

## Kansas State Department of Education Technology Plan

10/2/02

### Contact Information

**Plan # (KSDE Use Only):** 182  
**School District Number:** D0418  
**School District Name:** McPherson  
**Superintendent First Name:** Robert  
**Superintendent Last Name:** Shannon  
**School District Address:** 514 N. Main  
**School District City, State, and Zip:** McPherson, KS 67460-3499  
**School District E-Mail:** bob.shannon@mcpherson.com  
**School District Homepage:** http://www.mcpherson.com/418  
**Is the Lead Contact for your Technology Plan the same as the Superintendent?** No

**Lead Contact First Name:** Randy  
**Lead Contact Last Name:** Watson  
**Lead Contact Address:** 514 N. Main  
**Lead Contact City, State, and Zip:** McPherson, KS 67460  
**Lead Contact Phone Number:** (620) 241-9400  
**Lead Contact Fax Number:** (620) 241-9410  
**Lead Contact Email:** randy.watson@mcpherson.com

**Date Technology Plan Approved by District School Board:** 3/25/02

### Board Approved District Policies Section

**1. Does your district have Appropriate Use Policies that addresses copyright issues, software agreements and policy, and governs the use of all technologies including Internet access by students, teachers, staff, administrators, and community that is re-evaluated and updated yearly?**

Yes

**2. Does your district have policies that clearly articulate both gift acceptance of technology hardware and software, and the disposal process for unused, outdated, or inoperable technology hardware and software that is evaluated and updated yearly?**

Yes

**3. Does your district maintain a concise, complete technology inventory, including software and hardware, and where the items are located or can be accessed?**

Yes

**4. Has you district installed, and do you maintain and regularly update, either a technology filtering software application, a technology filtering service, or a technology hardware device, which bars minors from accessing obscene, pornographic, and other inappropriate materials as mandated by the Children’s Internet Protection Act, in order to qualify for federal e-**

**rate funds and other federal grant programs?**

Yes

**5. Does your district have a policy that clearly articulates a plan for the regular upgrading of technology hardware and software, and plans for electrical upgrades that relate to technology, that is evaluated and updated yearly?**

Yes

**6. Does your district have a policy that addresses the equitable distribution of available technologies, including hardware and software, and technology integration into the learning environment for all students?**

Yes

7. Question 7 has now been deleted from the questionnaire.

**8. In addition to providing staff development for teachers, administrators, librarians, and paraprofessionals, what provisions have you made to provide staff development for other members of your schools' staff - such as: office personnel and other non-certified staff who may need technology skills to fulfill their duties?**

Hired a Technology Coordinator for Inservice, this past year. Has developed regularly scheduled and one-on-one inservice opportunities as well as personal appointments for all staff from Admin to custodians. Individual times can be scheduled at persons preferred schedule.

**Committee**

**1a. Committee Membership / Stakeholder Representation**

This section identifies the membership of your Technology Plan Committee. Membership should include representatives from all constituencies: Students, teachers, administrators, parents, educational institutions, and the community.

**1a. Committee Membership / Stakeholder Representation**

Identifies contributors to the plan. Consideration should be given to include representation from all constituencies: students, teachers, administrators, parents, educational institutions, the community.

**Awareness**

A list of contributors is provided but does not describe the constituencies they represent. Equitable representation is not apparent due to the lack of detail.

**Emerging**

A list of contributors is provided with the constituencies they represent. Representation is not provided across all constituencies.

**Leadership**

A comprehensive list of contributors is provided with the constituencies they represent. Representation is provided across all constituencies.

**List the members of your committee, their titles, and identify the constituency each member represents:**

The District Technology Committee is responsible for developing, implementing and maintaining a viable Educational Technology Plan. The committee is comprised of the following representation:

- Two Board of Education Representatives - Parent & Admin
- Assistant Superintendent for Instruction - Admin
- Assistant Superintendent for Business - Admin
- District Technology Coordinators - 2 - Repair/Instruction & Inservice
- Six District Building Technology Coordinators - Teachers

Two Business/Community Representatives - Community/Business

**Are all recommended constituencies represented?**

No

**If no, explain here:**

Students have been on the committee in the past but would not attend regularly. Same for community reps. Have not been able to secure reps from local colleges.

