



cde

ET-IL Planning Guide

Planning to make a difference in how we teach and learn

2009 – 2012 PLANNING CYCLE

Due Date April 30, 2009

Colorado Department of Education
Education Technology and Innovation Unit

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Section 1: Demographics

District Name

ET-IL Contact First Name

ET-IL Contact Last Name

Address 1

Address 2

City **State** **ZIP**

Telephone

Email

Total Number of Computers district wide

Internet connected student/computer ratio for district

Internet Connection Speed

District Entity Number

Number of classrooms

Number of classrooms with Internet access

Date Plan Created

District/school is seeking to be qualified for: (check all that apply)

☐ **Title IID Competitive/Formula Funds**

☐ **E-rate Funds**

☐ **Accreditation Assurance**

Section 2: Introduction

The revised Colorado Education Technology Information Literacy (ET-IL) Plan builds on the strengths and successes of the original plan, initiated in the fall of 2002. Colorado school districts have been planning, incorporating and evaluating technology and information literacy programs for three years.

While districts are required to have plans for E-Rate, Title II-D, and other funding program eligibility, ET-IL Plans must not stop there. The 21st century is now. Students in Colorado classrooms are millennials, unlike any generation before them in their access to technology and their need of information literacy skills.

The revised ET-IL plan remains true to the basic premises of the original plan: student achievement, collaboration, and the importance of education technology and information literacy. It also addresses federal program requirements. Finally, the plan affords the opportunity of aligning ET-IL within the larger context of 21st century skills and district level planning.

The ET-IL Planning Guide provided by CDE has the multiple purposes of ensuring that districts, and qualifying schools, meet the necessary requirements to be qualified to receive Title IID Competitive and Formula funds, E-rate funds, and/or state accreditation.

To meet the minimum requirements for any or all of these three areas, a district needs to only complete and submit (on-line) the specific "**plan elements**" (Sections A-H) that address the appropriate **planning indicators** (Title IID, E-rate, Accreditation) that the district wishes to be qualified to receive. These plan elements and planning indicators are outlined in the ET-IL Plan Scoring Guide (see attached) and the ET-IL Planning Guide.

The collaboration of the Colorado Department of Education and district administrators, curriculum directors,

librarians and technology directors can result in one district plan or the inclusion of ET-IL elements (Sections A-I) within a district's strategic planning document(s) that will address:

- [District Accreditation rules by the Colorado Department of Education](#) (CDE) (Sections 2.01(4)(r), 4.02(1)(a), and 4.03(1)(c))
- E-Rate telecommunications discounts
- Title II-D of NCLB formula (Consolidated Applications) and competitive funding.

A three-year Education Technology and Information Literacy (ET-IL) plan is required for any district that wishes to be eligible for federal E-Rate telecommunications discounts and No Child Left Behind Title II Part D (Enhancing Education Through Technology) funding. At the state level, district ET-IL plans are required as part of the CDE Accreditation Rules.

In order to assist school districts in meeting the requirements of federal and state programs, CDE has established ET-IL planning criteria and a corresponding approval process.

Note: The Education Technology and Innovation unit at CDE will monitor any changes made by the federal government related to the E-Rate and Title II-D programs or changes to state programs enacted by the Colorado Legislature and notify districts if there are any necessary changes or addendums to existing plans required.

SUBMISSION PROCESSES AND REQUIREMENTS

Please carefully review the following information.

Due dates

ET-IL plans for the 2009-2012 year cycle are due to CDE on or before Thursday April 30, 2009

Plan format

District's may choose to submit ET-IL plans in narrative format, answer question by question, or provide documentation located in a strategic plan or district plan that addresses the ET-IL plan elements

What to submit

Option 1 - - Districts will complete and submit the ET-IL plan online as outlined below. CDE will provide a "template" that may assist in the online submission process.

Option 2 – Districts may submit appropriate district documents (district strategic plan, district technology plan, etc.) that contain some or all of the elements (Sections A-I) outlined below. Districts who select this option will be asked to provide a reference, which will indicate the exact location where any of the elements can be found, submit copies (digital) and paste into the online submission form the text of all referenced district documents, which address the elements of the plan.

*You are not required to submit your CIPA (Children’s’ Internet Protection Act) or AUP (Acceptable Use Policy) documents however you do need to reference these policies in the corresponding sections of the ET-IL plan.

You do not need to include actual staff surveys or results.

Approval/certification process

A district’s ET-IL plan will assure that one document will guide technology and information literacy planning and programs in the district or that these elements are “integrated” into existing district planning documents.

Approval of ET-IL plans will certify that districts have met the minimum requirements of E-Rate and Title II-D. Districts **MUST** have approved ET-IL plans to be eligible for E-Rate, Title II-D funding, and to meet state accreditation.

Districts will be able to check their online form to monitor the review process and read reviewer comments.

Districts having submitted all elements outlined below will receive a hard-copy approval letter. This letter should be placed on permanent file.

Process for revising plan or budget

If a district revises its ET-IL plan during the 2009-2012 timeframe, CDE will provide the district an online revision process.

ET-IL TECHNOLOGY PLANNING GUIDE STRUCTURE

In developing the ET-IL Planning Guide, CDE has made every effort to address the critical requirements of the federal and state programs and their relationship to the planning criteria outlined in the guide. This is illustrated by providing a description of federal and state requirements for planning within the planning criteria with which it most closely relates. Each criterion is defined with a brief description, followed by some questions to help districts address key components inherent within the criteria, followed by a statement of the federal and state program

requirements that relate to that criterion.

The intent of the ET-IL Plan is to assist today's students in using 21st century tools in acquiring and utilizing 21st century skills, leading to the ultimate goal of increased student achievement. CDE sees this latest ET-IL planning process as an opportunity to extend the original scope of the first plans to embrace the larger picture of 21st Century Learning.

Districts should not feel limited by the criteria or the guiding questions; these are intended to serve as identifiers for basic planning activities that should be addressed to meet minimum federal and state requirements. Districts are encouraged to include their ET-IL planning process as part of the broader district wide planning process and an opportunity to engage all parts of the district, as appropriate for the district, in discussions on how best 21st Century skills, standards, and tools can best support student learning.

Lastly, there is a reference section included that provides some links to additional resources to assist districts in developing their ET-IL plans.

Approval or certification of ET-IL plans will qualify districts for meeting the minimum requirements of E-Rate, Title II-D (Consolidated Application and competitive grants), or CDE Accreditation Rules.

Each ET-IL plan will be reviewed for a good faith effort to address all criteria listed in the ET-IL Scoring Guide¹. If for any reason a plan is not able to be approved based on the contents submitted, CDE staff will work with the district to obtain additional information to ensure all the required components are addressed so that the plan can ultimately be approved.

¹ See Appendix E

Section 3: ET-IL Plan Elements

A. Needs Assessment

Conducting a needs assessment involves identifying the ET-IL program needs within the larger context of organizational needs and goals. It is recommended that for a start, you should evaluate the progress of the previous ET-IL plan. There are many forms of needs assessments and districts should choose a method that meets local needs, be it a survey process involving students and staff or a more formalized process.

Guiding Questions:

1. What progress has been made towards meeting needs identified in the previous ET-IL plan?

Mapleton Public School's previous ET-IL plan was heavily influenced by the District's ongoing school reform initiatives that were happening simultaneously to the 2006-2009 ET-IL plan. As a result, much of that plan focused on the ways in which technology could support the overall goals of the reform initiative and help complement and extend processes that were relevant to that work. In particular, the District focused on building the necessary technology infrastructure to support the expansion of school sites from 11 to 16; providing professional development opportunities that helped teachers utilize network resources for professional productivity; assisting teachers with the integration of these resources into existing curriculum, and analyzing multiple sources of student data to more effectively target instruction to address student needs at the individual level.

The District's technology infrastructure has been steadily upgraded over the last three years to improve the delivery of data-rich resources to every school site and increase the stability and resiliency of these systems overall. We now have over 1700 computer workstation connected to the network/Internet and have refreshed all clerical, teacher, and computer lab workstations within the last three years to ensure that they are capable of taking advantage of modern software and network-based resources.

Mapleton Public Schools' reform initiative is grounded on giving students many choices on the type of learning environment best suited to their needs and desires. School-level professional development opportunities have been ongoing over the last three years to build capacity at the school-level to meet the demands of their school's unique curricular focus (i.e., Expeditionary Learning, Coalition of Essential Schools, New Technology). District-level training has also been continuous during this period in the support of overarching District frameworks for curricular alignment and improving instructional practice through the implementation of Everyday Mathematics™, Every Child a Reader™, NWEA MAPS™ data analysis, RtI, etc.

