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DIOCESE OF JOLIET

Diocese of Joliet Catholic Schools

Technology Plan

2014-2017

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Acknowledgements and Stakeholder Involvement

Name	Title/Organization	Role/Responsibility/Contribution to the Plan
Rev. John Belmonte S.J., Ph.D.	Superintendent of Schools Catholic Schools Office	Liaison with principals, advisor,
Pamela Gean	Director of Curriculum Catholic Schools Office	Technology committee member, participated in plan development
Mary Ann Draudt	CSO Technology Consultant**,**	Coordinated the development and preparation of the plan
Theresa Allen	Technology Coordinator, Cathedral of St. Raymond	Participated in the Planning Committee
Linda Bland	Principal, St. Rose Wilmington	Participated in Planning Committee, surveys
Lisa Brown	Assistant Principal, St. Joan of Arc, Lisle	Participated in the Planning Committee
Jackson Brunsting	Technology Administrator, St. Mary Immaculate Plainfield	Participated in the Planning Committee, Tabulated Tech Audit
Mary Buchler	Technology Coordinator, St. Mary of Gostyn, Downers Grove	Participated in the Planning Committee
Dorothy Daniele	Technology Coordinator, Our Lady of Peace, Darien	Participated in the Planning Committee
Jennifer Erthum	Assistant Principal, St. Mary Immaculate Plainfield	Participated in the Planning Committee
Cindy Fairchild	Technology Coordinator, St. Walter	Participated in the Planning Committee
Pete Farina	Technology Coordinator Montini High School	Participated in the Planning Committee, Tabulated Tech Audit
Annette Gill	Technology/Science Teacher St. Joseph Manhattan	Participated in the Planning Committee
Roseanne Grigoletti	Technology Coordinator, Providence Catholic High School	Participated in the Planning Committee, Tabulated Tech Audit
David Guglielmi	Technology Coordinator, St. Philip, Addison	Participated in the Planning Committee, Tabulated Tech Audit
Mary Jo Heiberger	Technology Coordinator, Visitation Elmhurst	Participated in the Planning Committee
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Gloria Janousek	Technology Coordinator, St. Mary Mokena	Participated in the Planning Committee
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Lynn Newkirk	Technology Coordinator, St. Isidore , Bloomingdale	Participated in the Planning Committee
Catrioina Lynch	Technology Coordinator, St. Mary Immaculate, Plainfield	Participated in the Planning Committee
Bill Reece	Technology Coordinator, St. Petronille, Glen Ellyn	Participated in the Planning Committee
Carole Ross	Technology Coordinator, St. Raphael, Naperville	Participated in the Planning Committee
Deb Thomson	Technology Coordinator, All Saints Catholic Academy, Naperville	Participated in the Planning Committee
Jeff Tupper	Technology Coordinator, St. Michael Wheaton	Participated in the Planning Committee
Mary White	Technology Coordinator, St. Joseph, Lockport	Participated in the Planning Committee
Janet Zilka	Technology Coordinator, Sacred Heart Lombard	Participated in the Planning Committee
Principals	Principals from the elementary and high schools	Reviewed the plan, participated in tech audit, plan assessments, technology curriculum assessments
Teachers	From elementary schools	Participated in survey, participate in training
Students	From elementary schools	Participated in survey
Parents	From elementary schools,	Participated in survey

The ongoing implementation and assessment of the diocesan technology plan will be monitored by the planning committee on a semiannual basis. In addition, each school has the responsibility for the annual school improvement goals that will reflect goals and strategies identified in the technology plan as well as for their implementation and assessment. All schools are required to submit a Strategic Plan.

School and Community Profile

The Diocese of Joliet comprises seven counties, DuPage, Will, Kendall, Kankakee, Ford Iroquois and Grundy with schools in all counties except Ford and Iroquois. The area covered by the seven counties is 4,218 square miles. This geographical area has 122 parishes of which 60 support schools. The diocese also has 11 missions within its counties. Three Catholic universities are located within the Diocese of Joliet, two in Will county and one in DuPage.

The diocese has 48 elementary schools, 7 preschools, and 7 high schools. Within the 48 elementary schools, there are three regional schools: All Saints Catholic Academy serving three parishes in Naperville, Aquinas Catholic Academy serving three parishes in Kankakee and Mother Theresa Catholic Academy serving two parishes in Will County. There are 27 elementary schools in DuPage County of which 22 have a preschool program serving 9984 students and 4 high schools serving 3,147 students. The next largest county with schools is Will County with 16 elementary schools of which 15 have a preschool program and serve a total of 4605 students. Two high schools are located in Will County and have a student population of 1,805 students. Kankakee County has three schools numbering 744 students and one high school which serve 326 students. Both Kendall and Grundy Counties have only one elementary school. The total number of students in all schools including preschools is 21,428.

With an enormous geographical area, diversity is expressed in the urban areas of DuPage, Will and Kankakee Counties and in the rural counties of Ford, Iroquois, and Grundy. Immigrants from Poland, Ireland, Korea, India, Vietnam, China, and Palestine intermingle with Mexicans, Puerto Ricans, and Cubans to name just a few of the cultures represented in our schools. Approximately 14% of the elementary and secondary students enrolled provide the ethnic and racial diversity of our schools. This brings a richness to our schools and to the Church of Joliet. The socioeconomic status of the area is widely disparate from the richest county in the State of Illinois based on per capita income to the depressed economies in Kankakee, Ford, and Iroquois counties.

Using data from the National School Lunch program 439 students qualify for free and reduced lunches for the 15 schools that have a federal lunch program. Many of the schools located in parts of all of our counties have poverty levels between 5.7-15.0% based on 2013 data.

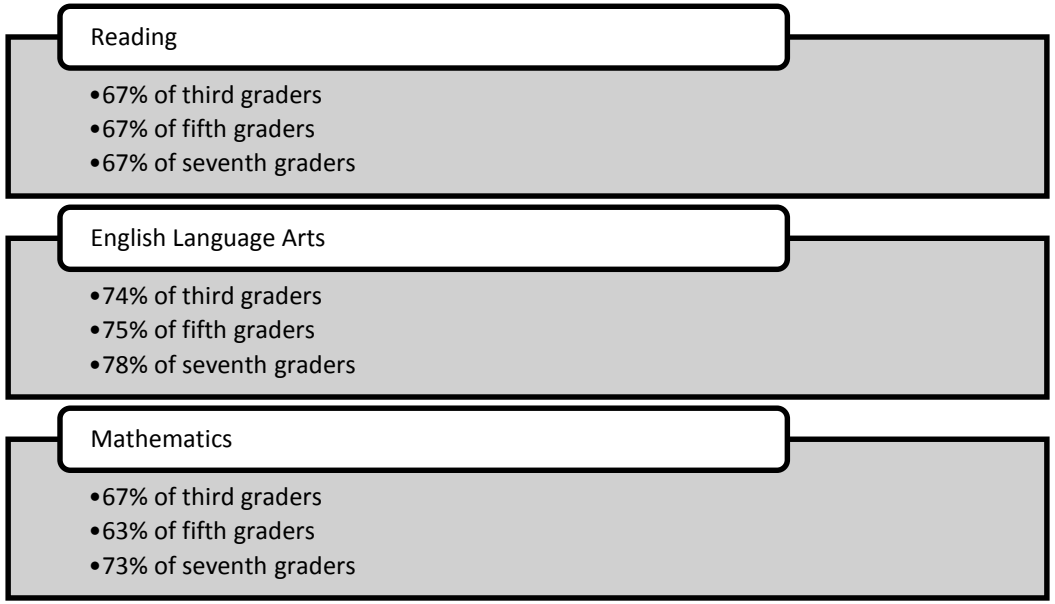
At the end of their elementary education 100% of the students enter high school. The high schools have a 99.9% graduation rate with 98% of seniors pursuing post-secondary education. The dropout rate for the high schools is 0%. The pursuit of excellence is evident in the success rate for the seven high schools, in terms of academics, co-curricular involvement, service to the community, with numerous awards and championships in academics and athletics.

The Iowa Assessment ~ Fall 2013 Summary Information, Diocese of Joliet

PERCENT OF STUDENTS IN THE DIOCESE OF JOLIET AT OR ABOVE THE NATIONAL MEAN

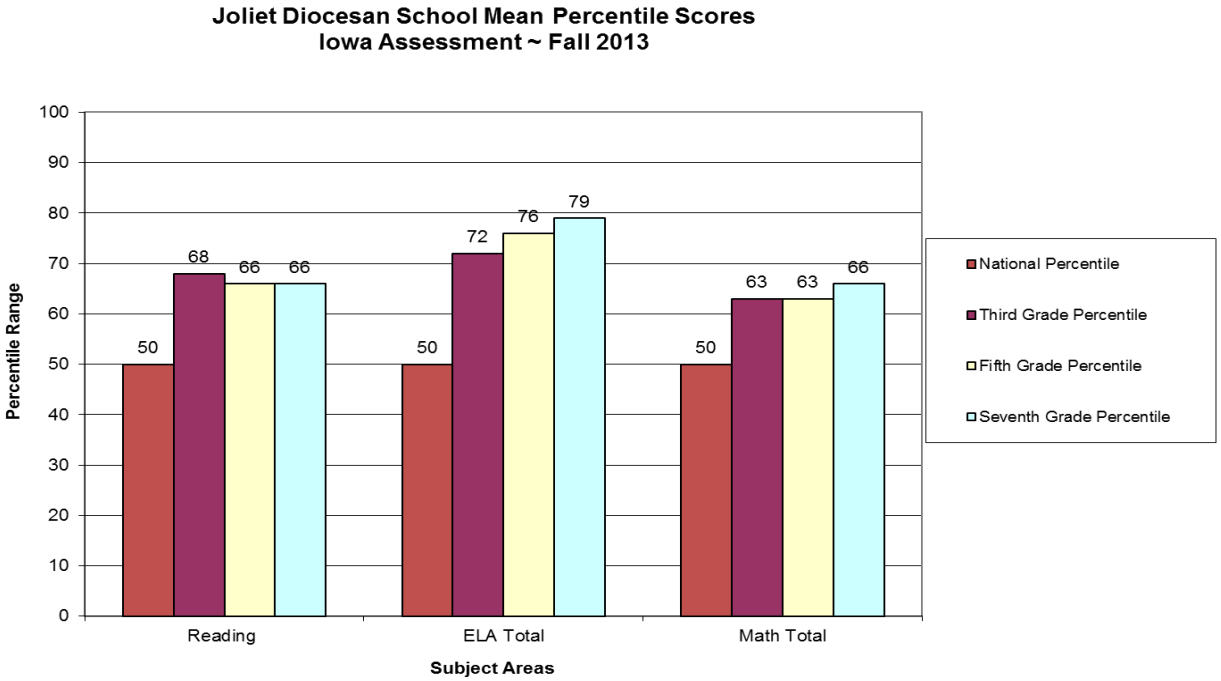
The information below represents the percent of students who scored at or above the mean national percentile of 50 on *The Iowa Assessment*, Fall 2013. The scores below represent all students with an achievement score in grades three, five and seven.

Fall 2013 ~ Students Scored At or Above National Average



MEAN PERCENTILE FOR STUDENTS IN THE DIOCESE OF JOLIET

The mean percentile is the score of the average student in the Diocese of Joliet. The average student in the nation scores at the 50th percentile. The mean percentile* scores for grades three, five and seven are listed below.