**Technology Needs Assessments**

**1b. Technology Needs Assessments**

This section identifies and explains the technology assessment process that is used to drive acquisitions and deployment of technology resources. What assessments is your district using to make decisions regarding the needs for purchase of computers, software, and other technology resources and services? What target groups are surveyed and how often? How does the data collected influence planning for future use of resources, and acquisition of new technologies?

**1b. Technology Needs Assessments**

This response identifies and explains the technology assessment process that is used to drive decisions made by the technology planning committee. Quality district-wide technology needs assessments are completed yearly and are aligned with district-wide school improvement criteria, plans, and progress reports.

**Awareness**

School district staff is surveyed to determine hardware needs in their classrooms. Staff evaluation of software in use and requests for software and hardware to be added are included in the survey.

**Emerging**

All contributing groups are surveyed yearly, including staff, administration, parents, educational institutions, students, and the community. The results of the district-wide technology needs assessments are used to drive decisions regarding implementation of the technology plan.

**Leadership**

All contributing groups are surveyed yearly, including staff, administration, parents, students, educational institutions, and the community. The results of district-wide technology needs assessments are aligned with district-wide school improvement criteria, plans, and progress reports. Qualitative and quantitative data from the assessments is used to drive decisions regarding implementation of the technology plan.

**Enter your technology needs assessments and results here:**

Technology Online Survey  
January 2002

KEY: 5 - Fully supports, 4-Strongly supports, 3-Somewhat, 2-Only a little, 1-Not at all, N-Not enough information known to answer

The Vision of our current Technology Plan

Does the vision within the District Technology Plan incorporate elements of proven education reform? :  
5's-3 4's-23 3's-21 2's-4 1's-2 N's-36 Total-89

Does the vision within the District Technology Plan emphasize projects and problem-solving?

4 18 22 10 1 34 89

Does our vision within the District Technology Plan incorporate technology as a component to promote a challenging curriculum and instructional practices for students (e.g., collaborative learning, problem-based learning, project-based learning)?

4 17 31 8 2 26 88

Do school staff understand their roles in the vision within the District Technology Plan and agree that technology needs to be used as instructional and learning tools?

5 13 30 18 3 19 88

Does our vision within the District Technology Plan attend to the needs of students who are considered at risk of school failure?  
3 6 26 17 9 27 88

#### Technology & Professional Development

Have we developed a district-wide professional development plan that addresses the skills teachers need to integrate technology into the curriculum? 2 10 31 29 4 13 89

Have we budgeted sufficient monies for staff development to increase a knowledge base about technology and an understanding of engaged, authentic learning?

6 11 18 26 10 18 89

Have we projected monies for professional development and technological support for school staff over a sufficient time period (e.g., five years)?

5 9 24 21 5 25 89

Do board of education and community members understand and support our professional development plan and its budget?

4 8 28 20 4 25 89

Have school staff had input into determining the type, content, and length of professional development necessary to integrate technology throughout their curriculum/instruction?

2 7 26 29 12 12 88

Does our professional development plan address how technology can accelerate and enhance learning for special needs students (e.g., economically disadvantaged)?

1 9 18 24 13 23 88

#### Technology and Equity

Do our methods of instruction ensure that all students have an opportunity to use technology to engage with challenging ideas and problem-solving?

6 20 33 10 7 12 88

Have we involved parents and family members in discussions of computer technology and ways in which they can help their children at home and also learn important skills?

0 9 14 35 13 18 89

Do we monitor our instruction to ensure that one group or gender does not dominate access to computers?

14 14 10 16 9 24 87

#### Technology and Resources

Have we researched the amount of resources necessary to implement technology into our vision of learning and made plans to ensure we can acquire those resources?

4 15 22 11 7 29 88

Does our plan for technology ensure equitable distribution of resources to all schools in our district?

8 23 19 9 7 23 89

Does our budget for technology include adequate personnel to support staff as they acquire the knowledge to integrate technology throughout their curriculum/instruction?

5 6 26 26 15 10 88

Have we provided staff with adequate hardware and software resources, as well as repairs, maintenance, and technology upgrades?

7 14 21 18 19 10 89

Do our budget plans include incentives for staff who acquire additional resources in the forms of grants or other monies to support the infusion of technology in their instruction?

1 7 14 23 14 29 88

#### RESULTS

Results indicate an average response to most questions. Many respondents are not aware of specifics of current technology plan so the plan has been rewritten to make it more concise and understandable. More effort will be made to get the plan out to the public.