2. Describe the needs assessment you conducted to develop this ET-IL plan.

A professionally validated school technology needs assessment instrument (STNA) from the State of North Carolina was utilized to measure the existing capacity and projected needs of all school sites. A response rate of over 85% was received from all instructional staff.

<http://www.serve.org/Evaluation/Capacity/EvalFramework/resources/STNA.php>

3. Does your needs assessment(s) include the acquisition of technology and information literacy skills?

Yes. Both the STNA instrument and the 8th grade assessment incorporate standards aligned with the ISTE NETS-S and NETS – T frameworks.

4. Does your needs assessment(s) include the acquisition of other 21st century skills?

Yes. Both the STNA instrument and the 8th grade assessment incorporate standards aligned with the ISTE NETS-S and NETS – T frameworks.

5. Are there specific challenges in terms of service delivery that you face because of changes in student achievement or in the demographics of your district population?

Yes. The District's student population is approximately 75% Free and Reduced with over half of our students learning English as a second language. We face the same achievement gap challenges as other urban Districts throughout the country. Our goal is to utilize ET-IL strategies in combination with other innovative instructional practices to narrow this achievement gap. Additionally, the District has attempted and failed to pass a Bond and Mill-Levy in two concurrent elections and is currently one of the most under-funded Districts in metro Denver. This creates extreme challenges when trying to make the types of capital improvements necessary to increase technology capacity for the future.

6. List the key results of your needs assessment that will drive your goals, objectives and strategies.

- Teachers perceive a lack of technology vision at their schools, but not a lack of curricular vision.
- The school administrators model technology use for professional productivity.
- Communication with parents is still done primarily in a traditional fashion.
- Staff and teacher professional technology resources and technical support are well managed, but there is insufficient access to additional tools (projectors, etc.) and limited availability and/or access to technology for students. (only 2-3 PC's per classroom and intermittent availability of the computer lab with little guidance).

- The network bandwidth is sufficient except perhaps at the three larger campuses due to the density of computers.
- There is broad interest from most staff (> 70%) in obtaining more professional development in areas related to technology skills acquisition and curricular-integration training.
- Students receive insufficient instruction that effectively integrates technology.
- There are insufficient school site budgets to support the acquisition of technology resources to accommodate the demand by teachers and students.

7. Describe the current infrastructure and list any upgrades. Include the current and proposed level of service. (see E-Rate requirement below)

All schools are connected over a Wide-Area Network (WAN) that provide 3MB of data and voice services to each of our 11 buildings (16 schools) in a star topology terminating in a 30MB link to the Internet from our core data center located within the Technology Department facility (1200 E. 78th Ave). All computer workstations (>1700) within office areas and classrooms are connected to the District network.

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan includes a needs assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education services.

NCLB Requirement: 1. to improve student academic achievement through the use of technology, 2. every student is technologically literate by the time the student finishes eighth grade, 3. effective integration of technology resources and systems with teacher training and curriculum development, 4. and increased technology capacity of teachers and students.

B. Goals, Objectives and Strategies for ET-IL

Establishing goals, objectives, and strategies for the ET-IL plan, leading to increased student achievement, should be based on the results of the needs assessment. Alignment of the ET-IL plan with district goals and objectives assures continuity of all district efforts. It is recommended that ET-IL planners coordinate efforts with district accreditation efforts as outlined in the CDE Accreditation Rules.

- ET-IL Integration with Curriculum, Instruction, and 21st Century Skills

- ET-IL as a Driver for Staff Collaboration (See Also Part C, Collaboration and Integration)
- Increase/Improve Technology Access for Teachers and Students
- Parental Involvement and Communication
- Technology for Data and Assessment Support

Guiding Questions:

1. What are your district’s ET-IL goals?

To ensure that the District’s technology resources are strategically managed to serve the needs established by the District Improvement Plan (DIP). These goals include:

- The deployment of all infrastructure, hardware, software, and technical support necessary to achieve the District Improvement Plan.
- The continued procurement and development of curricular materials that include technology and information literacy components.
- The ongoing availability of professional development opportunities required for teachers to acquire the skills necessary to integrate those technologies into their practice. These integrations will include the use of presentation technologies to improve student engagement, the utilization of student achievement data to differentiate instruction and provide tiered progress monitoring, and the opportunity for students to acquire 21st Century learning skills across all grade levels and content areas.

2. Succinctly list your specific goals, objectives and strategies for ET-IL based on the results of your needs assessment. They should clearly support district goals.

- All schools will incorporate technology planning into their existing School Improvement planning process (SIP) to help sites develop adequate budgeting for the procurement, maintenance, and expertise necessary to support instruction that meet the District’s goals and the acquisition of 21st Century skills by all students.

(DIP Improvement Action 1.1: Refine schools’ effectiveness at delivering instruction and intervention within the district-wide K-6 math program initially implemented in the 2007-2008 school year.)

(DIP Improvement Action 1.2: Select and begin implementation of a 7th -12th grade math program that is

aligned with district and state standards, provides for a consistent set of learning outcomes across all schools, and structured in a way that facilitates quality instruction and intervention.)

(DIP Improvement Action 1.3: Implement an articulated K-10 balanced literacy program that is aligned with district and state standards, provides for a consistent set of learning outcomes across all schools, and structured in a way that facilitates quality instruction and intervention.)

(DIP Improvement Action 1.4: Refine and expand schools' use of research-proven strategies for raising the achievement of students whose native language is not English (English Language Learners)

- We will increase the use of technology to communicate more effectively with parents and community.

(DIP Objective 2.5: The percentage of parents who provide an overall positive school satisfaction rating on District surveys at will remain at or above 80%.)

- All classrooms will be equipped with a projector, document camera, and wireless network access.

(DIP Need 3: Learning environments that support student motivation and success.)

(DIP Improvement Action 3.1: Actively and routinely monitor level of learning distractions at each school, and work collaboratively with school staff to develop and implement specific strategies for reducing learning distractions at all schools.)

(DIP Improvement Action 3.2: Secure funding for critical school safety and facility upgrades.)

- In-class and online professional development opportunities will be provided for all teachers to build capacity to utilize technology in the support of instruction.

(DIP Need 1: Consistent and accurate classroom application of instructional processes and materials that are structured, clear, paced, integrated, and teacher-friendly.)

- Continue to procure and develop curricular materials that integrate 21st Century Skills at all grade levels and across multiple content areas.

(DIP Objective 1.5: Achieve or maintain an attainment rate of 80% or higher on District standards for subject areas not assessed by CSAP. Improvement on this objective would indicate increasing student proficiency in the areas of social studies, science, art, music, physical education, and **technology**.)

- Network bandwidth will be increased appropriately to provide all necessary access to operational systems and learning resources.

(DIP Improvement Action 3.2: Secure funding for critical school safety and facility upgrades.)

3. How do the ET-IL goals directly support the district goals?

District Goal 1: One hundred percent of Mapleton students will meet or exceed established expectations on any assessment approved by the District.

ET-IL Component: Technology resources will be allocated strategically to address the specific curricular initiatives that are designed to improve student achievement.

District Goal 2: One hundred percent of our students will experience success in the pursuit of their personal goals during and beyond their years in Mapleton Public Schools.

ET-IL Component: All students will incorporate 21st Century Skills into existing content areas to ensure the acquisition of these skills as the exit 8th grade.

District Goal 3: All students will possess the character and personal attributes necessary to be responsibly contributing citizens.

ET-IL Component: All students will incorporate 21st Century Skills into existing content areas to ensure the acquisition of these skills as the exit 8th grade.

4. How will your ET-IL strategies help meet the Colorado Academic Standards, Technology Standards for Students and Technology Standards for Teachers?

The ongoing availability of professional development opportunities will provide teachers the training necessary to integrate technology and information literacy into their practice. These integrations will include the use of personal productivity tools to manage and communication information effectively, becoming adept at presentation technologies to improve student engagement, utilizing a range of student achievement data to differentiate instruction and provide tiered progress monitoring,, and providing instruction that ensures students will acquire 21st Century learning skills appropriate to their grade levels and/or content areas.

5. Has your school adopted ET-IL standards for students at the local level? Are these locally designed standards and/or are they based on state/nationally-developed standards such as those produced by the Colorado Information Literacy Standards or the International Society for Technology in Education (ISTE)?

We have adopted the both the Colorado Technology Skills Standards for PreK-12 Schools and the Colorado Standards for Information Literacy.

6. What 21st century learning skills are included in your ET-IL goals?

The District is using the primary categories and standards outlined within the ISTE NET-S framework to identify the 21st Century skills our students will acquire. These include broadly:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship

- Technology Operations and Concepts

Our 8th grade assessment is aligned to these standards and will inform the design of curriculum integration strategies that can be articulated from PreK – 12th grade.

7. Define technologically literate for your district if different than the CDE endorsed definition (Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century).

We define technology literacy using the CDE language.