On the high school level, 99% of the students take the ACT compared to 40% on the national level. Composite score average for the 7 high schools in the Diocese of Joliet is 25.3 compared to the State of Illinois mean of 20.6 for 2012-2013.

Diocese of Joliet employs 1,617 teachers in their pre-schools, elementary and high schools. Administrators number 55 full-time principals and 7 preschool directors. 100 percent of the elementary and 98 percent of secondary teachers are certified. At the elementary level 39% hold advanced degrees and 74% at the secondary level. The average number of years in the Diocese of Joliet is over 20 years for elementary and secondary teachers. Of the elementary school faculty 99% of the teachers are lay persons and 1% are women/men religious. At the secondary level, 3% of the staff are women/men religious and 97% lay persons.

Support for the Catholic education is a substantial challenge. The average cost to educate an elementary Catholic school child is estimated at $5,334 and at the secondary level $10,100. Schools are primarily tuition funded. The Diocese of Joliet has established the Catholic Education Foundation, a separate 501(c) tax exempt foundation, in order to provide tuition assistance. During the 2012-13 school year, over 1600 students received some financial assistance through the foundation; over $1,875,015 was awarded to students in elementary and secondary schools. The Leaders for the Future program has awarded $48,000 to parish and school employees who seek further education. Each school works diligently to create opportunities for giving and maintaining funds to provide assistance for those in need. However, the needs are great and our challenge is to generate more funds in order to create a more solid base to support the growing requests and to maintain quality education and services.

Diocese of Joliet Catholic Schools Mission Statement

Jesus commissioned His apostles to teach and make disciples. Mindful of this twofold mandate, Catholic schools in the Diocese of Joliet provide formation in the Catholic faith as well as superior academic education to students of diverse backgrounds. Our Christ-centered education nurtures a personal relationship with Jesus and service to others. Our whole child approach integrates Catholic doctrine, prayer, sacraments, and moral decision-making with academic achievement and physical health. Working in partnership with parents and parish communities, Catholic schools prepare students for success in further education, a productive career and a life eternal with God.

MISSION STATEMENT FOR TECHNOLOGY

Schools in the Diocese of Joliet will provide the learning community with the technological skills and knowledge to support, sustain and challenge them to be Catholic, excellent, proficient, and vital in a complex, diverse world.

VISION

All members of our learning communities will have access to technology, links to the global information society and instruction in its ethical and safe use. Members are challenged to be digitally literate, inventive and creative problem solvers, collaborative workers, and effective communicators in a global society. Schools utilize partnerships and financial resources to advance the development of lifelong learning rich in Christian values.

Data Analysis

The development of the technology plan for the Diocese of Joliet was dependent on much data gathering, processing and analysis. A strategic plan for the diocese, *Lighting the Path to Our Future*, was approved in October, 2010, individual school strategic plans, technology surveys and stakeholder meetings contributed to the information contained in the plan.

Annually schools are required to complete an assessment of the implementation of the Diocese of Joliet Technology Plan. Schools identify how and through what means they are implementing the goals and strategies set forth in the plan. Additionally, monthly technology meetings are held to discuss issues, concerns and best practices.

Assessment of student technology skills based on the Technology Curriculum is completed annually. Knowledge as well as practical application of skills are assessed by Grade 8 and data is provided to the Catholic Schools Office. The Technology Curriculum for the Diocese of Joliet based on the ISTE standards, Six Essential Learnings in a Technology Society, and enGauge 21st Century Skills was used in the formation of goals and strategies for the plan.

A variety of surveys also provided information for the development of the current technology integration plan. The document *Technology Standards for Illinois Teachers* was used to identify gaps and also in the formation of goals and strategies for Professional Development as well as the data gathered from school evaluation visits

The Catholic Schools Office mandates annual system-wide testing in Grades 3, 5, and 7 using The *Iowa Test and the Test of Cognitive Abilities* published by Riverside. Data collected measures student achievement in Reading, Language Arts and Mathematics and longitudinal data is maintained through the Riverside website.

Additional data regarding local school infrastructure, costs, connectivity, school improvement planning and professional development were obtained from a variety of sources including the NCEA (National Catholic Education Association) annual report, technology plan implementation progress reports, survey information, and principal meetings.

The Catholic Schools Office is committed to diocesan data collection and analyses of the progress students, teachers, administrators, and individual schools make toward effective use of technology to enable, motivate, and inspire all students, regardless of background, language or ability to achieve. Additionally, the Catholic Schools Office is in the system accreditation process through AdvancED looking at the Standards of Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, Using Results for Continuous Improvement.

To this end, the Catholic Schools office will:

- Assist the schools to integrate evaluation/assessment processes that will measure progress in meeting goals and strategies.
- Work with schools to implement a student management protocol to provide system wide progress and assessment data.
- Work with the schools to use data to drive continuous improvement.

- Work with schools to monitor the percentage of students who demonstrate proficiency at three levels: knowledge, skills and performance.
- Work with schools to develop a system to monitor the percentage of classrooms with high quality technology integration engaging students in problem solving, creative products and collaboration..
- Assist the professional staff to meet the *Technology Standards for Administrators and Teachers* at the knowledge and performance levels.

Gap Analysis of Current Reality and the Vision

Overview

The Catholic Schools Office of the Diocese of Joliet is a support service for 48 elementary schools, 7 preschools, and 7 high schools throughout the counties of DuPage, Will, Kendall, Grundy, and Kankakee. Schools are divided into three regions whose principals meet at least once a month. The administrative office is located at: Blanchette Catholic Center 16555 Weber Road, Crest Hill, IL 60403

A diocesan technology plan was written and approved for 2011-14 and certified by Illinois Catholic Conference. Recognizing the importance of technology within our school's curriculum, data has been collected annually on the implementation of the 2011-2014 plan. All schools provide the annual implementation assessment. The final year of the 2011-2014 plan will be assessed and collected by June 1st 2014.

The revision of the technology plan was dependent on the extensive data collection as well as ongoing discussions with the Diocesan Technology Committee and the schools.

The staff of the Catholic Schools Office uses PCs in an LAN environment. However, no WAN exists for all the schools and parishes in the Diocese. 99% of the schools have their entire building networked allowing for Internet access in all classrooms. All schools do have Internet access using a variety of Internet Service Providers (ISP) with a variety of connectivity.

CSO does not provide technology support staff for local schools. Some information regarding technology is provided through the Director of Curriculum, Assistant Superintendent, and on a limited basis by theTechnology Consultant. Computer Services is another department within the structure of the Diocese of Joliet. The department does not provide any services to the individual schools only to the Catholic Schools administrative offices in the form of hardware, software, and web related issues.

Local schools are responsible for providing:

- Direct technology services for students and faculty.
- LAN connectivity, network management, firewall and content security service.
- E-mail, Internet, and Intranet services.
- Hardware and software.
- Budget and procurement processes.
- Policy or standards for procurement and maintenance of all equipment and services.
- Staff development.

Schools provide the following services to their learning communities

- Access to Internet resources using ISP vendors.
- PCs/notebooks/tablets on a per school basis with basic common standards. (2014)
- Electronic communication with no common standards.
- A full or part-time technology coordinator/teacher.
- Technology Curriculum Grades K-12.

All technology and operational budget planning occurs at the local school level with the scope of plans varying greatly from school to school and county to county.

I. Community Involvement, Awareness and Equity

The benefits of technology are well recognized within the diocese, but the ability to provide for technology does vary from school to school. The CSO staff and local principals promote the importance of technology in student achievement, development and preparation for high school and beyond. Since 2006, the Technology Committee of the Catholic Schools Office has provided an monthly meetings for school leadership and technology coordinators to increase their understanding and knowledge of current learning and technology issues, products and trends. Recognizing the importance of technology integration and best practices, two award programs were instituted in 2009, Technology School of the Year and Technology Educator of the Year.

100% of the schools do respond to the annual NCEA technology survey. The school improvement/evaluation process is required of all elementary schools every seven years which includes criteria to demonstrate technology integration within the curriculum as well as professional development for all staff. Additionally, walkthroughs are conducted by the CSO staff to assess curriculum and technology use. As the diocese pursues systems accreditation through AdvancEd all schools will have school improvement plans that will align with the five AdvancEd standards of Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement.

A limited number of schools participate in the E-Rate program. Schools also participate in federal and state monies for technology as appropriate.

Annual and local teacher workshops include a variety of technology integration topics addressing curriculum development, current research, instructional strategies, assessment, and individual student needs in a student centered learning environment.

Community Involvement, Awareness and Equity Gaps

- Promote the requirement of technology integration within the context of the curriculum to schools and other stakeholders.
- Equity is an issue as schools struggle to find funds to support innovative technology including 1:1 programs for all schools.
- Resource sharing is limited and not diocesan wide.
- The only access to a central database of resources is limited to the diocesan website.
- Promote the adoption of a system wide student management system.
- Increase participation in E-Rate discounts

II. Curriculum and Instruction

The Catholic Schools Office acts in a consultative, supportive and advisory role to the Catholic schools in the Diocese of Joliet. Curriculum revision has been the focus of the efforts of the Catholic Schools Office since 1998 with an emphasis on aligning/adapting all curricular areas to the Common Core, state learning standards and Catholic identity standards. Curricular areas are assessed on an annual basis using diocesan developed assessments. Schools use these curriculums as their framework and make adjustments based on local needs.

The Catholic Schools Office assists the local schools by providing ongoing support through regular curricular meetings, PLCs (professional learning communities) and recommended best practices. A diocesan curriculum committee meets monthly to discuss curricular issues, implementation and assessment. Schools are expected to integrate technology within the curriculum as a teaching, learning and assessment tool.

Currently, teachers integrate technology in multiple ways: virtual field trips, blogs, Edmodo, Moodle, Internet research, video, wikis, Web 2.0. 85% of all schools have interactive whiteboards as well as digital cameras, assessment devices and other projection devices. 28 elementary schools have a one-to-one laptop programs which allows daily integration of technology in the instructional program. An additional number of schools are looking to implement a 1:1 laptop program with the 2014-15 school year at the 6-8 grade levels.

While teachers are utilizing more technology in the delivery of the core curriculum, the focus continues to be full integration and assessment. Student learning needs to demonstrate their ability to problem solve, think critically and globally and to work collaboratively. The delivered curriculum must be centered in problem solving, extended thinking, and critical analysis providing opportunities for students to share insights and exchange ideas beyond their classroom setting.

Students currently demonstrate a fluency with basic technology knowledge, but are limited in technology integration within core content and assessment. Some of the ways that teachers are using diverse technologies in the process of teaching and learning: inquiry based units, virtual field trips, podcasting, blogging with experts, projection microscopes, robotics, digital textbooks, online resources, and a variety of software programs to address needs for high performance students as well as those needing reinforcement.

Resources are limited, but examples of technology integration within the context of learning do exist among the diocesan schools. The difficulty is that limited resources limit the ability to share best practices among schools and staff. Assessment is slowly aided by technology tools as well as online resources. Currently, no system wide student assessment system exists. All student record information is maintained at the local site. The Catholic Schools Office does receive aggregate data on each of the diocesan curriculum assessments, but has no means for electronic tracking of students' performance diocesan wide. However, the diocese is pursuing a common student information system that would provide data from all the schools.

Curriculum and Instruction Gaps

- Integration of technology within all content areas is limited.
- Use of problem solving skills and effective communication skills is not maximized in instruction.
- Opportunities to share insights and learning experiences are limited.
- Assessment tools utilizing technology are limited in use.
- Learning environments must be created that are student centered creating authentic learning using digital tools.
- Use student achievement data to analyze curriculum needs and student progress to drive instructional decision making.