Results indicate we need to devote more resources to training and hardware and we have recently hired a full time Tech trainer and begun 4 year lease cycles to update all technology in the district.

**Vision**

The school district mission statement is used to focus the vision for instructional technology. All school improvement initiatives across the district are tied to the overall mission of the school district.

**Please state your School District Mission Statement:**

Mission Statement for USD 418

The purpose of the McPherson Unified School District 418 is to assure that students will acquire basic academic and decision-making skills necessary to be productive, responsible citizens in a changing society. Students are challenged to achieve individual success, work to their fullest potential, and become lifelong learners. Our school will guide and assist students to identify and accomplish personal, academic and career goals.

To achieve the purpose of our schools, the following learning goals are established.

Students should:

- \* Demonstrate competency in the communication skills of reading, writing, listening and speaking.
- \* Demonstrate competency in basic math skills.
- \* Express knowledge and understanding of our country's history and the democratic process.
- \* Exhibit knowledge of basic concepts of humanities and fine arts.
- \* Utilize current technology and information resources.
- \* Apply logical thinking skills to evaluate information, solve problems and make decisions.
- \* Develop and practice personal skills needed for physical and emotional wellness.
- \* Develop parenting and family life skills.
- \* Cooperate with others, showing compassion and tolerance for individual differences.\* Practice commitment, dependability and responsibility. Demonstrate skills needed for success regarding further education and careers.

Maximum achievement of these goals requires a continued commitment from our community, patrons, parents, board of education, school administrators, staff and the students themselves. McPherson Unified School District 418 pledges its commitment to the achievement of these goals.

**2. Instructional Technology Vision**

The Instructional Technology Vision Statement conceptualized outcome of implementing the technology plan. What is your district vision for the use of Instructional Technology?

**2. Instructional Technology Vision Statement**

The Vision for the use of Instructional Technology conceptualizes the outcome of implementing the instructional technology plan. How is your school district using and planning to use instructional technology to reach the goal of improving student learning as defined in your schools' individual school improvement plans?

**Awareness**

Vision is skill-based only and does not address the larger outcomes of the school district improvement plans.

**Emerging**

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration.

**Leadership**

Vision is an integral part of implementing the school district mission statement. Vision is tied to student learning outcomes and includes curriculum integration. The vision statement goes beyond just a plan. The district makes decisions regarding instruction and learning outcomes based on the vision. "Walks the Talk."

**Enter Instructional Technology Vision Statement:**

District Technology Mission Statement

McPherson USD 418 is committed to providing the necessary resources and support to utilize technology as a teaching, learning

and administrative tool, thereby providing students with the essential skills and competencies necessary to become effective citizens, qualified members of the workforce and lifelong learners.

**Alignment to the Vision Section**

**3a. Alignment to the Vision – District Technology Use Goals and Objectives**

Goals are broad statements of the purpose of the plan. Objectives are the means/methods to reach the goals.

**3a. District Technology Use Goals and Objectives**

Goals are broad statements of the purpose of the plan. Clearly stated goals for broadbased learning outcomes are stated.

Goals are linked to site improvement plans, district plans, and state plans. Objectives are the means/methods to reach the goals.

**Awareness**

Goals are equipment based instead of based upon student learning outcomes. Goals may be focused on teaching instead of student learning. Objectives are not linked to goals or are absent. Objectives and/or goals do not appear to be measurable or attainable.

**Emerging**

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans.

**Leadership**

Goals are comprehensive, addressing teaching and student learning needs. The goals are clear, attainable, and measurable. Objectives tied to goals have been established. The technology goals are used to implement the school improvement plans and transform the learning process from teacher centered to student learning centered.

**Enter your district technology use goals and objectives here:**

Technology Strands and Goals

**I. Improve the Quality of Learning Across the Curriculum**

- 1.1. A broad range of learning options will be made available which the teacher can select to impart knowledge and skills more effectively than is possible with conventional instruction
- 1.2. Students will acquire a new level of higher order concepts and reasoning skills.
- 1.3. Students will acquire the knowledge, skills and attitudes to prepare for occupations that are either effected by or centered on the use of technology.
- 1.4. School personnel at every level will recognize and take advantage of technology to assist in carrying out some school functions in a more effective and efficient manner.
- 1.5. In-service training will be provided to school personnel more efficiently and effectively than through traditional means.