8. How will your district ensure that every student is technologically literate by the time the student finishes eighth grade?

The District will be employing a detailed scope and sequence aligned to the Colorado Technology Skills Standards for PreK-12 Schools to be incorporated by teachers into their existing content area curriculum. These materials will also include formative assessment tools to monitor student progress towards 21st century objectives. The District will also give an online 21st Century skills assessments to all 5th and 8th graders to ensure they have acquired these skills. Students who lack skills in particular areas will receive targeted support using the appropriate resources.

9. Identify the assessment tool the district used to determine if students were “technologically literate”.

The 21st Century Skills online assessment developed by Learning.com and administered to 5th and 8th graders each April.

10. Describe how relevant research will be utilized when defining implementation strategies.

The following research snippets were gathered from the CALET website (<http://caret.itse.org>) and offer a rationale for the ET-IL implementations strategies we are employing. They include specifically the mix of professional development opportunities (individual, whole group, mentoring) to integrate technology into the existing curriculum to build both teacher and school capacity over time. It also speaks to the power of technology to address the needs of low-performing students via the use of specialized software that provides frequent and meaningful feedback and track progress.

Teachers need time to design, experiment with, and receive feedback regarding the strengths and weaknesses of challenging, complex lessons involving technology (Means & Olson, 1997). They also need time to observe each other trying out new kinds of activities and making interesting uses of technology. Some innovative scheduling and staffing options to provide time for teachers to develop instructional lessons and units that effectively integrate technology have been implemented:

Means, B., & Olson, K. (1997). Technology and education reform. *Office of Educational Research and Improvement, Contract No. RP91-172010*. Washington, DC: U.S. Department of Education. Retrieved February 3, 2003, from <http://www.ed.gov/pubs/SER/Technology/title.html>.

Technology is most influential when integrated with curriculum and assessment. In a review of studies, the (CEO Forum, 2001) concluded that "technology can have the greatest impact when integrated into the curriculum to achieve clear, measurable educational objectives."

A study of a comprehensive effort to integrate technology into schools shows a increase in test scores related to the use of technology. In West Virginia (Mann et al.,1999), curriculum objectives for basic skills development in reading and mathematics were integrated with instructional software. This curriculum was reinforced with teacher instruction and the achievement tests used to evaluate student performance. Gains in student test scores on the SAT-9 (for 950 fifth graders in 18 schools) were attributable to the alignment of the targeted curriculum objectives with the software, teacher instruction and the tests.

CEO Forum on Education and Technology. (2001, June). *The CEO Forum school technology and readiness report: Key building blocks for student achievement in the 21st century*. Retrieved February 21, 2002 from <http://www.ceoforum.org/downloads/report4.pdf>.

Mann, D., Shakeshaft, C., Becker, J., & Kottkamp, R. (1998). *West Virginia story: Achievement gains from a statewide comprehensive instructional technology program*. Santa Monica, CA: Milken Exchange on Educational Technology.

Expert tutoring software presents instruction in small, sequential steps, at varying levels of difficulty, and students can use the software independently, working at their own pace. Most critical for the effectiveness of the software with low performing, at-risk, or learning handicapped students, however, is the capacity of the software to analyze performance and give feedback to teachers and students (Bos & Vaughn, 1994; Hofmeister & Lubke, 1988).

Technological tools that provide frequent student feedback motivate learning disabled students to remain cognitively engaged, particularly when corrective feedback is immediately provided (Goldenberg, Russell, & Carter, 1984).

Bos, C. S., & Vaughn, S. (1994). *Strategies for teaching students with learning and behavioral problems* (3rd ed.). Boston, MA: Allyn and Bacon.

Goldenberg, E., Russell, S., & Carter, C. (1984). *Computers, education and special needs*. Reading, Massachusetts: Addison-Wesley.

Hofmeister, A. M., & Lubke, M. M. (1988). Expert systems: Implications for the diagnosis and treatment of learning disabilities. *Learning Disability Quarterly*, 11(3), 287-291.

Teachers are motivated to develop their own technology skills when professional development links technology applications to specific curriculum goals. A literature review by (Roschelle et al., 2000) (Type 2, Level B) reports that "numerous literature surveys link student technology achievement to teachers' opportunities to develop their own computer skills" (p.90). A system of support and reinforcement that embeds the use of technology "in a broader education reform movement"(p.76) is critical to a school's capacity to change. Roschelle, et al. also identify the ways technology contributes to relations among teachers:

By networking with mentors and other teachers electronically, teachers can overcome the isolation of the classroom, share insights and resources, support one another's efforts, and engage in collaborative projects with similarly motivated teachers (p.91).

Roschelle, J., & Pea, R. (1999). Trajectories from today's web to a powerful educational structure. *Educational Researcher*, 28(5), 22-25.

11. Describe how the district will ensure that technology will be effectively integrated into curriculum?

All existing curriculum will be revisited as necessary to expand technology integration components and all new curriculum will proceed through a state-approved adoption process and will require technology components to be embedded. School Support Teams (SST) visit the schools monthly to ensure that the schools are progressing in their School Improvement Plans which will include a technology integration component. In addition, all schools will have model technology classrooms and site mentors with whom they can share integration techniques and ideas.

12. Describe how your ET-IL plan (or other district plans) addresses your teachers, administrators, and other district employees using tools for data-driven decision-making?

The District uses a number of different tools to monitor student progress. These include our student information system (Infinite Campus), CSAP, ACT, AIMSweb, NWEA MAPS, Every Child a Reader Validation Tools, and RtI Progress Monitoring. Professional development is provided for administrators and teachers for all of the above tools to help use the data to refine the instructional strategies at the District, school, classroom, and student levels.

How does the district use technology to communicate with or involve parents and community members?

We utilize our District and school websites (<http://www.mapleton.us>) that are updated frequently, also by phone via an auto-dialing system (EduLink) for attendance and other announcements, and our student information system's (Infinite Campus) parent portal which is currently active at two sites, and will be expanded to include all schools next year.

13. What district strategies are in place to maintain and procure technology? What goals will be established to maintain and procure technology?

The Information and Technology Services department has an annual General Fund budget that provides for personnel and equipment to maintain a baseline of support for existing District technology resources and services. In addition, the District has Mill-Levy funds that are earmarked for technology procurement that are used to refresh equipment on a consistent cycle (3 years). Federal Title Programs also provide additional monies to support technology in those particular areas. Lastly, we acquire some founding through Foundation grants and fund-raising activities.

C. Collaboration and Integration

Collaboration among participants, identification of shared program and curricular goals, and common strategies for achieving desired educational results advances ET-IL integration. Collaboration occurs best in an environment where the administration, library and technical professionals support and encourage cross-program activities that involve 1. the improvement of education services, 2. the effective use of technology, 3. the acquisition of information literacy skills, and 4. the application of all to meet student achievement standards. It is important that ET-IL planners coordinate with district personnel responsible for Title programs and the Consolidated Grants Application, as Title II-D funds are routinely used in support of other Title efforts (ie. district purchases reading software with Title II-D funds to support Title I activities). The ET-IL plan must indicate collaboration with Title programs to be approved.

Guiding Questions:

1. What department or organization at the school district is responsible for the following programs:
 - a. ET-IL

Information and Technology and Learning Services

b. E-Rate

Information and Technology Services

c. Title II-D Consolidated Application

Information and Technology and Learning Services

d. Accreditation

Learning Services

e. Curriculum and Assessment

Learning Services

f. Professional Development

Learning Services

2. What mechanism is in place for collaboration?

Bi-weekly Learning Services meetings in which all of the above programs listed (in #1) are discussed when applicable to current initiatives.

3. How does the ET-IL plan foster integration of all of the programs listed (in #1) above?

The ET-IL planning process is a good impetus to review existing policies and processes that are in place and examine more carefully how they can be re-configured to maximize their impact in the support of student learning. In particular, it helps to bring alignment between the broader goals of the District and the specific technology resources that could help achieve those goals.

4. How is the administration, district and/or school involved in ET-IL planning and implementation?

District and school leadership as well as teachers (via the needs assessment), have been part of the ET-IL planning process since its inception and assist in the designation and prioritization of when, where, and how technology resources should be implemented. The District Executive Team, Learning Services department, and Curriculum Review Committees also contributed in identifying specific implementation timelines the personnel responsible for implementation and budget allotment.