Student Assessment Gaps

- Develop standards for the management of student record information.
- Record and report student progress using digital tools
- Build a data warehouse of curriculum assessment data for schools.
- Build a data warehouse of student information for planning, tracking, and evaluation to drive decision-making for continuous improvement.

III. Professional Development

Since the development of initial school technology plans in 1998, the emphasis has been on staff professional development. The 2011-14 Technology Plan placed the greatest emphasis at both the diocesan and local level on staff development using 21st century skills of digital literacy, critical thinking, effective communication, and high productivity. Diocesan-wide teachers' institutes have a focus on technology integration. Since 2006, a mandatory Technology Institute Day is held annually for all technology coordinators in the diocese. The focus of the event is on advancing technologies, best practices and networking the resources of the schools.

Teachers have had numerous opportunities to learn and apply technology skills through individual school and diocesan workshops and training sessions. The ability to use the tools is widespread, but the impact of the tools to change instructional practices and student learning continues to develop and deepen. The professional staff has given evidence of familiarity with productivity tools to accomplish required administrative and record keeping tasks especially in the areas of electronic grade books and report cards.

The need exists for training to be centered on student learning outcomes based on standards, creating engaging learning environments, use of telecommunications tools, and assessments at all levels. Technology standards for all teachers and administrators are based the ISTE standards (formerly NETS) and the ethical and moral dimensions of the Diocese of Joliet. These standards are part of teacher orientation, staff development plans, diocesan workshops, and annual evaluation.

Teachers training teachers is the most successful model however it is one that the Diocese of Joliet continues to implement. The development of partnerships with staff development providers needs to be increased. The training must be connected to student outcomes and engaged learning environments.

Professional Development Gaps

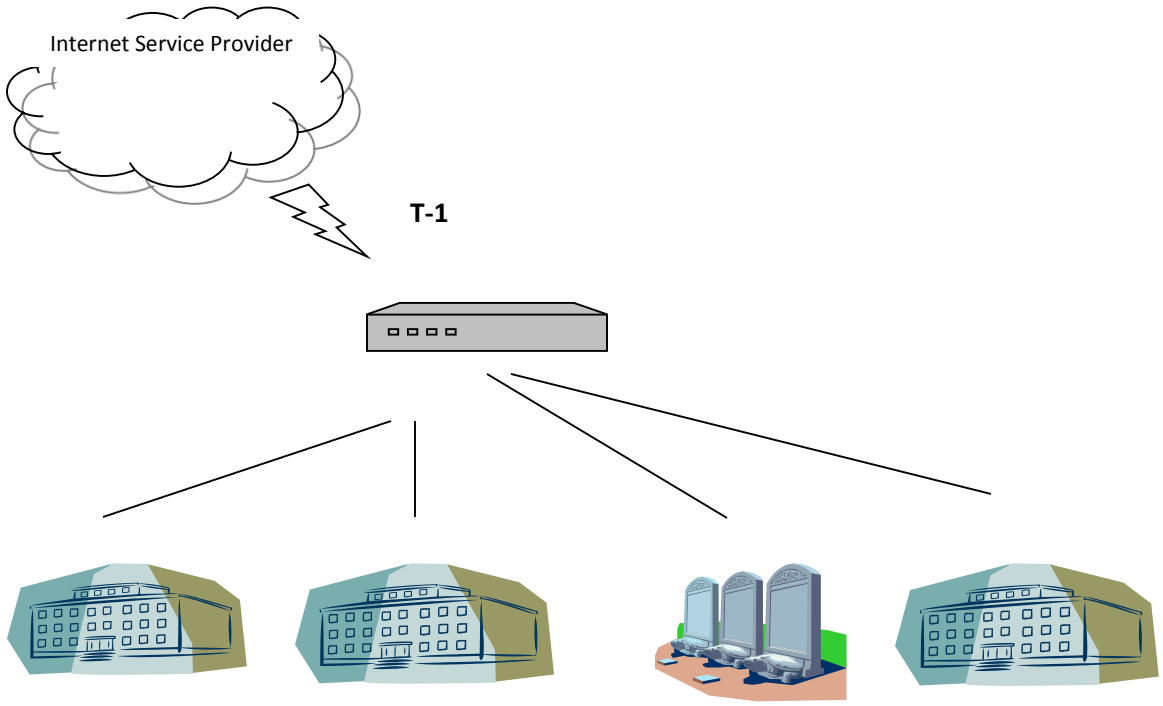
- Focus teacher training on the full integration and implementation of technology in the learning and assessing process.
- Demonstrated technology integration in teaching to be included as a part of the annual staff evaluation.
- Provide opportunities for teachers to share integration successes and failure among colleagues at the same level across the region/diocese.
- Leverage resources to form partnerships with staff development providers and local community.
- Leverage resources to fund staff development at both the diocesan and local levels.
- Focus the development of workshops on student learning outcomes based on standards, creating engaging learning environments, developing strong effective communication skills, authentic ongoing learning, and curricular assessment.
- Provide ongoing skill development for the latest innovative tools and software.

IV. Technology Deployment and Sustainability

Current Infrastructure

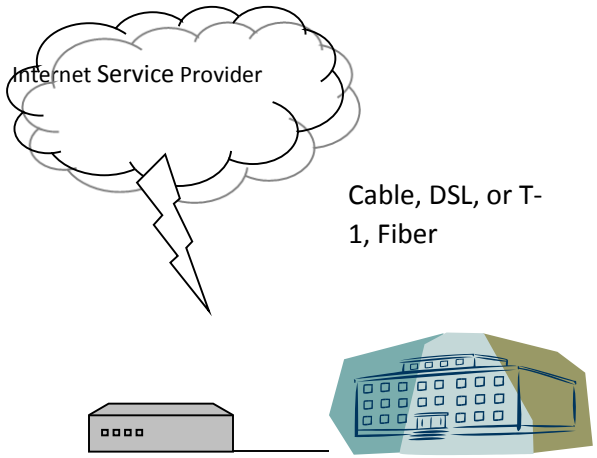
The following is a network diagram and school technical demographics/,statistics.

CSO Network connects the Blanchette Catholic Center with a LAN. Internet Service is provided through two providers: Comcast and AT&T.

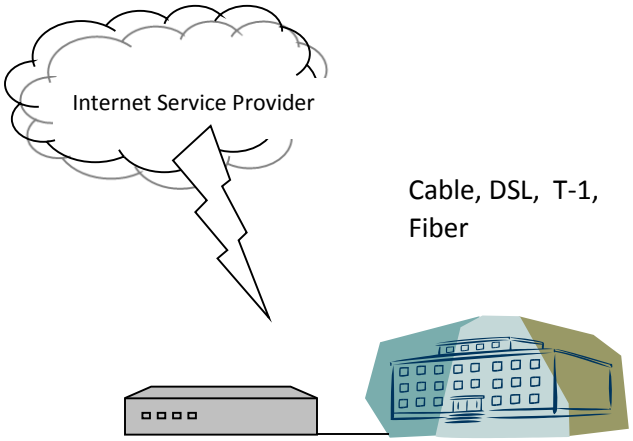


Elementary Schools

High Schools



School with LAN



HS with LAN

Technology Infrastructure Statistics and Technology Planning

Schools use the Diocesan Technology Plan as the framework to do planning at the local level. Technology issues, best practices and concerns are a component of monthly principal regional meetings and the diocesan technology committee. CSO guidelines for acceptable use, mobile devices and videotaping are reviewed annually by the technology committee and any adjustments to the agreements are reviewed by the **diocesan lawyer** before publication to the schools. An Internet safety brochure is also made available to the schools as well as religious education parents.

Internet Access

100% of the schools have access through a high speed connection.

E-Mail

100% of the schools have email for the administrators and staff . A number of schools have email for students primarily at the upper grades. All parishes are

required to have email for diocesan newsletters and bulletins. Information from the Catholic Schools Office is sent electronically. Forms, curriculums and assessments are available online through the diocesan website.

LAN

100% of the elementary schools are wired and provide Internet access in the classrooms.
100% of the high schools are wired at least in most of their buildings.

Budgets

91% of the schools have a line item in their budget for technology. The majority of the schools (64%) outsource major repair and or server maintenance to a variety of vendors.

Disaster Recovery

93.2% of the schools report that data is backed up regularly. 96.6% report that they have a way to recover data in the case of an emergency. With increasing data, storage, regular backup and data recovery are a priority for all schools. Schools continue to develop and assess plans and processes for a disaster recovery.

All the high schools have wireless connectivity and networking across the building at varying levels of distribution. 98% of the elementary schools have some type of wireless connectivity and those without expected to have some level of wireless access by September, 2014

Technology Deployment and Sustainability Gaps

- Decentralized system creates greatest challenge for deployment.
- Standards for wireless access and speed need to be communicated and implemented
- Minimum standards of equipment need to be implemented.
- Centralized purchasing and vendor recommendations need to be expanded and communicated across the system.
- Leverage resources to provide equity of access to maximize learning for all students among all diocesan schools.
- Provide guidance and support in selection, implementation and management of administrative and office automation applications: student information system, electronic budget management and electronic assessment.
- Funding sources must be sought beyond the regular budget for the diocesan initiatives and each local school.
- Disaster recovery plans need to be maintained and annually assessed based on current information and changing conditions.

Closing the Gap: Stakeholder/Community Involvement

Goal 1	Catholic schools leverage resources to publicize and promote technology programs and benefits within their schools.

Strategies for Closing the Gap	Phase Year	Person (s) Responsible	Expected finish date	Cost	Funding Source
1. Attend and participate in local service organizations to develop partnerships.	1,2,3	Principal	Ongoing	Time	
2. Establish opportunities to involve local and community resources within the school (i.e. classes for parents, parishioners)	1,2,3	Principal, Marketing Person Technology Staff	June, 2017	Time	
3. Utilize all technology and media resources to showcase school activities, programs, and accomplishments (Web pages, electronic newsletter, digital monitors, social media)	1,2,3	Principal, Marketing Person Tech Director/Coordinator	June, 2017	1000 annually est. for printing	Budget
4. School media/marketing person to consistently (minimally bimonthly) publicize and promote school programs, activities and technology advancements.	1,2,3	Principal, Marketing	Ongoing	Salary/time if volunteer	Budget

Goal 2	Catholic Schools Office and schools utilize best practices to maximize Diocesan, school family stakeholder and community communication.