**II. Ensure Equity of Opportunity**

- 2.1. Students will have equal access to technology regardless of their location within the district.
- 2.2. Students will have equal access to technology regardless of gender, physical, intellectual, economic or cultural differences.
- 2.3. Technology will be integral to the revision and enhancement of the educational system.

**III. Enhance Accountability**

- 3.1. Technology will enable more efficient and effective collection, analysis, and reporting of pertinent data used in evaluating educational programs and students' progress.
- 3.2. Technology will assist in improving performance of teachers, administrators and the board of education in fulfilling their responsibilities as defined in the district's operational plan.
- 3.3. Technology will enable more efficient analysis of progress toward the district's outcomes.
- 3.4. Technology will enable a more effective and efficient utilization of resources.

**IV. Foster Business/Community Involvement**

- 4.1. Educational partnerships will be strengthened.
- 4.2. Schools, businesses, and the community will share technology to provide continuing education to adults who wish to acquire new skills and knowledge

4.3. Technology will enhance school/business/community communications and utilization of resources

V. Promote Parental Involvement in Education

- 5.1. Technology will encourage increased communication between the home and school.
- 5.2. Technology will facilitate increased parental participation in the educational process.

**3a-1. Technology Use Assessments.**

Baseline data is gathered to assist the technology committee in determining what goals and objectives are established.

**3a-1. Technology Use Assessments**

**Awareness**

Assessments are mentioned but it is not clear what is being assessed to use in establishment of the goals and objectives.

**Emerging**

Baseline data has been established, and attainment of the technology goals and objectives are assessed and monitored on a yearly basis.

**Leadership**

Baseline data has been established, and attainment of the technology goals and objectives is assessed and monitored on a yearly basis. Qualitative and quantitative data from the assessment is used to drive decision making regarding technology integration into the curriculum.

**Enter your technology use assessments and results here:**

Hired a Technology Coordinator for Inservice, this past year. Has developed regularly scheduled and one-on-one inservice opportunities as well as personal appointments for all staff from Admin to custodians. Individual times can be scheduled at persons preferred schedule.

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**RESULTS**

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**3b. Alignment to the Vision – Curriculum Integration and Enhancement**

This statement presents a description of technology as it is currently used for instruction, and the ways for technology to be integrated more completely into the learning environment. It defines how you will integrate technology to support the learning needs of students as defined in your schools’ improvement plans.

**3b. Curriculum Integration and Enhancement**

This statement presents a description of technology as it is currently used for instruction, and then proposes ways for technology to integrate more completely into the learning environment.

**Awareness**

The plan mentions curriculum integration and enhancement, but lacks detail.

**Emerging**

The plan specifically identifies how technology enhances the curriculum and gives specific grade level benchmarks.

**Leadership**

Teachers and students are integrating research based technology strategies of teaching and learning, and there is

The plan addresses the implementation of research based student learning models that are enhanced technology integration. evidence that student learning has been enhanced and transformed through the integration of technology into student learning models. The impact is documented through measurable grade level benchmarks.

**Enter your plans for the use of technology to support instruction and the ways you plan to support your teachers in the integration of technology into the learning environment:**

USD 418 will:

Goal I: Enhance student learning as evidenced by the state of Kansas assessments, district assessments, ITBS, ACT Explore, ACT Work Keys and ACT Plan.

OBJECTIVE: Provide students and teachers will the appropriate hardware, software and instructional support necessary to enhance student learning.

OBJECTIVE: Provide leadership and staff support to assist in transforming the learning process from teacher centered to student centered.

Goal II: Increase communication with parents and the public as measured by access to the district website and parental satisfaction at parent-teacher conferences.

OBJECTIVE: District Website is current, and has relevant student and parent information.

OBJECTIVE: K-12 Planet and e-mail will be used to help enhance communication with parents.

**3b-1. Assessment of Curriculum Integration and Enhancement**

How are you going to assess progress toward curriculum integration? What measures will you use to monitor what is happening in the classrooms, and what learner outcomes are being met?

**3b-1. Curriculum Integration Assessments**

**Awareness**

Assessments are mentioned but it is not clear how the data collected is used in decision making.

**Emerging**

Baseline data has been established but it is not clear how the data will be used in decision making.