5. Describe how technology and information literacy is integrated into curricula?

The District's broader curricular initiatives are currently focused on reading (Every Child a Reader), mathematics (Everyday Math), ELL best practices (McRel), and implementing RtI. Technology and Information Literacy components are embedded within all of these initiatives as part of their core materials. Every Child a Reader ..., Everyday Math utilizes software games as part of its curriculum to help reinforce concepts presented in the classroom. The McRel training is grounded in using a number of differentiation techniques (including classroom technologies) to assist in reaching students with English as their second language. The RtI process in particular utilizes a number of technology components including initial assessments via software (i.e., AIMSweb, MAPS), followed by both Tier I instructional strategies using classroom technologies for differentiation and Tier II intervention software packages for both remediation and acceleration. In addition, secondary mathematics utilizes Cognitive Tutor for targeted support along with K-8 reading interventions using Read 180. All schools have a computer lab connected to the network with access throughout the year except during the MAPS testing windows. Teachers often bring students in to do research using the District's automated library system (Follet Destiny) or online databases.

6. What is the district doing to foster increased student achievement through the effective use of technology?

The current planning is to increase the number of classrooms that have enhanced presentation technologies to improve student engagement and address different learning modalities. These include digital projectors, document cameras, wireless presentation pads, audio enhancement, and interactive whiteboards. These tools would be rolled out in stages, perhaps piloting the more complex (and costly) environments, to allow for concurrent professional development to ensure effective use by instructional staff.

7. How does the district utilize and promote research-based strategies?

The District has a thorough vetting process for any curricular adoptions that require research-based evidence of their efficacy. Any adoptions must also include comprehensive professional development and continued monitoring to ensure fidelity to the materials and strategies that were researched and recommended.

8. What is the district doing to coordinate ET-IL efforts with other program efforts such as Title I (Improving the Academic Achievement of the Disadvantaged), II-A (Preparing, Training and Recruiting High Quality Teachers and Principals) and V (Innovative Programs)?

Through the District Improvement Plan all programs are monitored to ensure they are supporting the broader District goals as identified. The Learning Services department meets bi-weekly to monitor progress in all Title Programs and the Information and Technology Services department director attends those meetings. The ET-IL

plan overlaps with many of the Tier II intervention strategies utilized for Title I (i.e., AIMSweb, Read 180, Cognitive Tutor, Everyday Math, Kaplan Read/Spell) as well as supporting the initial orientation, and induction programs of Title II-A to ensure a baseline of teacher technology proficiency.

D. Professional Development

The ET-IL plan must include strategies for providing ongoing professional development for district staff in the integration of technology and information literacy with curriculum and school management, and in the use of technology for delivery of library services and access to information. Future federal reporting requirements request states to report the number of teachers deemed technologically proficient.

Guiding Questions:

1. Describe how the district's professional development plan provides ongoing sustained professional development for teachers, principals, administrators, and school library media personnel serving the district.

All teachers and administrators receive ongoing professional support throughout their tenure within the District. There is a formal induction process for new teachers and administrators that include a mentoring/coaching relationship, monthly meetings with other new staff, bi-weekly meetings with all other administrators or their site faculty, annual retreats, and training in specific areas germane to their role. This training is addition to the ongoing professional development that aligns with the District Improvement Plan initiatives, which include: EveryDay Mathematics, Every Child A Reader, McRel ESL Strategies, RtI Progress Monitoring Tools, etc.

2. Describe how the district will begin to determine the technological proficiency of teachers.

The District is planning utilizing an online assessment developed by to assess teacher technology proficiency in a manner similar to 8th graders. We will also be using the ISTE NETS-T document as a framework for designing both additional assessment instruments and as a guide for professional development priorities.

3. Describe the district's plan to provide staff development that supports the integration of technology/21st Century tools into their daily educational practice

Based on the results on the online assessments and additional observations we will be designing in-service opportunities for teachers that match their needs. These classes and/or mentoring sessions will focus across the continuum from using technology as a personal productivity tool, leveraging classroom technologies to improve engagement, integrating technology concepts and tools into their existing content areas, analyzing student data to inform instructional strategies, and finally using specialized software to remediate and accelerate learners at the

individual level.

E. Technology Infrastructure and Support

This section is designed to address planning for the physical technology infrastructure required for the district to deliver ET-IL services. This includes elements of hardware, software, telecommunications services, and staffing needed to support the ET-IL program and subsequent technology infrastructure. The key elements of technology infrastructure are outlined below. Your district may have additional items that need to be included in your ET-IL plan based on local initiatives. Please remember that services that are requested on the Form 470 used in the E-Rate application process need to be reflective of the ET-IL plan.

- Telecommunications Capacity
- Telecommunications Services
- Equipment Access for Curriculum Support
- Equipment Access for Instruction, Including Assistive Technologies
- Equipment Access for Data and Assessment
- Equipment Access for Delivery of Library Services, Including Assistive Technologies
- Network and Data Security
- Level of Technology Staff Support
- Internet Access Capacity

Guiding Questions:

1. Describe your basic technology infrastructure. Include telecommunications.

The District network is comprised of 11 buildings (16 schools) connected over a frame-relay cloud with each building receiving 3MB of data and voice services via TCP/IP. These circuits aggregate in a star-topology at the District technology facility where there is a 30MB link to the Internet. Each building has structured cabling (Category 5/6) to all instructional spaces with at least two Ethernet drops per classroom. We utilize a CISCO Voice-over-IP solution to provide phone service district-wide with all office areas and staff lounges having phones. As a policy, District classrooms do not have phones, but all teachers and staff do have voicemail boxes accessible

from any phone.

The District has a primary Data Center which provides connectivity in-between buildings and hosts a number of servers (>15) that provide access to software applications used internally. These applications include our web server (intranet/Internet), student information system(Infinite Campus™), finance (Alio™/Sage™), human resources (Winocular™), transportation (Edulog™), and nutrition services(WinFSR™). Our Internet connection is protected via a firewall (Cisco ASA 5520™), a content-filter (8e6 R30000™), and web/email-anti-virus (McAfee Webshield™).

All District computers (>1700) are IBM-PC's running Microsoft Windows XP SP3 w/ 100MBs of connectivity to the network. These PC run both local application (productivity (MS Office 2003™), anti-virus (McAfee™), email (Novell Groupwise™), pdf (Adobe Acrobat™), and access web-based services both inside (Infinite Campus™) and outside the District (Alpine Achievement™, SEAST™). Each office is equipped with a network printer, fax machine, emergency phone, and school-wide intercom system. All classrooms have a PC and local printer for the teacher's exclusive use and between 1-4 additional PC's for student use. All school's have at least one digital projectors to share among staff.

2. Identify what you will need to do to provide adequate telecommunications capacity to meet ET-IL and district program needs.

We anticipate a steady increase in network-connected devices of all shapes and sizes (PC's, laptops, Smartphones, NetBooks) as prices fall and design learning activities that leverage these tools. In addition, the demand for both video and audio resources to integrate into existing instructional activities is continuing to rise. The combination of more network nodes and bandwidth-intensive destinations will require continued upgrading of bandwidth to each building. Ideally, we will leverage E-rate and possible bond funding to transition to an Ethernet-based Wide-Area Network (WAN) that will provide 100-1000MB of connectivity to each school site within the next three years.

3. Describe your basic telecommunications services.

See #1

4. Identify what you will need to do to provide adequate telecommunications, internet, and network services to meet ET-IL and district program needs.

In addition, to the WAN upgrades outlined in #2, we will need to add additional Ethernet switches for the increase in fixed network devices (PC's) and a comprehensive and secure wireless LAN infrastructure for the proliferation

of mobile devices. These upgrades are currently being designed, and equipment specified, and will be implemented over the next three years contingent on available funding.

5. What infrastructure/services are needed to assure district curriculum support?

We would like to have a baseline set of classroom technologies that can be used proficiently by all teachers. These would include a presentation cart equipped with an digital projector, document camera, and wireless laptop. Additional technologies like interactive whiteboards, classroom response systems, wireless presentation pads, and audio enhancement systems will be added as funds became available, alongside commensurate professional development. Each building will also need more mobile laptop carts to provide broader access to web resources, and software for both collaborative activities and individualized, differentiated tools.

6. What infrastructure/services are needed to assure assistive technologies are identified, provided and supported?

The District currently staffs an assistive technology specialist who works closely with both the Learning Services and Information Technology departments to ensure that all students who need these tools have access to them. The Special Education budget contains line items specifically for this purpose.

7. What infrastructure/services are needed to support staff use of assessment and data tools?

We continue to increase our use of web-hosted assessment and data tools to increase both the frequency of assessments and the immediacy of results to help inform instructional decisions (Infinite Campus™, Alpine Achievement™, AIMSweb™). Additional bandwidth between school sites and the Internet will need to be added as these critical services compete with increasing network traffic from other areas.

8. What infrastructure/services are needed to support delivery of library information services?

We currently use Follet Destiny™ for internal library services and it is accessible from all classrooms. We also utilize the state library system's online database package to enhance the available research resources for students and staff. As with other Internet-based assets, these too will require additional bandwidth to be a viable option.