Strategies for Closing the Gap	Phase Year	Person (s) Responsible	Expected finish date	Cost	Funding Source

1. Examine, procure and implement a student information system that would provide diocesan level information as well as information at the local school level to manage and communicate student information, records, attendance, grades, emergency info, etc..	1,2,3	CSO, Principal, Tech Coordinator/Director	June, 2017	Per school cost based on participation	CSO partial funding, individual school
2. Disseminate information to all parents to assist in monitoring and understanding their child's safe use of technology at home	1,2,3	Principal	Ongoing, annually	Printing	Budget
3. Promote and provide online educational resources for each of the following groups: staff, students, parents	1,2,3	Principal, Web Master	Ongoing	Possibly web hosting, time	Budget

Goal 3	**Catholic School Office will partner with local and global communities to discover and leverage financial resources to further technology needs and programs.**

Strategies for Closing the Gap	**Phase Year**	**Person (s) Responsible**	**Expected finish date**	**Cost**	**Funding Source**
1. Disseminate information and outcomes of the Diocesan Technology Plan to all stakeholder groups	1	Principal, Tech Coordinator/Director Web Master	June, 2015	Time, Website and printing	Budget
2. Develop partnership with business, community organization to struggling schools to meet technology needs.	1,2,3	CSO, Principal, Pastor	June ,2017	Time	
3. Identify and establish a means to assist schools with technical support needs	1,2,3	Diocesan Technology Committee, CSO	June, 2017	Time	

Closing the Gap: Curriculum and Instruction

Goal: 1	Catholic schools integrate diverse technologies identified by scientifically based research into the process of teaching, learning and assessing in all disciplines at all instructional levels.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Identify and implement research based integrated technology instructional strategies.	1,2,3	Principal, Tech Coordinator, classroom teachers	June, 2017	Time	
2. Use technologies that will allow students to communicate effectively and globally.	1,2,3	Principal, classroom teachers	June, 2017	Possibly license fee, increased bandwidth	Budget
3. Use a variety of digital tools to support problem/project based learning in the classroom.	1,2,3	Principal, technology coordinator, classroom teachers	June, 2017	Hardware	Budget Donations
4. Investigate the appropriateness of innovative technologies and online resources in the learning environment.	1,2,3	CSO, Principal, technology committee, Technology Coordinators	Ongoing	Time	

Goal: 2	Catholic schools assess student learning through a variety of tools and technology to provide the direction for the educational program and needs of all learners.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Use web tools for analysis and longitudinal study of student performance on Iowa Tests.	1,2,3	CSO, Principal, Teacher	June, 2017	Built in to contract	Budget

2. Provide tools and training to manage the assessment process and analyze data from summative and formative assessments.	1,2,3	CSO, Principal	Ongoing	Training cost	Budget
3. Explore how gaming technology simulations, and/or collaborative environments can be used to assess complex skills and performance.	1,2,3	Principal, Technology Coordinator, classroom teacher	June, 2017	Time	
4. Create learning activities that stress higher order thinking and are assessed through authentic assessments that address real world problems.	1,2,3	Principal, classroom teacher	June 2017	Time	

Goal: 3	Catholic schools use technology to develop and integrate communication and collaboration skills for a global learning and economic community.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Create learning experiences that mirror student's daily lives and the reality of their futures.	1,2,3	Principal, Technology Coordinator, classroom teacher	Ongoing and at least quarterly	Time	
2. Create lessons that allow students to create content, to share it, and to collaborate with local and global communities.	1,2,3	Principal, Technology Coordinator, classroom teacher	Ongoing and at least quarterly	Time	
3. Develop digital citizenship through collaborative projects, with other classrooms and schools, both locally and globally.	1,2,3	Principal, technology coordinator, classroom teacher	Ongoing	Time	

Goal: 4	Catholic schools integrate critical thinking, problem solving and decision making skills within instructional and assessment programs.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Develop and create electronic portfolios as a means for students to chart their own learning progress.	1,2,3	Principal, Tech Coordinator, classroom teacher	Ongoing	Time	
2. Create lessons with open ended projects using digital tools.	1,2,3	Principal, Tech Coordinator, classroom teacher	Ongoing	Time	
3. Identify and use learning activities that stress cooperative learning, complex thinking. addressing real-world problems.	1,2,3	Principal, Tech Coordinator, classroom teacher	Ongoing	Time	
4. Incorporate digital tools that require critical thinking skills.	2,3	Principal, Tech Coordinator	June, 2017	Software purchase	Budget
5. Design and implement inquiry based learning activities.	1,2,3	CSO, Principal, Classroom Teacher	June, 2017 at least twice a year	Training	Budget

Goal: 5	Catholic schools provide an understanding of the ethical use of information and media.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Provide awareness training and reinforcement of Internet and network use and safety.	1,2,3	Principal, Tech Coordinator/Director	Annually	Possibly speaker cost	Budget
2. Discuss school acceptable use policy with all stakeholders at least once a year.	1,2,3	Principal, Tech Coordinator	Ongoing	Time	

3. Teachers model ethical use of network, Internet, technology resources.	1,2,3	Principal, Teachers	Ongoing	Time	

Closing the Gap: Professional Development

Goal: 1	Catholic schools organize professional development around the use of technology to manage information, to communicate, and to provide more effective teaching and learning.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Continue to adopt ISTE standards (International Society for Technology in Education) for administrators, teachers and students.	1,2	Principal	June 2016	None	
2. Use train –the-trainer programs and staff developers to assist schools in content integration, assessment programs etc.	1,2,3	CSO. Principal, Tech Coordinators	June, 2017	Trainer Fee	Budget, Title Money
3. Investigate and develop a system to provide time within the school day for professional development.	1,2,3	CSO. Principal	June, 2017	Possibly sub pay	Budget
4. Ensure participation in annual technology meeting and regional meetings	1,2,3	Principal	Ongoing	$75 -100 per school participation fee	Budget
5. Develop an understanding of the SAMR model or the like to assess the appropriate use of technology within the lesson	1,2	CSO, Tech Coordinators	June, 2016	Time	
6. Develop and implement the SAMR model as part of lesson planning and assessment.	3	CSO, Principal, Tech Coordinators	June, 2017	Time	

Goal: 2	School wide goals and objectives should promote the use of technology to increase faculty and staff ability to evaluate and share models of effective data analysis, lesson planning and research based instructional practices.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Use web environment and tools to share best practices, resources.	1,2,3	CSO, Principal	June, 2017	Possibly license fee	Budget
2. Ensure that technology integration is a component of annual staff review as well as the school evaluation.	1,2,3	CSO, Principal	Ongoing	Time	
3. Develop a channel for teachers to share best practices on a regular basis.	1,2,3	CSO, Principal	June, 2017	Time	
4. Develop, deliver and facilitate a systematic approach to assessment and data analysis.	1,2,3	CSO, Principal	June, 2017	Possibly software	Budget
5. Incorporate ISTE standards in lesson plans.	1,2,3	Principal, Teachers	Ongoing	Time	
6. Develop and implement the SAMR model in lesson plans	3	Principal, Teachers Tech Coordinators	June, 2017	Time	

Goal: 3	Catholic Schools Office develops relationships with existing adult literacy service providers to maximize the use of available technologies, training facilities and project related resources.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Discuss with local colleges and universities opportunities for sharing	1,2,3	CSO	Ongoing	$200-1000 Speaker stipend	Grant, Title Money Participation fee

technology resources and staff development.					
2. Utilize relationships with local school community to share staff development training and resources.	1,2,3	Principal	Ongoing	Possibly speaker stipend	Participation fee
3. Create opportunities for collaboration between local school and neighboring schools.	1,2,3	Principal	Ongoing	Time	
4. Increase repository of online resources and tutorials for adults and students and post on diocesan website.	1.2.3	CSO	Ongoing	Time	

Goal: 4	Catholic School administrators demonstrate technological competencies in instructional leadership, data analysis/management and communication as they impact student achievement.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Increase participation of administrators in technology leadership training.	2.3	CSO	June, 2017	Time	
2. Promote ISTE standards for all administrators	1,2,3	CSO	Ongoing	Time	
3. Ensure participation in annual data analysis of student achievement.	1,2,3	CSO, Principal	Ongoing	Testing Contract	Budget

Closing the Gap: Technology Deployment and Sustainability

Goal: 1	**Catholic schools have sufficient technology resources for instruction and management.**				
Strategies for Closing the Gap	**Phase Year**	**Person(s) Responsible**	**Expected Finish Date**	**Cost**	**Funding Source**
1. Identify and publish technical standards for hardware, software, peripherals.	1	CSO, Technology Committee	June 2015	Time	
2. Ensure that all schools have an infrastructure that will allow equitable access to web and network resources.	1	CSO, Principal	June 2015	Dependent on Ind. Bldg.	Budget, Fundraising
3. Review guidelines for management of data, data storage and data backup.	1	CSO Technology Committee	June 2015	Time	
4. Conduct annual review of disaster recovery plan for schools.	1,2,3	Principal, Pastor, Tech Coordinator/Director	June, 2017 annually	Time	
5. Conduct yearly survey to assess compliance with minimum technology standards for schools.	2,3,	CSO. Technology Committee	June, 2017 annually	Time	
6. Determine and implement best practice for 1:1 access for all students.	1,2	CSO, Principal, Tech Coordinator	June, 2016	Time, equipment	Budget

Goal: 2	Catholic schools network with the Catholic Schools Office and each other for data management.				
Strategies for Closing the Gap	**Phase Year**	**Person(s) Responsible**	**Expected Finish Date**	**Cost**	**Funding Source**
1. Develop and implement strategy for student information management system among all schools and CSO	1	CSO	June, 2015		
2. Identify preferred Student Information System	2	CSO	June 2016	Time	

3. Implement the preferred Student Information System	3	CSO. Principal, Tech Coordinator/Director	June, 2017	Training, per student	School Budget

Goal: 3	Catholic schools students and educators have equitable and effective access to technology during the school day to become proficient users of technology.

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Require and provide each teacher a minimum of 10 hours annually of technology integration training.	1,2,3	Principal	Ongoing	Dependent on type of training	Budget, Title Funds, Grants
2. Provide staff training as required by hardware/software acquisition and upgrades.	1,2,3	Principal, Tech Coordinator	Ongoing	Dependent on type of training	Title, Grant, Budget

Goal: 4	**Catholic schools leverage financial resources to support interoperability with existing and planned technology delivery systems, upward migration to emerging technology standards and maintenance requirements to have equitable and ubiquitous access for all learners.**

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Identify and inform CSO of technology needs, issues and desired improvements.	1,2,3	Principal	Ongoing	Time	
2. Seek opportunities to leverage technology needs, innovative practices, and programs. through title monies, erate or grants.	1,2,3	CSO , Principal	Ongoing	Time	
3. Develop and implement support system for repair and maintenance for schools.	1,2,3	CSO, Tech Committee	June, 2017	Time	Individual school budget

Goal: 5	**Catholic Schools are accountable for the effective utilization of technological resources by educators and students.**

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Professional development plans reflect annual goals for technology integration within the curriculum and engaged student learning	1,2,3	Principal, Teachers	Ongoing	Time	
2. Assess annually student's progress on ISTE standards.	1,2,3	Principal, Tech coordinator	June, 2017 annually	Time	
3. Assess 8th grade proficiency with productivity tools	1,2,3	Principal, Tech coordinator	June, 2017 annually		

Goal: 6	**Catholic schools utilize technology acquisition policies and procedures.**

Strategies for Closing the Gap	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
1. Develop group purchasing agreements.	1,2,3	CSO,	Ongoing	Time	
2. Develop and implement standard practices for student data management and system reporting.	2, 3	CSO	June, 2017	Time	
3. Develop and maintain database of recommended vendors and suppliers.	1,2,3	CSO	Ongoing	Time	

School Policies and Procedures

Policy in the Diocese of Joliet is developed according to the norm of Canon (Roman Catholic Church) Law. This process requires extensive advice and consensus of various Diocesan consultative bodies and agencies. The local bishop ultimately approves all policy statements.

Many policies guide the vision and operation of the Catholic schools within the Diocese of Joliet. All policies and procedures for the schools are contained in the Policy Handbook revised 2012-13. A copy of this handbook is available at the Catholic Schools Office and at each local school.

Policies that govern technology use in schools are:

Acceptable Use Agreement for Students and Employees including CIPA compliance

Agreement for Videotaping\Photographing

Internet Safety Guidelines

Safe Environment Training Teachers/ Students
Guidelines for iPads
Guidelines for Personal Devices

The Diocese of Joliet and all of its schools comply with all state/federal requirements and evidence of such compliance is available upon request.