**Leadership**

Baseline data has been established and regular, ongoing assessment provides quantitative and qualitative data to drive curricular decision making.

**Enter your plan for curriculum integration assessment here:**

Assessment of students outcomes will be our primary indicator. Measurement on state assessments will carry the heaviest weight since accreditation in the future, will be almost solely based on these exams.

Local assessments, along with ACT EXPLORE, PLAN, Workkeys and ACT give solid validation of student achievement.

Needs assessments and surveys of staff, students, administrators and the community will give our district committee the qualitative data to compliment the quantitative student data.

**3c. Alignment to the Vision – Professional Development**

This section defines the district professional development in technology plan. The exemplary action plan includes multiple strategies, incentives, and resources, and supports building level research based staff development plans.

**3c. Professional Development - Teachers and Administrators**

Technology professional development includes multiple strategies, incentives, and resources. The technology staff development supports building level research based staff development plans, student learning objectives, and thus the goals and objectives of the schools' improvement plans.

**Awareness**

Technology professional development is mentioned, but it is not clearly articulated as to

**Emerging**

Technology professional development is articulated in an action plan including multiple strategies, incentives, and

**Leadership**

Technology professional development, articulated in an action plan including multiple strategies,

how it will be accomplished or evaluated.

resources. Technology professional development supports building level research based staff development plans and student learning objectives and outcomes.

incentives, and resources, supports building level research based staff development plans and student learning objectives and outcomes. Technology professional development is ongoing and leads to student learning activities in the classrooms.

### **Enter your technology professional development plan here:**

McPherson Unified School District 418 in collaboration with McPherson College has an innovative four tiered McPherson Technology Academy for McPherson teachers and student teachers at McPherson College. This academy compliments the district commitment in using technology to increase student achievement in all academic areas.

This proposal focuses on training USD 418 teachers and McPherson College student teachers to fully integrate technology into all core academic areas. Specifically the goals, objectives and activities of the academy include:

Tier 1 - District and building technology coordinators, building principals, the chairperson of teacher education at McPherson College and the assistant superintendent for instruction have in depth technology leadership and curriculum integration training. These teachers and administrators serve as the trainers for the entire district and college.

Tier 2 - General technology staff development for all McPherson teachers in productivity software (AppleWorks, internet use, Now-up-to-date, Quickmail, Office etc.). Over 25 two hour mini-courses will be taught throughout the year, repeating the courses as necessary.

Tier 3 - Specialized staff development for our school to work technology center, business work center, primary grade reading and health care areas at McPherson schools.

Tier 4 - Thirty day in depth technology and curriculum integration workshops will be presented by consultants and the McPherson Technology Training Team to teachers in the following areas: reading, mathematics, writing, science and social studies.

Mini-Courses offered last spring with local funds and some grant funds

Introduction to the Macintosh

- (1) Wednesday January 22, 3:45-5:45 (Karl Ivers-Instructor) - Eisenhower Lab
- (2) Monday January 27, 3:45-5:45 (Karl Ivers-Instructor) - MMS Lab (2nd Floor)
- (3) Wednesday January 29, 7:00 pm-9:00 pm (Karl Ivers-Instructor) - Washington Lab

Assembling the parts (monitor, keyboard, cpu), using the mouse, identifying the parts of the finder, editing file names and folders, choosing a printer, setting control panels (monitor, desktop pattern, clock, etc.), organizing your hard drive, using and formatting floppy disks, file and folder navigation.

Scanning Graphics

- (1) Thursday, March 13, 3:45-5:45 (Karl Ivers - Instructor) - EES
- (2) Thursday, April 17, 3:45-5:45 (Karl Ivers - Instructor) - EES

Making connections, installing scanner software, types of graphics (pict, tiff, eps), scanning line art, scanning photos, editing scanned art, printing graphics, placing art in ClarisWorks.

Introduction to AppleWorks Word Processing

- (1) Wednesday, February 19, 3:30-5:30 (John Wagoner-Instructor) - RES
- (2) Wednesday, March 5, 3:30-5:30 (John Wagoner-Instructor)-LES
- (3) Wednesday, March 19, 3:30-5:30 (John Wagoner-Instructor)-EES

Document setup, using the ruler, tabs, headers and footers, resetting margins, text alignment, basic editing, navigating through text, saving a document, opening a document, formatting a document.