9. What infrastructure/services are needed to support network and data security?

The additional security threats and regulatory requirements dictate that we maintain a pro-active security posture at both the perimeter and internally, limit access to data that only those people should see, and provide comprehensive backup, archiving, and recovery capabilities to mission critical data. All of these components will require the continued purchase of hardware and software to meet these demands. We currently backup all critical

data and anticipate that the scope of archiving will continue to increase along with the storage requirements necessary to hold that data.

What level of technology staff support is needed to assure the infrastructure/services identified above?

The District's size limits the number technical staff that are experts in any particular areas of network and data security. We will need to continue to train our existing personnel to remain current on information security architecture, purchase equipment or software to meet emerging threats, and hire additional personnel or consultants to ensure that we remain vigilant and perform due-diligence.

10. How does your infrastructure support communication and involvement of parents and community?

The District incorporates the phone, World Wide Web and email to communicate with parents and community. We utilize an auto-dialing system (EduLink™) to contact parents when students are absent and notify them of upcoming events at school or emergencies. The District and all school sites have a web-presence that is updated frequently to keep the community apprised of what is happening in Mapleton. Our student information system (Infinite Campus™) includes a parent portal, which is being piloted currently at two schools and will be expanded to include all schools over the next year. Individual teachers and staff may also choose to utilize email correspondence with parents and community as preferred.

F. Policies and Procedures

District policies and procedures protect not only the user, but also the integrity of the network and data. While some policies remain static, others need to be revisited to determine their utility in the face of changing technologies and changing information literacy needs.

- Increased Access for All Students and Teachers.
- Data and Network Security.
- Internet Safety and Children's Internet Protection Act Compliance (CIPA).
- Student and Staff Acceptable Use Policies.
- District Policies Regarding Student Use of Personal Technologies

CIPA requires a school to have an Internet Safety Policy that protects minors from pornography or activities that could harm them. CIPA compliance is required for E-Rate and Title II Part D of No Child Left Behind programs. Under CIPA, the Internet Safety Policy must also contain a “technology protection measure” that prohibits access to graphic images considered pornography or harmful to minors.

Guiding Questions:

1. Describe the policies/procedures in place for the areas required/recommended. What are some of their key components?

The District has both Board and Superintendent Policies relating to technology services to manage these resources effectively and efficiently, maintain professionalism, keep sensitive data secure, and ensure student safety. The following are key components:

Policy EHC

Use of Internet/Network

The Internet, a global computer network, has vast potential to support curriculum and student learning. The district Internet/Network should be used in schools as a learning resource to improve student achievement.

The information available to students shall not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy of information received on the Internet/Network. The Board also believes that student and staff access to the educational information and interaction available on the Internet/Network outweighs the possibility that users may procure material not consistent with the educational goals of the district.

The information on the Internet/Network is constantly changing. The Board acknowledges that it is impossible to predict with certainty what information students and staff might locate.

The district shall monitor use of the Internet/Network to see that this educational resource is used responsibly. Administrators, teachers, and other staff, and parents have a responsibility to work together to help students develop the skills to properly access the information, discriminate among information sources, identify information appropriate to their age and developmental levels, and to evaluate the relevance of the information to meet their educational goals.

The Board directs the superintendent to develop and maintain appropriate regulations for use of all electronic information resources. Such procedures shall address issues of privacy, ethical use of information, illegal and/or unauthorized uses of the networks and conditions of usage.

Use of this educational resource demands personal responsibility and an understanding of acceptable use procedures for the Internet/Network. Use of the Internet/Network is a privilege, not a right. Failure to follow the acceptable use procedures shall result in the loss of the privilege to use this educational tool. District employees who violate this policy may be subject to discipline, up to and including termination. Students who violate this policy may be subject to discipline, including suspension and/or expulsion.

(Adoption Date) April 8, 1997

Revised: May 22, 2001

Policy JS

Student Computer and Internet Use

Student use of school computers, including but not limited to use for accessing the District computer network and the Internet, can provide tremendous support and enrichment for student education and the District's curriculum. The Board of Education accordingly supports the use of these information technology resources for school-related academic purposes, and directs District personnel to make every reasonable effort to ensure that students use school computers appropriately and responsibly.

Student use of school computers, including use of school computers to access the District computer network and the Internet, is a privilege and not a right. In addition to regulations specifically concerning student computer and Internet use, general policies and regulations governing student conduct shall apply to use of these information technology resources. Student violations of such policies and regulations may result in loss of the privilege to use some or all of the District's information technology resources, discipline (including suspension or expulsion), the institution of legal proceedings against the student, and/or a requirement that the student pay restitution for the cost of damages caused by such violations.

While many sites on the Internet are exciting and appropriate, others are not suitable for access by students at school. The Board of Education believes, however, that when students properly use the Internet its benefits far outweigh the possibility that student users may access material not consistent with the educational policies and goals of the District. Internet filters shall be installed on all school computers. In addition, District administrators, teachers and staff shall work together to help students develop the intellectual skills needed to properly evaluate and choose information sources from the computer, the District computer network and the Internet appropriate to the students' age and developmental levels, and to evaluate and use these information technology resources to meet the District's educational goals.

The Board directs the Superintendent to develop student computer and Internet use regulations consistent with this policy.

Adopted: September 2002

Mapleton Public Schools

Student - Acceptable Internet/Network Use Agreement

Please read the following carefully before signing this document and return it to the Building Media Specialist.

Terms and Conditions

All terms and conditions as stated in this document are applicable to Mapleton Public Schools. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral or written agreements and understandings of the parties. Failure to adhere to this Agreement will result in revocation of access privileges.

1. Online Conduct: The user will abide by the District Internet/Network Rules.
2. Privilege: The use of the MPSNet - Internet/Network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The District retains the right to review any material on users' accounts.
3. No warranty: Mapleton Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing and will not be responsible or liable for any damages suffered.
4. Security: Network security is a high priority, especially when the system involves many users. Users are responsible for maintaining confidentiality of their user ID and password to the Internet / Network. The District reserves the right to manage and maintain network resources. Unauthorized use of the Internet/Network will result in cancellation of privileges.
5. Vandalism: Proper use of equipment and data is expected by all users. Vandalism will result in cancellation of privileges.

Acceptance of Terms and Conditions I understand and will abide by the above Agreement and Rules. I further understand that a violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken. ***Your signature on the Acceptable Use Agreement is legally binding and indicates that the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.***

Student's Name _____ School: _____
(Please print.)

Student's signature _____ Date _____

Parent or Guardian

If the user is under 18 years of age, a parent or guardian also must sign this Agreement.

As the parent or guardian of this student, I have read the Acceptable Use Agreement. I understand that this access is designed for educational purposes and that Mapleton Public Schools has taken precautions to eliminate controversial material. I also recognize, however, that it is impossible for Mapleton Public Schools to restrict access to all controversial materials and I will not hold the District responsible or liable for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to provide Internet access to my child and certify that the information contained on this form is true and correct.

Parent/guardian: _____
(Please print)

Parent/guardian: _____ Date: _____

SPONSORING TEACHER (Must be signed if the applicant is a student). I have read the Terms and Conditions and agree to promote this agreement with the student. I understand that I will not be held responsible for inappropriate student use of the network when I have taken reasonable measures to prevent inappropriate use. As the sponsoring teacher, I do agree to instruct the student on acceptable use of the network and rules.

Teacher's Name: _____

(Please print)

Teacher's Signature: _____ Date: _____

Do Not Write Below This Line

District Tech Office Use Only

Date Sent to Dist. Tech Office: _____ Completed by: _____ Date: _____

User ID _____ Password _____ Date Assigned: _____

Date User Notified: _____ EM or VM to Teacher

2. Describe the district's filtering and security measures.

The District uses a layered security approach for incoming network traffic. A firewall is used to prevent network intrusion or denial-of-service attacks, an anti-virus appliance then scans all incoming data packets, a sophisticated content-filter uses both block-lists and algorithms to prevent access to undesirable content from within the District, and a spam-filter prevents unsolicited email from reaching our email server. All of the services are monitored on an ongoing basis to ensure that they are functioning properly.

3. Describe the district's procedure for renewal of acceptable use policies.

Signing the acceptable use policy is part of the registration process for all incoming students at any of our schools and is kept on file as long as that student is enrolled within the District.

4. How are school staff, parents and students kept updated on these policies?

The acceptable use policy is updated when required by Board Policy or Federal or State regulation and would be included in the registration materials for both new and returning students.

5. Have you conducted a security audit of your network?

Yes. We conduct an annual audit on IT policies and make necessary changes as regulatory requirements or risk

factors dictate.

6. What type of security is used to secure your network and safeguard the privacy of data?

In addition to the perimeter security approach outlined above (#2), we use Novell's e-Directory™ for all user-authentication to the network and the access privileges to any particular set of data. Data that contains personally identifiable information is treated with additional precautions included physical-access controls and the use of encryption.