Assessment and Evaluation------

Frequent evaluation of the implementation of the plan is essential to its success. In addition, schools may suggest modification to their individual plans or to the diocesan plan as evolving appropriate and effective curriculums develop and new technologies come to the forefront. The plan will be reviewed annually through an assessment form submitted to the Catholic Schools Office and reviewed by the technology committee under the direction of the Director of Curriculum. In evaluating the implementation of the plan, the Director of Curriculum will ensure that:

- Widespread curriculum integration is occurring and developing;
- Student centered outcomes drive the instruction;
- Stakeholders are aware of the plan and assist with resources when feasible and appropriate;
- Professional development fosters content and technology integration fostering engaged student learning;
- Schools provide technology infrastructure for 1:1 access for all students;
- System wide unification of student management programs;
- Minimum standards are set for infrastructure speed, access and hardware.

Assessment of 2011-2014 Technology Plan see Appendix A.

TIMELINE, BUDGET AND FINANCIAL PLAN

Timeline

2014-2017 Most of the strategies are carried forward during the entire life of the plan. Each year of the plan will be assessed.

Budget and Financial Plan

Each goal and strategy lists cost and funding source. The majority of the cost is defined as time. To place a dollar value on time is difficult due to the variety of expertise available within the local school. If a strategy is to be implemented by the local school cost will vary depending on local conditions(i.e. experience, needed technology, time invested by paid personnel vs volunteer).

The only sources for funding are local school budgets, grants if received, fundraising and local title money if available to the local school. The Catholic Schools Office funding for initiatives comes directly from the budget as determined by the Diocese of Joliet.

Appendices

A. Analysis of Technology Plan 2012-2013

B. Diocesan AUP Agreement

C. Diocesan Videotaping Agreement

D. Personal Device Guidelines

E. Technology Survey Form

F. Technology Curriculum 2010

G. Technology Curriculum Assessments

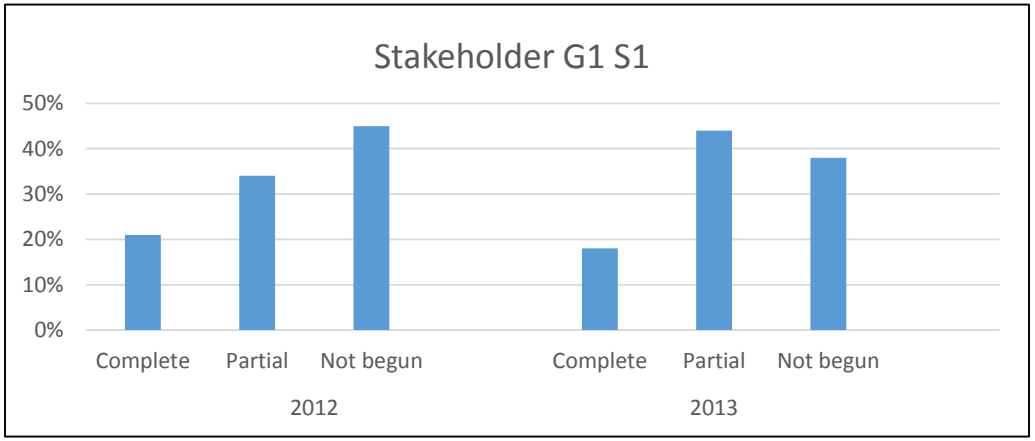
APPENDIX A – ANALYSIS OF Tech Plan Implementation and Progress

Stakeholder and Community Involvement

Goal I Catholic schools leverage and develop resources to publicize and promote technology programs

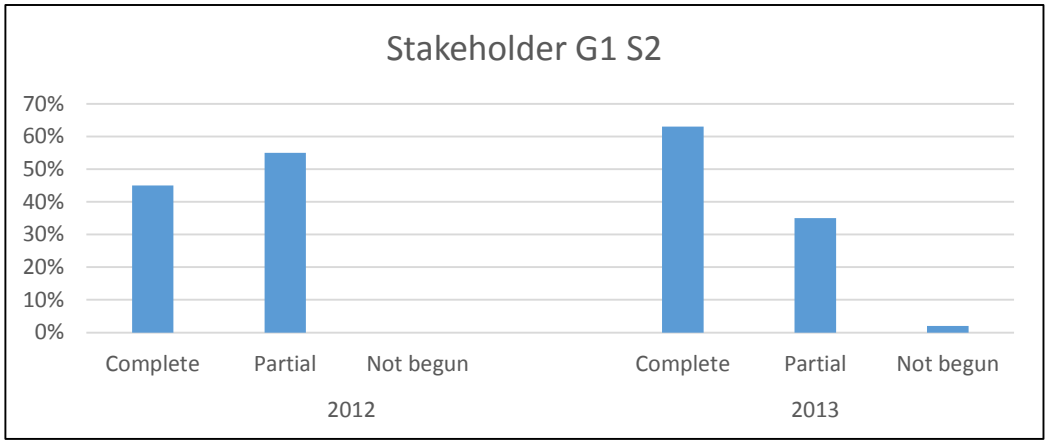
Strategy 1 Establish opportunities to involve local and community resources within the school.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
21%	34%	45%	18%	44%	38%



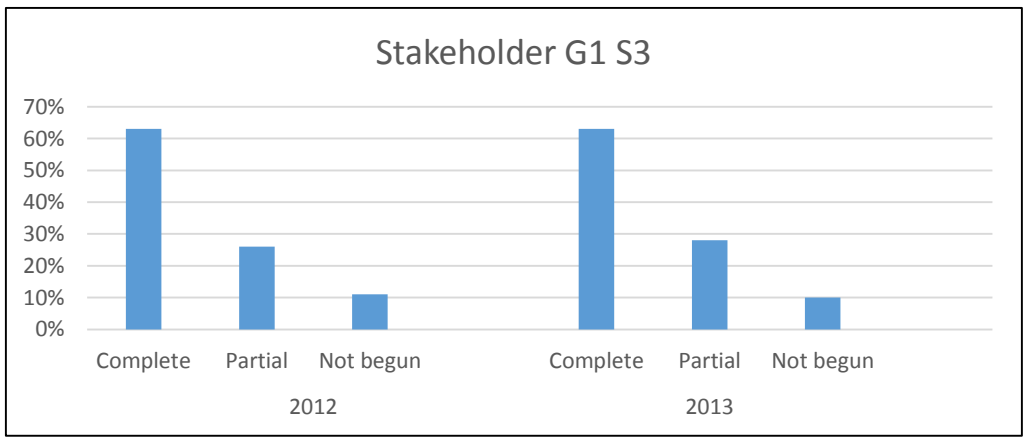
Strategy 2 Identify and utilize all available technology and media resources to showcase school activities, programs, and accomplishments.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
45%	55%	0	63%	35%	2%



Strategy3 Identify school media/marketing person to publicize and promote school programs, activities, tech advancements, and partnerships.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
63%	26%	11%	63%	28%	10%



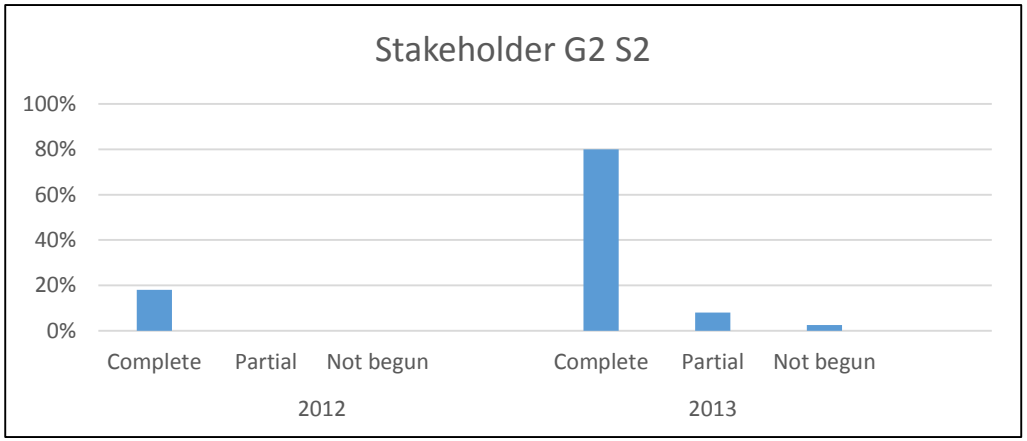
Goal 2 CSO and schools utilize best practices to maximize Diocesan, school family and community communication.

Strategy 1 Procure a SIS provider for diocesan and school level management of communications, student information, records, attendance, grades, etc.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
		x			x

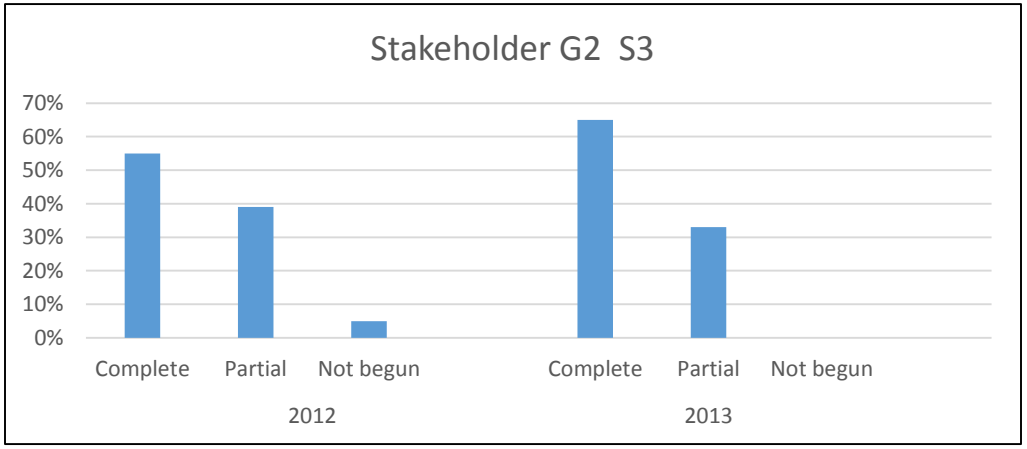
Strategy 2 Promote the use of online products for school and parent communications to monitor performance and acquire grade/class info.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun



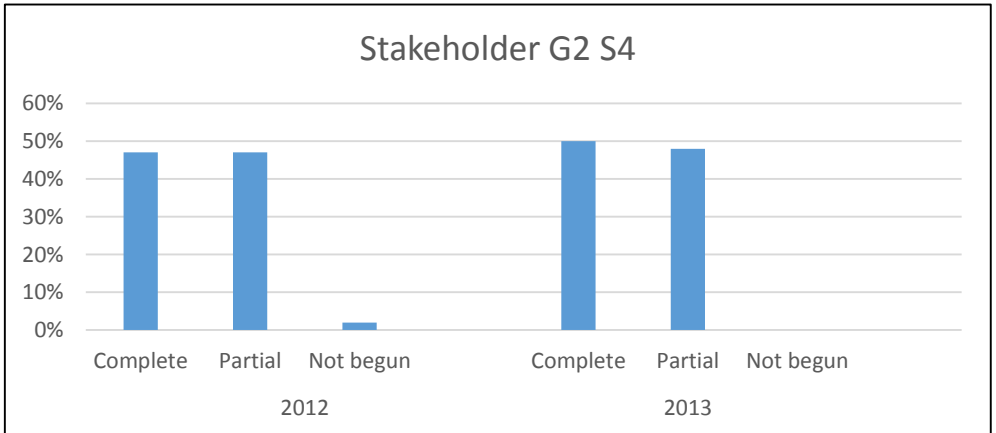
Strategy 3 Disseminate information to all parents to assist in monitoring and understanding their child's safe use of technology at home.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
55%	39%	5%	65%	33%	0%



Strategy 4 Promote and provide educational resources for staff, parents and students online.