Quickmail - Electronic Mail

- (1) Thursday, February 13, 3:45-5:45 (Jann Glidewell - Instructor) - MMS
- (2) Thursday, February 20, 3:45-5:45 (Jann Glidewell - Instructor) - MMS
- (3) Monday, March 3, 3:45-5:45 (Karl Ivers - Instructor) WES
- (4) Monday, March 10, 7-9 pm (Karl Ivers - Instructor) EES

If you are connected to the district network, you can have and use a Quickmail Account. This electronic mail system will allow you to send messages and files to others in the district as well as over the internet.

Marks Gradebook (High School)

- (1) Thursday, Feb 6 3:45 - 5:45 p.m. (Mark Matthaei - Instructor)- High School Mac Lab

(2)Tuesday, Feb 11 3:45 - 5:45 p.m. (Mark Matthaei - Instructor)- High School Mac Lab  
Marks Gradebook (Middle School & Elementary)

(3) Wednesday, Feb 5, 3:45-5:45 (Jane Ledell - Instructor) - Middle School Lab

(4) Monday, March 3, 3:45-5:45 (Jane Ledell - Instructor) - Middle School Lab

This class will be designed for those just learning to use the Marks program. Some of the topics to be covered are: Creating Bins, Entering Scores, Weighting/Grades, Printing Reports, Consolidation of Scores, Storing of Permanent Grades, and any other questions the participants would like to ask. The instruction will be hands-on and start at step #1. No previous knowledge of the Marks program is required.

KIDSS - Computerized IEP's for Special ED. Teachers CLASS LIMIT OF 8

(1) Wednesday, February 12, 3:45-5:45 (Kathy Turner-Instructor) - EES

(2) Tuesday, March 4, 3:45-5:45 (Kathy Turner-Instructor) EES

This class will provide training in step-by-step procedures on entering data into the computer to generate a computerized IEP. KIDSS software will be used. Teachers will use data from students that are on their caseload.

Now Up To Date - Calendar/Organizer

(1) Monday, February 24, 6:30-8:30pm (Aggie Windholz - Instructor) - EES

(2) Tuesday, March 4, 3:45-5:45 (Aggie Windholz - Instructor) - EES

Now Up To Date is a personal organizer that maintains your schedule, reminds you of upcoming events, and provides a to-do list. You will be able to create and categorize events and tasks and display your schedule in a variety of views, or print your calendar data in various formats to use when you're away from your computer.

Introduction to CD ROM Tower

(1)Monday, February 3, 3:45-5:45 MMS Lab (2nd Floor) Jann Glidewell - Instructor

(2)Wednesday, March 19, 3:45-5:45 MMS Lab (2nd Floor) Jann Glidewell - Instructor

Teachers will be instructed how to access all of the cd's from the Central Office Tower. There will also be time to explore the individual cd's that are available with search problems to solve. These will include The World Book Encyclopedia, EBSCO Magazine Index, SIRS, and the Bookshelf which contains 7 books: atlas, encyclopedia, almanac, year in review, dictionary, quotations, and thesaurus.

Introduction to the Middle School Technology Lab

Thursday, February 27, 3:45-5:45 (MMS Tech Lab) Clements, Burk, Kornhaus - Instructors

Explore - Read - Build - Design - View - Study - Touch - Analyze - Understand - Research - Experiment - Calculate - Think - Cooperate - Observe - Feel - Discover - Do - this is our Technology Exploration Class which is composed of thirty-one different modules. These modules range from Applied Physics to Video Broadcasting. Each module's curriculum is an integration of language arts, math, and science using technology as a learning tool. Information is presented to the students using a multisensory approach that includes computers, resource materials, calculators, televisions, VCRs, laser disk players, and a laser printer.

Intermediate Internet

(1) Tuesday, April 15, 7-9 pm (Karl Ivers - Instructor) - LES

(2) Thursday, April 24, 3:45-5:45 (Karl Ivers - Instructor) - MMS

Intermediate techniques using Netscape. Configuring your browser for email and access to newsgroups. Using Frames, capturing graphics from the net, manipulating your bookmarks, downloading files. (You must be an experienced browser to take this class.)

Creating a Homepage on the Web

Monday, April 21, 6-8 pm (Karl Ivers- Instructor) - EES

This class is designed for the teacher who would like to have her/his students create a web page as a class project. The basics will be covered using Claris Homepage software.