7. Describe your district's compliance with the Safe Schools Act and how it includes technology related infractions.

Safe Schools Plan Summary

Mission: The Mapleton Board of Education has in place formally adopted board policy (ADD) that establishes school safety as a priority in the mission of the district. The policy states specifically that the Board recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment. The following policies and procedure address how Mapleton assures student and staff safety in its schools, and together comprise the district's Safe Schools Plan.

Internet Safety Plan

In Board Policy JS, The Mapleton Board of Education supports the use of information technology resources for school-related academic purposes, and directs District personnel to make every reasonable effort to ensure that students use school computers appropriately and responsibly. The Board requires that internet filters be installed on District computers, and further directs administrators, teachers, and staff to work together to help students develop the intellectual skills needed to properly evaluate and choose information sources from the internet which are appropriate to their age and developmental levels. This Board policy meets all requirements listed in C.R.S. 22-32-109.1 (2) (c).

Infractions of the MPSNet Rules will result in removal of access, disciplinary action, and/or removal from classes using technology affecting the students credits/grades.

Online Conduct

1. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
2. Users will not engage in personal attacks including discriminatory, prejudicial, harassing, slanderous, or libelous comments.

3. Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or words of others and presenting them as if they were original to the user. Users will cite works in an appropriate format.
4. No user shall make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of any school within the District nor shall any student open or alter official school documents or private documents, either paper or electronic.
5. Playing games is not an acceptable use, unless they are specific to curriculum objectives.
6. Use of chat channels is not acceptable, unless part of a class assignment or project. Use of the system for personal entertainment is not acceptable.
7. Subscriptions to Listservs, bulletin boards and on-line services must be pre-approved by the district.
8. The user are responsible for making back-up copies of the documents critical to you.
9. Never use the system in a way that disrupts the use of others by downloading large files, sending mass email messages or annoying others using the system.
10. Limit online time so that others will have access.
11. Do not camp on a line. Log off when the system is not being used.

Mapleton Public Schools - MPSNet
Student – Notice of Suspension

Verified Infractions:

- _____ 1. Online Conduct: The user will abide by the District Internet/Network Rules.
Comments:
- _____ 2. Privilege: The use of the MPSNet - Internet/Network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The District retains the right to review any material on users' accounts.
Comments:
- _____ 3. No warranty: Mapleton Public Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing and will not be responsible or liable for any damages suffered.
Comments:
- _____ 4. Security: Network security is a high priority, especially when the system involves many users. Users are responsible for maintaining confidentiality of their user ID and password to the Internet / Network. The District reserves the right to manage and maintain network resources.

Unauthorized use of the Internet/Network will result in cancellation of privileges.

Comments:

_____ 5. Vandalism: Proper use of equipment and data is expected by all users. Vandalism will result in cancellation of privileges.

Comments:

Acceptance of Terms and Conditions I understand and will abide by the above Agreement and Rules. I further understand that a violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken. ***Your signature on the Acceptable Use Agreement is legally binding and indicates that the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.***

_____ Office of Technology has determined by Web Trend Reporting that the individual listed below has violated the

Student Acceptable Use Agreement. Print-out has been sent to the building administration for further disciplinary action. The individual's Internet account has been temporarily suspended until notification from the Building Administration. _____ Tech Staff (initials)

Date _____ School: _____ Student's Name/ID: _____
Grade _____

Action by Building Administration:

___ Reinstatement Internet Account ___ Suspend until _____ (date) ___ Permanent Suspension

Bldg. Admin. Signature: _____ Date: _____

Fax sheet back to Tech Office at 303-853-1088. Help Desk will follow instructions of Building Administration.

Help Desk Action: Reinstatement / Suspend until _____(date) / Permanent Suspension
Date: _____

8. Explain the district's policy on ensuring equitable access to all students and teachers.

Superintendent Policy JB-R

Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities regardless of race, color, religion, sex, national origin, disability or marital status.

Further, no student of this school district shall be excluded from participating in, be denied the benefits of or be subject to discrimination in any district program or activity on the basis of race, color, religion, sex, marital status, national origin or disability. More specifically, as prescribed by law, the school district will treat its students without

discrimination on the basis of any of these categories regarding access to and participation in course offerings, athletics, counseling, employment assistance and extracurricular activities.

Further, the Board of Education affirms the right of all students, regardless of race, color, religion, sex, national origin, disability or marital status, to be treated with respect and to be protected from intimidation, discrimination, physical harm or harassment, whether by staff members or by other students.

Adopted: Date of Manual Adoption
Current Practice Codified 1984
Revised: May 23, 2000

G. Budget Description

The district is to provide a copy of the operating budget for each fiscal year covered under this plan. To the extent possible, identify existing and potential ET-IL funding sources, and annotate the operating budget line items to show how the district will fund the non-discount portion of E-rate requests. The budget should include estimates for expenditures on items such as infrastructure, hardware, software, consulting contracts, telecommunications services, staff, library infrastructure and professional development opportunities for all staff. It is the understanding that most district's will not have the ability to provide a three year operating budget, therefore CDE will request a copy of the operating budget in subsequent years.

Please note that any Title II-D formula or competitive funding is approved and managed through an official budget submission process via Colorado Department of Education Grants Fiscal Management. The budget description listed in this section is not an official request to the Department of Education.

Remember to address the following key components:

- Evidence of adequate budget to acquire and maintain infrastructure and services over the next three years.
- Identify existing and potential funding sources.
- Identify the E-rate eligible and non-eligible budget items
- Provide a funding source for E-rate eligible and non-eligible budget items
- Identify the funding source for the non-discounted portion of E-rate eligible budget items
- Provide a list of all anticipated technology purchases including expenditures for existing technology

Guiding Questions:

1. Provide a budget narrative. Explain where E-rate eligible purchases are located.

The budget for the ET-IL plan resides primarily, but not exclusively within the Information and Technology Services (ITS) line items. The ITS budget includes items pertaining to technical personnel, network infrastructure, telecommunications, computer hardware, software, electronics, library materials, annual maintenance/licensing renewals, and professional services. E-rate eligible services are reimbursed exclusively into the telecommunications account per federal regulations. The ET-IL plan also utilizes funds from Federal Title programs as they apply to specific areas outlined in the plan. These would include software and training in the use of student data and assessment systems to improve instruction, software and training for Tier II interventions, the faculty and student technology proficiency assessments, and professional development to assist in technology integration within the curriculum. Lastly, is the availability of Mill-Levy funds to refresh outdated computer equipment and procure new classroom technologies not affordable within the General Fund.

2. Please show clear evidence of the district's ability to maintain the infrastructure.

The District has committed sufficient funds into the ITS budget over the last three years to maintain an excellent level of service delivery for core District operations, administrator and teacher resources, school computer labs, timely technical support, and sufficient bandwidth for network/Internet services. The District network seldom experiences unplanned service outages, LAN and WAN speeds are more than adequate for typical loads, all staff and students have secure network accounts, work order responses are typically same-day, and power and data backup systems are functioning properly. The STNA assessment ranked technical support and network bandwidth very favorably (> 70% satisfaction) for all school sites.

3. How will you coordinate ET-IL fund expenditures with funds available from other Federal, State, and local sources?

There is frequent dialogue among within ITS, Learning Services, Human Resources, and Fiscal Services to ensure that appropriate monies are spent from the appropriate funds for the appropriate resources. The bi-weekly Learning Services meetings facilitate these interactions and monitor expenditures that cross departmental boundaries.

4. What are your funding sources for budget items?

Funding sources include the General Fund, State Monies, Federal Title Programs, the District Mill-Levy, and

applicable Grants (i.e. Morgridge, Qwest, Hewlett Packard).

5. Are there any particular funding challenges you may face over the next three years that impact your organization's ability to implement the ET-IL plan? If so, what are they?

As with other metro Denver districts, it is proving difficult to raise money through the local Bond or Mill-Levy process. Our population demographics is primarily working-class or retired and additional taxation during a economic recession is hard to swallow. We will use all available funds to achieve the goals set out within the ET-IL plan as they in turn serve the goals of the District Improvement Plan. We will also aggressively pursue all other sources of revenue to provide the Mapleton students and staff with the resources they need to be successful.

6. Show clear evidence of the district's ability to fund the non-discounted portion of E-rate eligible items.

We currently receive a 75% re-imburement rate of E-rate eligible telecommunication and Internet access services. The ITS Telecommunications budget for each fiscal year assumes no E-rate reimbursement as a precaution against unforeseen legislation, unanticipated cost increases, etc.

FEDERAL REQUIREMENTS

E-Rate Requirement: The plan provides for a sufficient budget to acquire and maintain the hardware, software, professional development, and other services that will be needed to implement the strategy for improved education services.