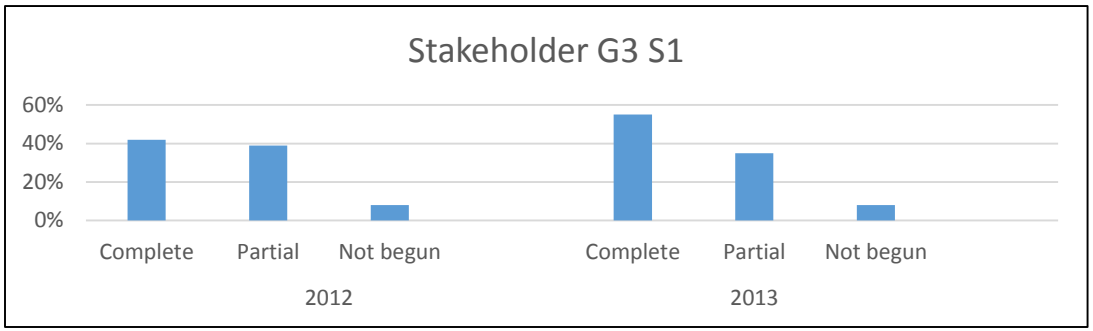
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun



Goal 3 CSO will partner with local and global communities to discover and leverage financial resources to further technology needs and programs.

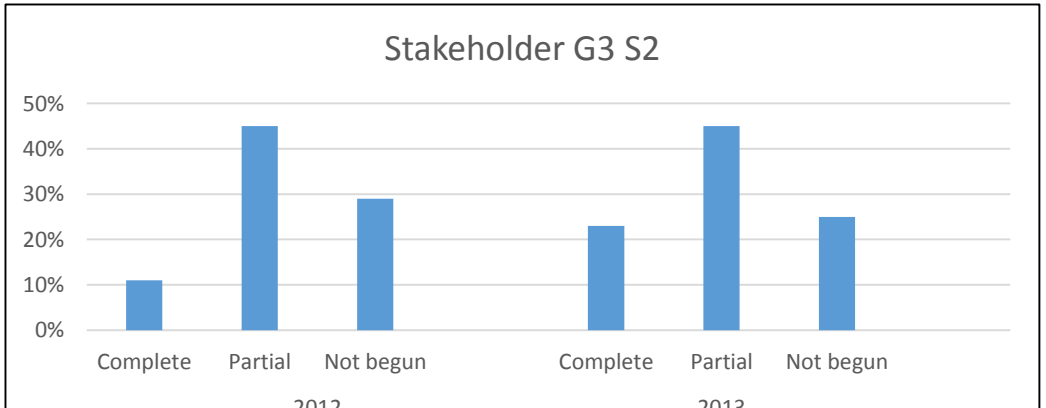
Strategy 1 Disseminate information and outcomes of the Diocesan Tech Plan to all stakeholder groups.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
42%	39%	8%	55%	35%	8%



Strategy 2 Identify schools, business and community groups to partner with struggling schools to meet needs.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
11%	45%	29%	23%	45%	25%

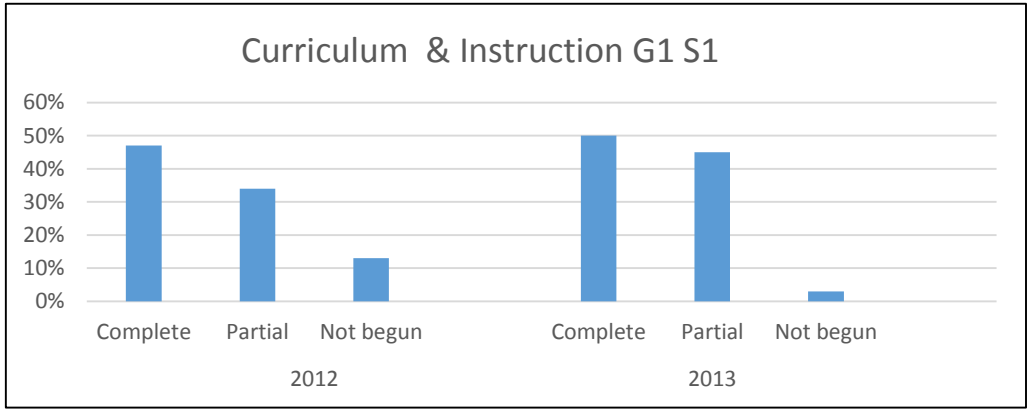


CURRICULUM AND INSTRUCTION

Goal 1 Catholic schools integrate diverse technologies identified by scientifically based research into the process of teaching, learning and assessing in all disciplines at all instructional levels.

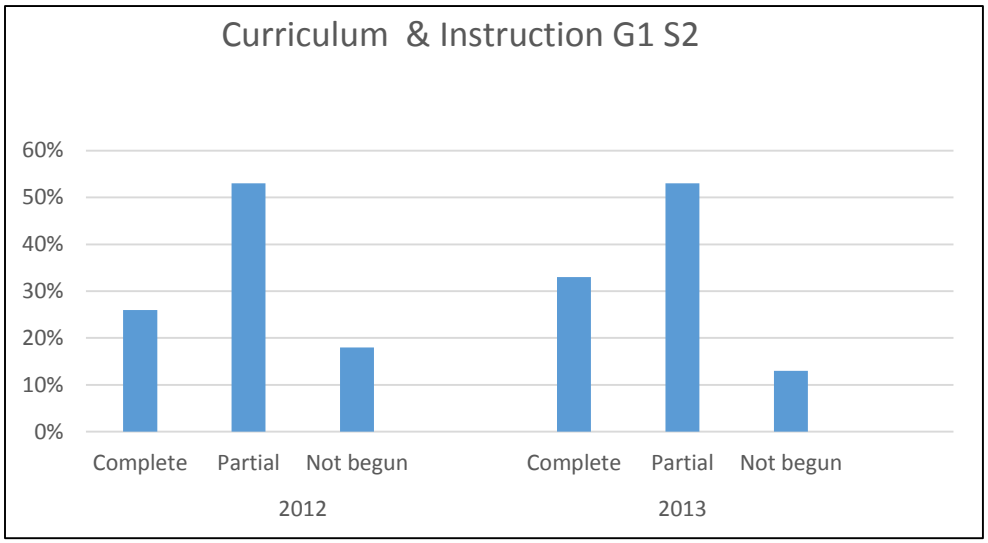
Strategy 1 Identify and implement research based integrated technology instructional strategies.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
47%	34%	13%	50%	45%	3%



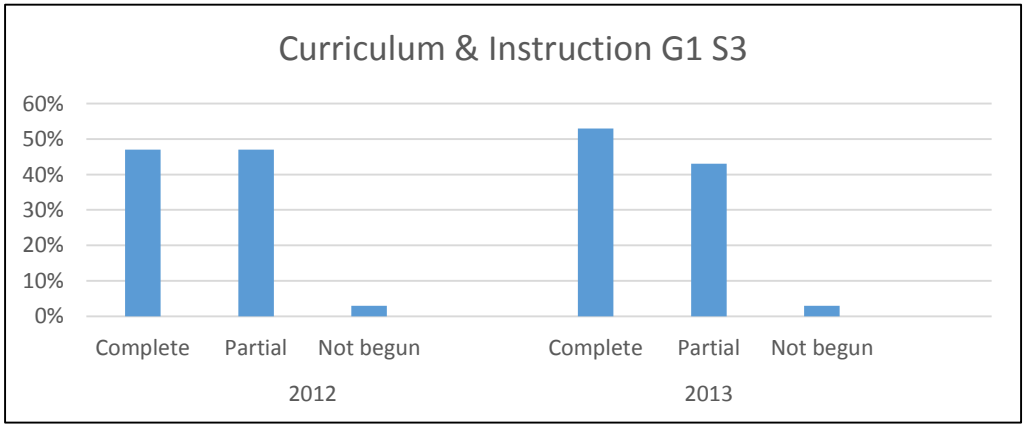
Strategy 2 Use technologies that will increase communication in the real world.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
26%	53%	18%	33%	53%	13%



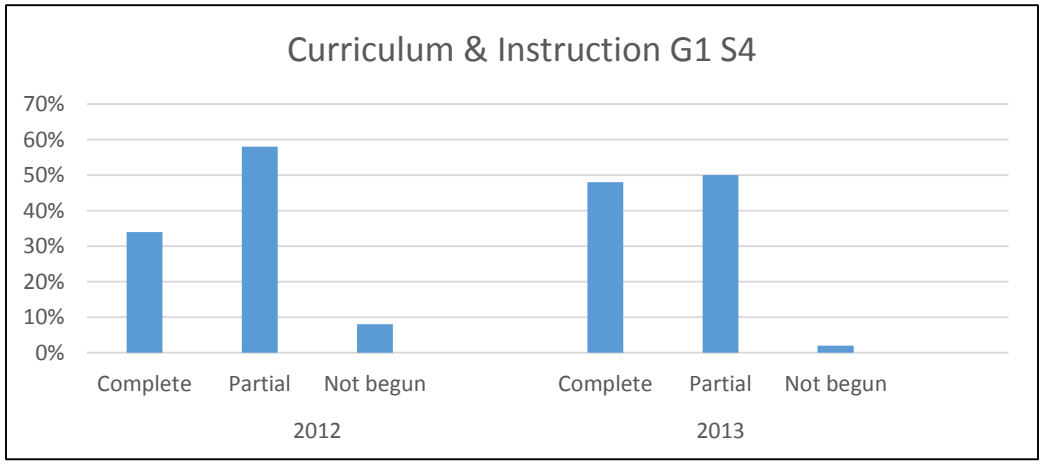
Strategy 3 Use a variety of digital tools to support problem/project based learning in the classroom.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
47%	47%	3%	53%	43%	3%



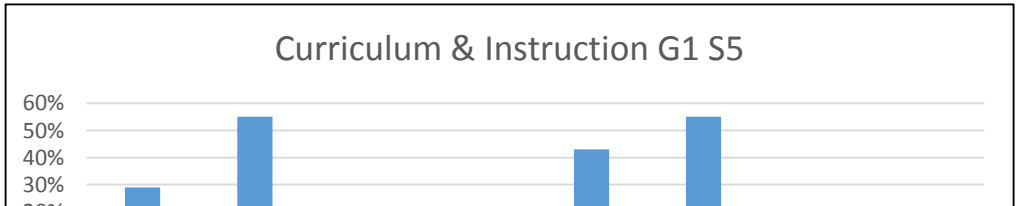
Strategy 4 Investigate the appropriateness of innovative technologies and online resources in the learning environment.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
34%	58%	8%	48%	50%	2%



Strategy 5 Explore learning resources that demonstrate the flexibility and power to reach all learners anywhere and anytime.

