts of a spreadsheet.
9. Students will be able to input basic spreadsheet formulas.
10. Students will be able to identify consequences from improper use of technology.
11. Students will be able to apply advanced word processing commands such as custom tabs and tables.
12. Students will be able to combine multimedia presentations and word processing documents.

Grade 8/Computer Literacy

COURSE BENCHMARKS

1. Students will be able to use computer applications to gather and organize information and to solve problems.
2. Students will be able to demonstrate Grade Seven technology skills.
3. Students will be able to use advanced word processing skills such as text boxes, graphic cropping, grouping and text wrapping while creating a computer advertisement.
4. Students will be able to use different indents to create a works cited page.
5. Students will be able to emphasize information using custom bullets.
6. Students will be able to troubleshoot basic problems such as connections and programs that are not responding.
7. Students will be able to use a spreadsheet to present information such as a payroll.
8. Students will be able to present information in a database.
9. Students will be able to use microphones and digital cameras to input information.
10. Students will be able to create a multimedia project that utilizes hyperlinks, custom sounds and video.