NCLB Requirement: District's will coordinate activities carried out with Title II-D monies with other Federal, State, and local sources.

H. Action Plan

The implementation plan should include action steps, timelines, budget commitments, key staff development activities, equipment to be purchased, collaboration strategies associated with the goals of the ET-IL plan, milestones to be reached, and staff assignments for tasks.

Guiding Questions:

1. Provide a basic implementation plan for the strategies outlined in the ET-IL plan for your district.

Beginning in fiscal year 2009-10, all classrooms will be equipped with a new digital projector, document camera and screen. This equipment will be accompanied by professional development in August 2009 to ensure teachers know

how to use it effectively to support their instruction. Model technology classrooms with teachers more experienced in technology integration will be deployed at each school with additional tools (i.e., interactive whiteboards, classroom response systems, wireless presentation pads, NetBooks) to pilot these tools in context and demonstrate their possible utility for broader adoption. In addition, all K-8 students will have access to an online technology proficiency curriculum embedded within content area activities that provides a scope and sequence of 21st Century skills aligned to the ISTE NETS-S framework. The District will also be providing ongoing professional development in accordance with the District Improvement Plan in the areas of mathematics (Everyday Math, Connected Math, Secondary Math), balanced literacy (Every Child A Reader), ESL strategies, (McRel), and RtI progress monitoring with tiered interventions. All of these additional programs include ET-IL components to help support their successful implementation through classroom technologies, data and assessment software services (AIMSweb, Alpine Achievement, Infinite Campus) or Tier II software interventions (Read180, Cognitive Tutor, Kaplan Read/Spell, Successmaker). As new curriculum is adopted over the next three years it will be reviewed to ensure that it includes ET-IL components before it is recommended for adoption.

2. Provide a timeline for assuring 8th grade literacy and full integration of technology in the curriculum. Are there benchmarks for these activities?

2009-2010

- All classrooms will be equipped with presentation technologies (digital projector, document camera, screen).

School Number	School	Number Of Rooms	AV Cart (Bretford ECILS2M)	LCD Projector (Epson 83+)	Document Camera (Elmo TT-02)	Kensington Customer Twin MicroSaver	Sub-Total	Less Existing Equipment	Total
0187	MESA	26	\$316.00	\$565.00	\$499.00	\$47.47	\$2,502.47	\$7,646.00	\$57,418.22
0221	Welby New Technology	16			\$499.00	\$47.47	\$874.00	\$0.00	\$13,984.00
0263	Global Leadership Academy	18	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$0.00	\$65,190.00
0309	Skyview Academy	17	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$0.00	\$41,735.00
0501	Monterey Community School	21	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$1,130.00	\$35,725.00
0502	Meadow Community School	21	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$5,320.00	\$31,535.00
0503	York International	34	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$0.00	\$59,670.00
0504	Highland Montessori School	10	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$0.00	\$24,550.00
0505	Achieve Academy	20	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$1,130.00	\$33,970.00
0506	Explore Elementary	14	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$1,130.00	\$23,440.00
0507	Adventure Elementary	13	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$565.00	\$22,250.00
0508	Enrichment Academy	12	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$0.00	\$21,060.00
0509	Clayton Partnership School	20	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$0.00	\$70,100.00
5539	Mapleton Early Learning Center	8	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$565.00	\$19,075.00
9036	Valley View K-8	23	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$2,693.00	\$74,772.00
212	Mapleton Early College	13	\$316.00	\$565.00	\$499.00	\$47.47	\$1,755.00	\$565.00	\$22,250.00
	Young Adult School	5	\$316.00	\$565.00	\$499.00	\$47.47	\$2,455.00	\$0.00	\$33,275.00
		291							\$649,999.22

- All teachers will receive professional development on using presentation technologies to improve instruction and student engagement.

(Budget Note: Professional Development is included with presentation equipment purchase.)

- All K-8 teachers and students will have access to an online curriculum that provides content-area activities to acquire 21st Century Skills in a scope and sequence aligned to the NETS-S framework.

(Budget: Learning.com EasyTech Integrator w/ Professional Development (\$ 40,000.00)

- All 5th and 8th grade students will take the 21st Century Skills assessment to provide a baseline.

(Budget: Learning.com 21st Century Skills Assessment (\$ 4,000.00)

2010 – 2011

- All K-8 teachers and students will have access to an online curriculum that provides content-area activities to acquire 21st Century Skills in a scope and sequence aligned to the NETS-S framework.

(Budget: Learning.com EasyTech Integrator w/ Professional Development (\$ 40,000.00)

- All 5th and 8th grade students will take the 21st Century Skills assessment to monitor progress.

(Budget: Learning.com 21st Century Skills Assessment (\$ 4,000.00)

2011 – 2012

- All K-8 teachers and students will have access to an online curriculum that provides content-area activities to acquire 21st Century Skills in a scope and sequence aligned to the NETS-S framework.

(Budget: Learning.com EasyTech Integrator w/ Professional Development (\$ 40,000.00)

- All 5th and 8th grade students will take the 21st Century Skills assessment to monitor progress.

(Budget: Learning.com 21st Century Skills Assessment (\$ 4,000.00)

3. Provide a projected timeline for determining personnel proficiency.

2009 – 2010

- All teachers will take the 21st Century Skills assessment to establish a baseline.

(Budget: Learning.com 21st Century Skills Assessment (\$ 2,000.00))

- All teachers will receive continuing professional development in the focus areas of the District Improvement Plan (mathematics, balanced literacy, ESL strategies, RtI implementation) which utilize ET-IL components throughout.

2010 – 2011

- All teachers will take the 21st Century Skills assessment to monitor progress.

(Budget: Learning.com 21st Century Skills Assessment (\$ 2,000.00))

- All teachers will receive continuing professional development in the focus areas of the District Improvement Plan (mathematics, balanced literacy, ESL strategies, RtI implementation) which utilize ET-IL components throughout.

2011 – 2012

- All teachers will take the 21st Century Skills assessment to monitor progress.

(Budget: Learning.com 21st Century Skills Assessment (\$ 2,000.00))

- All teachers will receive continuing professional development in the focus areas of the District Improvement Plan (mathematics, balanced literacy, ESL strategies, RtI implementation) which utilize ET-IL components throughout.

I. Evaluation Plan

Evaluation and outcome measurement are an integral part of ET-IL planning and are essential to successful implementation of the ET-IL plan. Progress should be measured at least annually. The plan should include the following:

Evidence of Evaluation of Previous Plan

Evaluation Plan for this ET-IL Plan that directly links back to the proposed strategies, and clearly defines how strategies will be evaluated.

Guiding Questions:

1. What performance measures have you incorporated into your plan to determine whether your ET-IL

implementation and investments have been effective in achieving your district's objectives?

There are myriad performance measures to assess and adapt the ET-IL program starting with the benchmarks set out within the District Improvement Plan. The School Support Team process includes monthly reviews of SIP progress at each site. Assessment data from MAPS, Alpine Achievement are analyzed by all faculty after each grading period. The EasyTech program includes a number of progress monitoring reports as well as the content-specific measurements within EveryDay Math, Every Child A Reader, and all the intervention software packages (Read180, CognitiveTutor, Successmaker, etc.)

2. How often will you evaluate progress on your district's plan?

Evaluations are ongoing through Dashboard indicator presentations to the Board and the more formally on an annual basis as part of the District and School Improvement planning cycle.

3. Who will be responsible for completing/overseeing the evaluation process?

The Deputy Superintendent for Learning Services and the Director of Information and Technology Services.

4. Show evidence that you have evaluated your district's previous plan and include the key points or findings of this evaluation in your new plan.

The previous ET-IL plan (2006-09) reflects the priorities of the District at the very beginnings of a complete re-invention of all District structures and processes. It emphasized the need to establish fundamental mechanisms for tracking student data, creating clear lines of responsibility and communication between the administration and newly created school sites, and an effective infrastructure to provide improved discourse between administrators, staff, students, and parents to build capacity for the reform work being undertaken.

The previous ET-IL plan was evaluated within the context of benchmarks established by the District Improvement and School Improvement Process, School Support Teams, and District and Parent Accountability Advisory Committees (DAAC, SAAC). These benchmarks ensured that the broad goals and priorities set for the within the previous ET-IL were successfully implemented. Indicators include a new student information system that provides real-time data to administrators, teachers and staff; an attendance and grade portal for students and parents that is now being piloted and soon to be expanded; a District website that provides both Intranet capabilities for District personnel and timely information for parents and community members, and a robust technology infrastructure that can expand to meet the needs of 21st Century learners and institutions.

5. Does your plan include evaluation of student assessment data?

Student assessment data will be the central performance measure of this plan as it is within the overall District Improvement Plan(see example below).