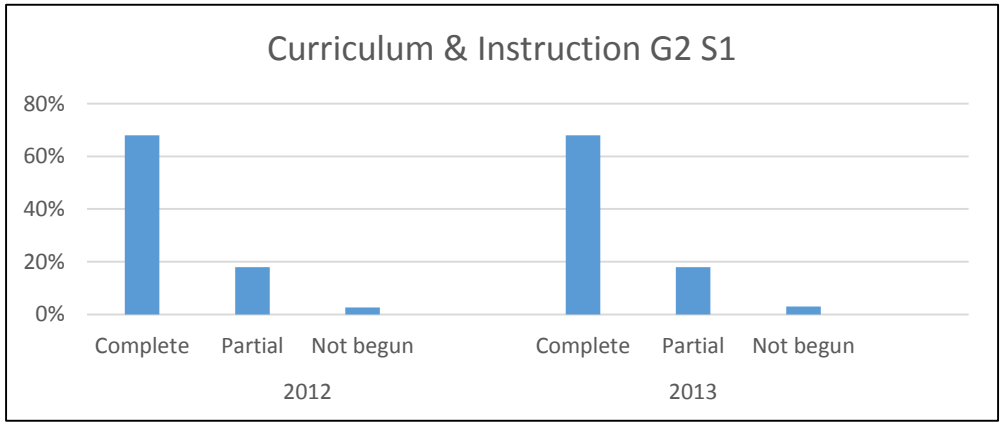
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
29%	55%	16%	43%	55%	3%



Goal 2 Catholic schools assess student learning through a variety of tools and technology to provide the direction for the educational program and needs of all learners.

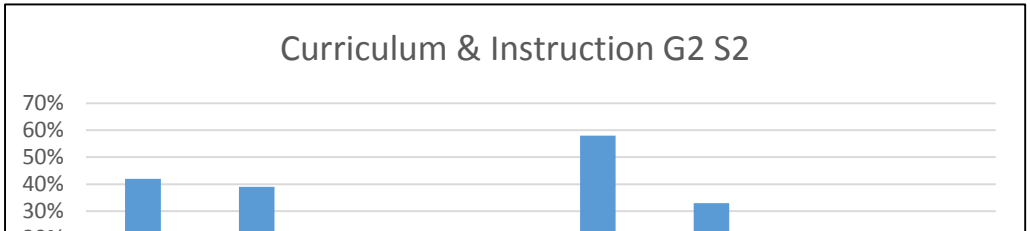
Strategy 1 Use web tools for analysis and longitudinal study of student performance on Iowa Tests.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
68%	18%	3%	68%	18%	3%



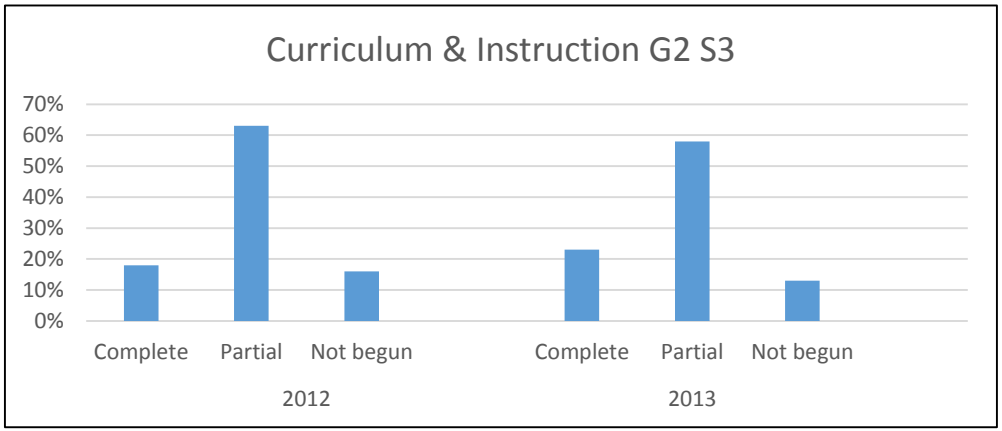
Strategy 2 Provide tools and training to manage the assessment process and analyze data for summative and formative use.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
42%	39%	13%	58%	33%	5%



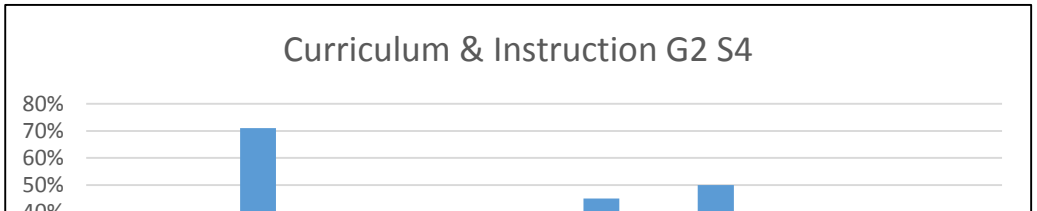
Strategy 3 Explore how technology simulations and collaborative environments can be used to assess complex skills and performance.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun



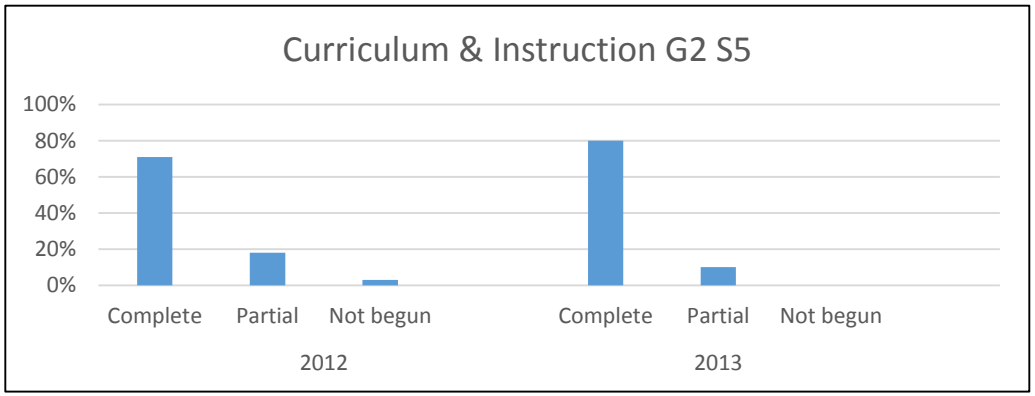
Strategy 4 Create learning activities that address real world problems, stress higher order thinking and are assessed authentically.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
21%	71%	5%	45%	50%	2%



Strategy 5 Assess all students' attainment of technology skills as identified in the Technology Curriculum

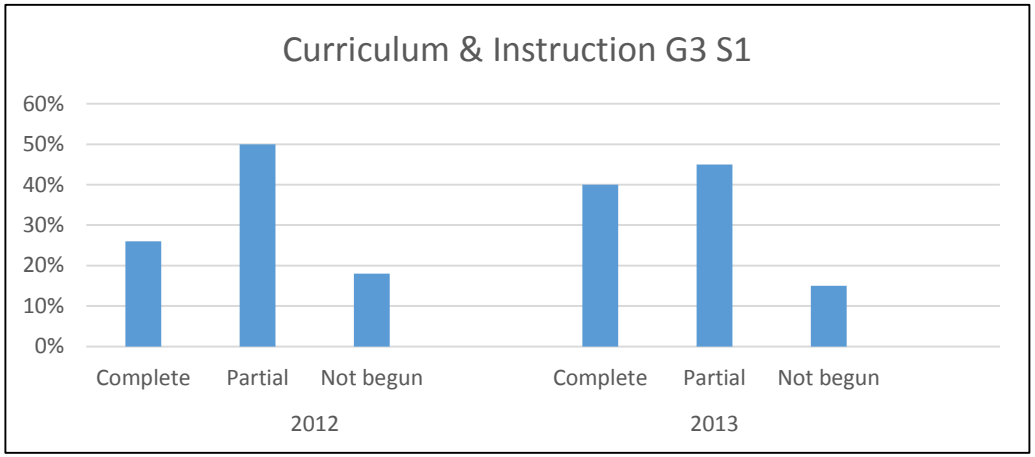
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
71%	18%	3%	80%	10%	



Goal 3 Catholic schools use technology to develop and integrate communication and collaboration skills for a global learning and economic community.

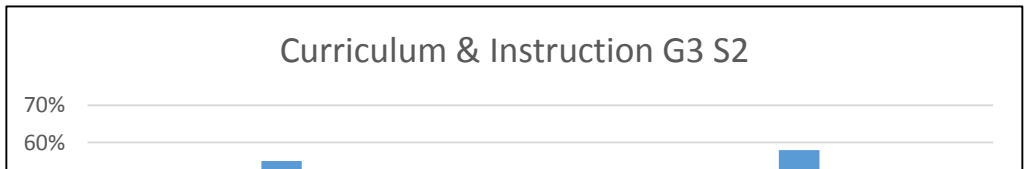
Strategy 1 Create lessons in which students create content, share it, and collaborate with local and global communities.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
26%	50%	18%	40%	45%	15%



Strategy 2 Develop digital citizenship through projects, communication with students in other schools locally and globally.

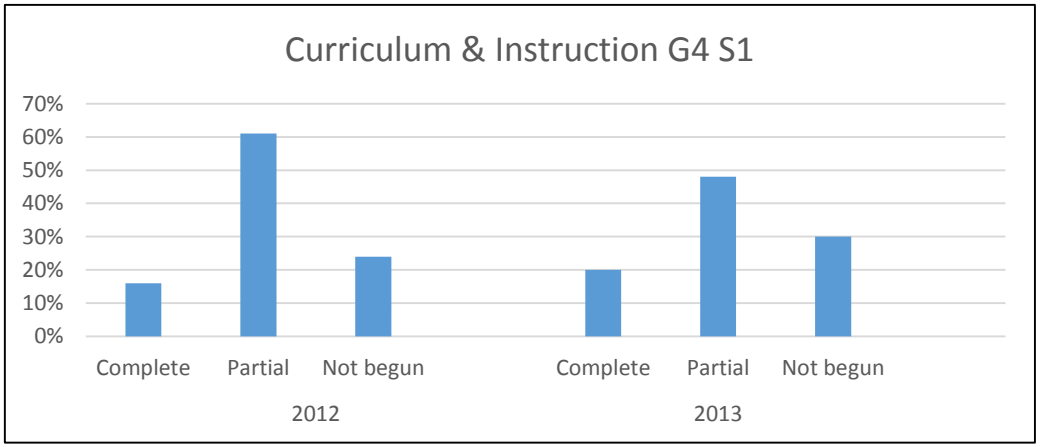
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
18%	55%	18%	25%	58%	18%



Goal 4 Catholic schools integrate critical thinking, problem solving and decision making skills within instructional and assessment programs.