Introduction to ClarisWorks Database

(1) Monday, March 17, 3:45-5:45 (Aggie Windholz-Instructor) - EES

(2) Tuesday, April 1, 6:30-8:30 pm (Aggie Windholz-Instructor) - RES

(3) Thursday, April 3, 3:45-5:45 ((Aggie Windholz-Instructor) - LES

What is a db, creating a db, viewing the data, sorting, finding, matching records, reports

Eudora - Email for Students

Wednesday, February 26, 3:30-5:30 (John Wagoner-Instructor) - RES

Using Eudora to send and receiver internet e-mail. Will cover configuring the program to send and receive mail, setting up addresses, creating messages, mailing options, and handling received mail

Elementary Lab Lesson Plans

(1) Wednesday, February 5, 3:45-5:45 - (Randy Watson-Instructor) WES

(2) Thursday, February 13, 3:45-5:45 - (Randy Watson-Instructor) WES

Do you want to know how to match the existing software in the lab to your grade level and curriculum? We will explore reading, writing and math software activities to match what is in the current curriculum.

**Introduction to Browsing the Internet**

(1) Thursday, March 6, 3:45-5:45 (Karl Ivers-Instructor) - LES

(2) Monday, March 24, 3:45-5:45 (Karl Ivers-Instructor) - EES

This class will introduce you to using the World Wide Web for research, class projects, news, weather, and lots of other amazing and fun stuff. This is an introduction level class.

**Using the Mac in the Elementary Classroom**

(1) Tuesday, February 18, 3:45-5:45 (Cheryl Flaming-Instructor) - WES

Sharing templates from ClarisWorks and HyperCard to use in the regular classroom. Bring your own disk to copy templates that you might want.

**ClarisWorks Slide Shows and Overheads**

(1) Monday, April 7, 3:30-5:30 (Cheryl Flaming-Instructor) - WES

Explore possibilities of using side shows to present classroom book reports, classroom profiles to parents during PT conf. and other possibilities.

**Introduction to ClarisWorks Spreadsheets**

(1) Thursday, February 20, 3:45-5:45 (Phil Krehbiel-Instructor) - MMS

(2) Tuesday, February 25, 3:45-5:45 (Phil Krehbiel-Instructor) - MMS

The spreadsheet is designed to help organize, manipulate, and display numerical data. The spreadsheet can be used to perform computations from simple addition to advanced mathematics. There is no better tool for preparing graphical displays of data than a spreadsheet. The purpose of this inservice is to provide an introduction to the skills and terminology required to use ClarisWorks spreadsheets.

**Creating Lesson Plans Using the Web (Elementary & Middle)**

(1) Thursday, April 10, 3:30-5:30 (Cheryl Flaming - Instructor) - WES

(2) Monday, April 14, 3:30-5:30 (Cheryl Flaming - Instructor) - EES

Explore and introduce web sites to find applicable classroom lessons that are within #418 curriculum.

**Creating Lesson Plans Using the Web (High School)**

(1) Monday, January 27 - 3:45 - 5:45 - (Randy Watson, Instructor) - MHS

(2) Wednesday, February 26 - 3:45 - 5:45 - (Randy Watson, Instructor) - MHS

I know how to get on the internet, browse and look around, but how to I use this with my students? This question will be answered as we design lesson plans for teachers and students at the middle and high school level. Participants should have completed the introduction to the internet course or have experience "surfing" the web.

**3c-1. Technology Professional Development Assessment**

Technology professional development is carefully and thoughtfully assessed, with the goal of supporting teachers and administrators in using technology to improve student learning.

**3c-1. Technology Professional Development Assessment**

**Awareness**

Technology professional development sessions are assessed in some way, such as post-training surveys that are filled out by participants

**Emerging**

Technology professional development is assessed in more than one way. Not only are those going through the training surveyed, but assessment of classroom learning activities that are conducted as a result of the training are also made.

**Leadership**

Technology professional development clearly brings staff forward in a measurable way. A variety of appropriate assessments are implemented and used to monitor this progress on a regular basis. Qualitative and quantitative data from the assessments are used to drive decision making regarding professional development.

**Enter your plan for assessment of technology professional development here:**

Surveys of each session are distributed and collected after each session. In addition, focus groups are brought together to discuss training needs and issues.