Goal 1: One hundred percent of Mapleton students will meet or exceed established expectations on any assessment approved by the District.

Objective 1.1: Grade level weighted CSAP index scores will improve an average of at least 10% each for content area tested (reading, writing, math, and Science). Weighted index scores will be calculated in the same way that CDE calculates indexes for the School Accountability Reports; each Unsatisfactory score counts as -.5, each Partially Proficient score counts as .5, each Proficient score counts as 1.0, and each Advanced score counts as 1.5. Specific targets for 2008-2009 are: reading = 50.3, writing = 54.0, math = 32.3, and science = 11.7.

Objective 1.2: Total Composite and Subtest ACT average scores will increase by at least .5. Specific minimum targets for 2008-2009 are: Composite = 17.0, Reading = 17.1, English = 16.1, Math = 16.8, Science 17.6.

Objective 1.3: Increase the district's median CSAP growth percentile in reading, writing, math, and science by five percentile points. Specific minimum targets for 2008-2009 are: reading = 43, writing = 46, and math = 47.

Objective 1.4: Reduce existing significant 2009 CSAP weighted index discrepancies between student subgroups and district averages by at least five percentile points compared to 2008. Specific discrepant subgroups and minimal targets (percentages of district average) are:

The ET-IL plan will establish a similar set of benchmarks for technology proficiency based on the results of the initial online assessments (baseline) and will seek to improve those in logical increments over the next two years until all 8th graders are proficient in 21st Century skills and all teachers can effectively integrate technology into their curriculum.

6. How will you evaluate the technology infrastructure and telecommunication services in your district?

We will continue to use the STNA instrument on an annual basis to insure that schools are receiving the technical resources and support they need to achieve the goals set forth within both this plan and the District Improvement Plan.

ON-LINE REFERENCES FOR ET-IL PLANNING

CDE Accreditation Rules

<http://www.cde.state.co.us/cdeedserv/download/pdf/AccreditationRules1CCR301-1.pdf>

Technology Skills Standards for PreK-12 Schools

http://www.cde.state.co.us/edtech/e2t2_formula.htm

Colorado Standards for Information Literacy

<http://www.cde.state.co.us/litstandards/litstandards.htm>

The Partnership for 21st Century Skills

<http://www.21stcenturyskills.org/>

Enhancing Education Through Technology (Title II-D)

<http://www.ed.gov/policy/elsec/leg/esea02/pg34.html>

Schools & Libraries Division (SLD) – E-Rate

<http://www.sl.universalservice.org>

Consortium for School Networking (CoSN) – CoSN/Gartner [Total Cost of Ownership] TCO Tool and Case Studies

http://classroomtco.cosn.org/gartner_intro.html

ISTE National Educational Technology Standards

<http://cnets.iste.org>

CAST: Resource on Universal Access for Technology Tools

<http://www.cast.org/>

Closing the Gap: Computer Technology in Special Education and Rehabilitation

<http://www.closingthegap.org/>

Consortium for School Networking (CoSN) – Cyber Security for the Digital District

<http://www.securedistrict.org>

The Family Educational Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

American Library Association Web Site on the Children's Internet Protection Act

<http://www.ala.org/ala/washoff/WOissues/civilliberties/cipaweb/cipa.htm>

National Staff Development Council -- Standards for Staff Development <http://www.nsd.org/>

APPENDIX A

8th Grade Literacy Resources

Colorado definition of Technological Literacy:

Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, design, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Colorado Standards for Students (based on the refreshed NETS S)

I. Creativity and Innovation

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

- A. apply existing knowledge to generate new ideas, decisions, processes, products or solutions.
- B. create original works as a means of personal or group expression.
- C. use models and simulations to explore complex systems and issues.
- D. identify trends and forecast possibilities.

II. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- A. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- B. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- C. develop cultural understanding and global awareness by engaging with learners of other cultures.
- D. contribute to project teams to produce original works or solve problems.

III. Research and Information Fluency

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

- A. plan strategies to guide inquiry.
- B. locate, organize, analyze, evaluate, synthesize, and ethically use information
- C. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- D. process data and report results.

IV. Critical Thinking, Problem-Solving & Decision-Making

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

- A. identify and define authentic problems and significant questions for investigation.
- B. plan, design and manage activities to develop a solution or complete a project.
- C. collect and analyze data to identify solutions and/or make informed decisions.
- D. use multiple processes and diverse perspectives to explore alternative solutions.

V. Digital Citizenship

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

- A. advocate and practice safe, legal, and responsible use of information and technology.
- B. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- C. demonstrate personal responsibility for lifelong learning.
- D. exhibit leadership for digital citizenship.

VI. Technology Operations and Concepts

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

- A. understand and use technology systems.
- B. select and use applications effectively and productively.
- C. troubleshoot systems and applications.
- D. transfer current knowledge to learning of new technologies

APPENDIX B

Resources for Teacher Standards

The Department of Education is requiring states to report the unduplicated headcount of school personnel assessed against the standards-based performance profiles of technology user skills as defined by the state. Below are the refreshed NETS ·T for Teachers.

NETS ·T Standards for Teachers



1 Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2

Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3

Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4
Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5
Engage in Professional Growth and Leadership

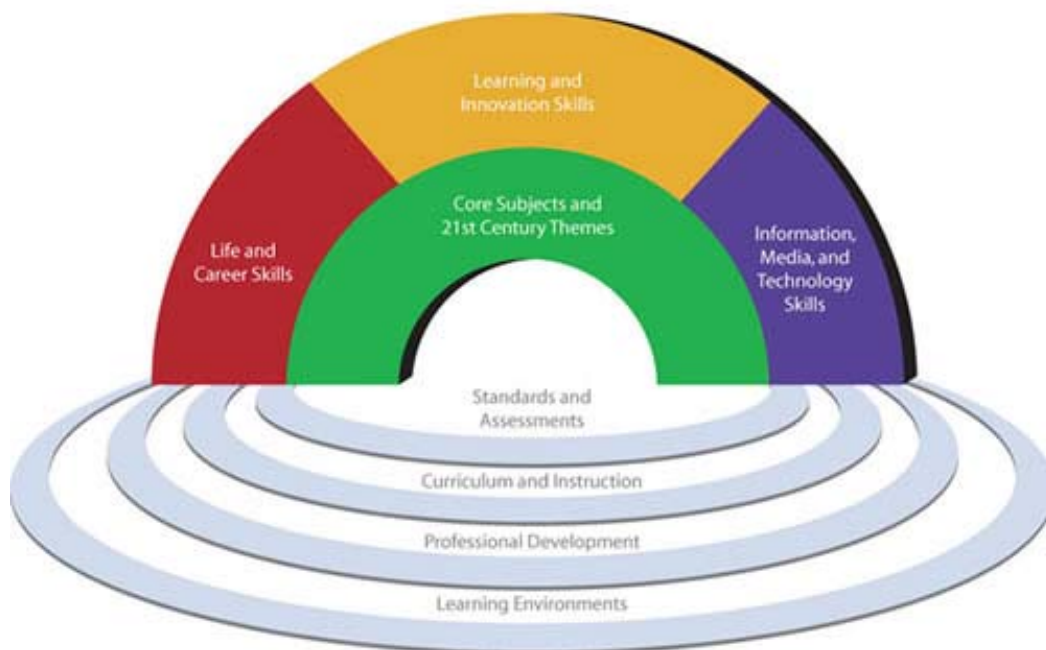
Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

APPENDIX C

21st Century Skills

According to the Partnership for 21st Century Skills, students must learn both core and 21st century content within a 21st century context. The literacy needed for this challenge combines 21st century learning skills and tools, as illustrated by the following diagram.



The 21st Century Learning Skills are:

Creativity and Innovation Skills	Communication and Collaboration Skills
Critical Thinking and Problem Solving Skills	Media Literacy
ICT Literacy	Flexibility & Adaptability
Initiative & Self-Direction	Information Literacy
Social & Cross-Cultural Skills	Productivity & Accountability
Leadership & Responsibility	

The Partnership for 21st Century Skills. 2004. Partnership for 21st Century skills. 3 Nov. 2005

http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120/

APPENDIX D

AASL Standards for 21st Century Learners

The learning standards begin by defining nine foundational common beliefs:

- Reading is a window to the world.
- Inquiry provides a framework for learning.
- Ethical behavior in the use of information must be taught.
- Technology skills are crucial for future employment needs.
- Equitable access is a key component for education.
- The definition of information literacy has become more complex as resources and technologies have changed.

- The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.
- Learning has a social context.
- School libraries are essential to the development of learning skills.

The Standards describe how learners use skills, resources, and tools to

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth.

American Library Association. 2008. AASL Standards for the 21st Century Learner. 7 July 2008

<http://www.aasl.org/ala/aasl/aaslproftools/learningstandards/standards.cfm>