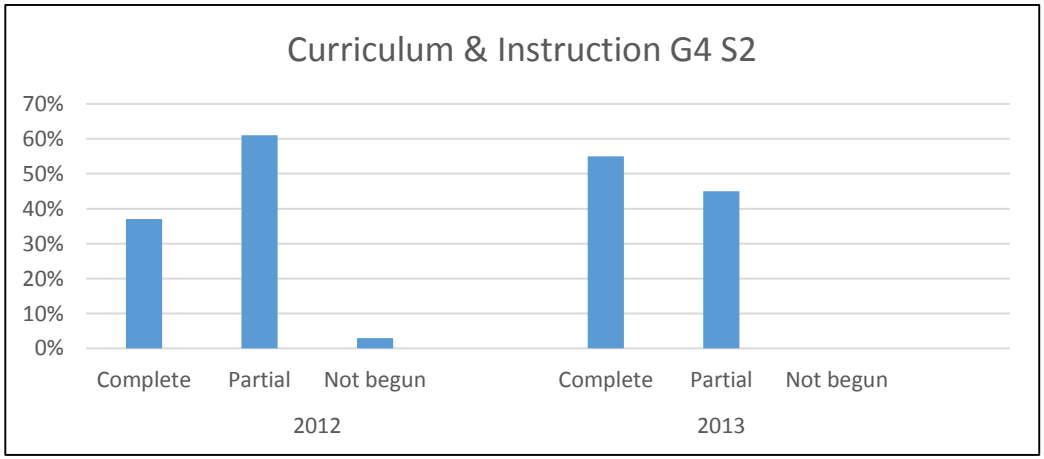
Strategy1 Use electronic portfolios to chart student progress.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
16%	61%	24%	20%	48%	30%



Strategy 2 Implement learning activities that stress cooperative learning, complex thinking, and addressing real-world problems.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
37%	61%	3%	55%	45%	

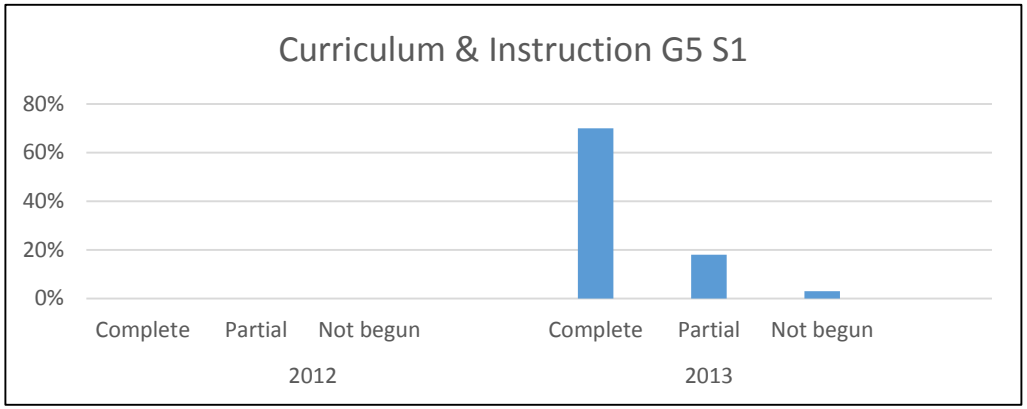


Strategy 3 Incorporate critical thinking software within the curriculum.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
42%	42%	16%	63%	38%	5%

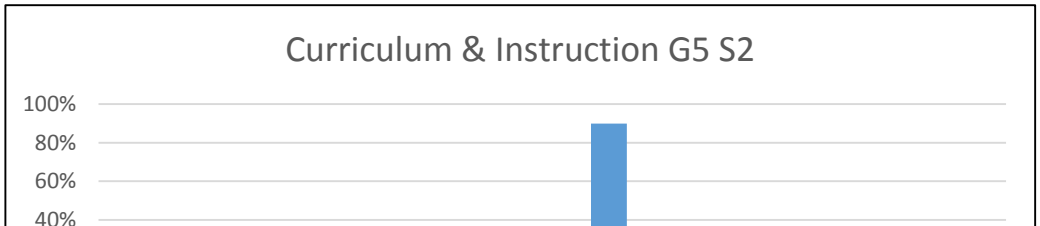
Strategy 1 Provide awareness training and reinforcement of Internet and network use and safety for students and parents.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
0%	0%	0	70%	18%	3%



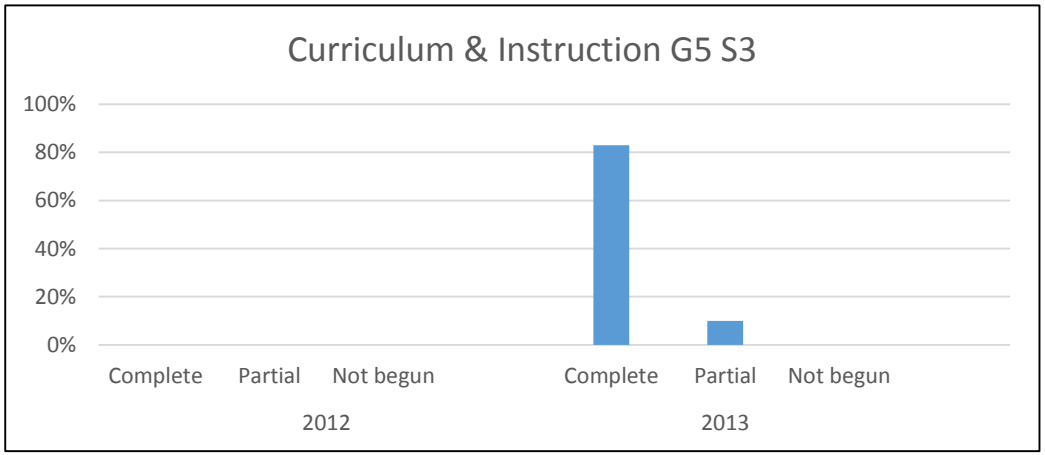
Strategy 2 Discuss school acceptable use policy with all stakeholders at least once a year.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
0%	0%	0	90%	3%	



Strategy 3 Teachers model ethical use of network, Internet, technology resources.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
0%	0%		83%	10%	

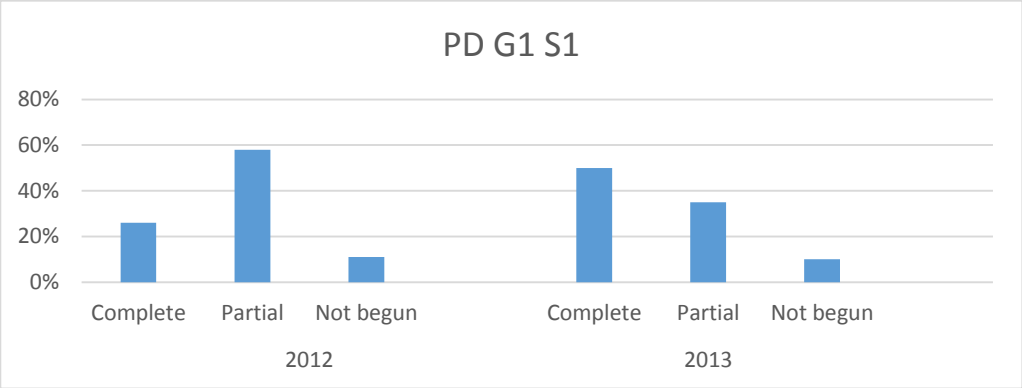


PROFESSIONAL DEVELOPMENT

Goal 1 Catholic schools organize PD around the use of technology to manage information, to communicate, and to provide more technology infused teaching and learning.

Strategy I Continue to adopt NETS standards for administrators, teachers & students.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
26%	58%	11%	50%	35%	10%

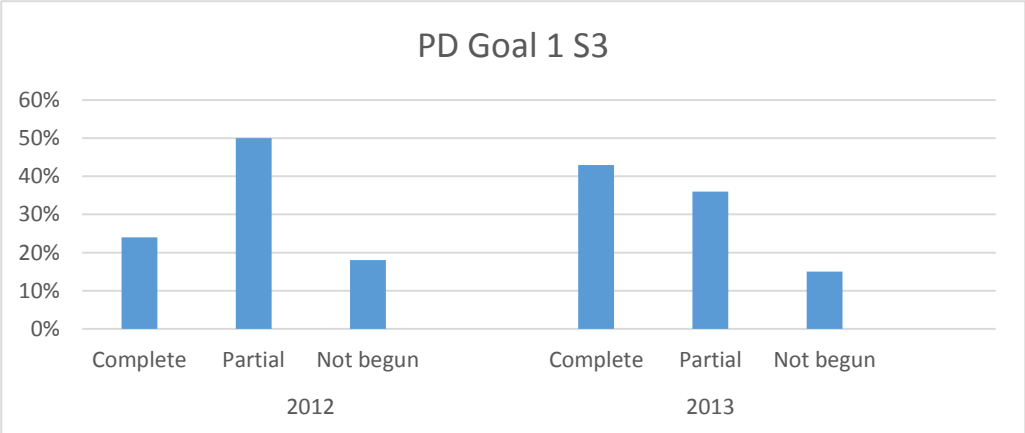


Strategy 2 Use train-the-trainer programs & staff developers to assist schools in training for interactive whiteboards, SIS, assessment programs, etc.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
39%	55%	3%	53%	38%	5%

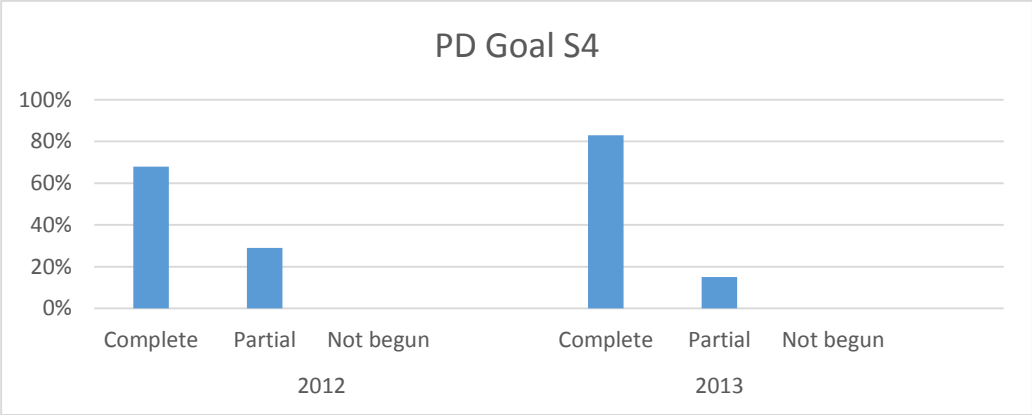
Strategy 3 Identify creative ways to provide time within the school day for PD.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
24%	50%	18%	43%	36%	15%



Strategy 4 Ensure participation in annual technology meeting and regional meetings.

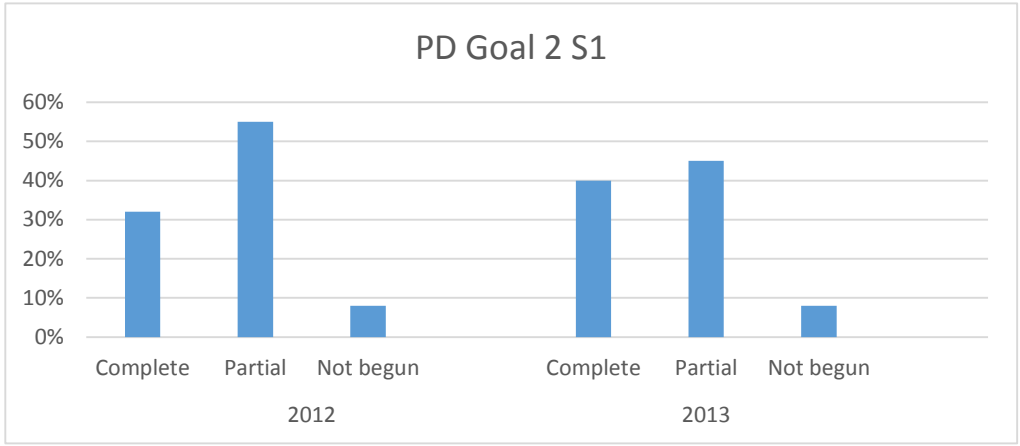
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
68%	29%		83%	15%	



Goal 2 School wide goals and objectives should promote the use of technology to increase faculty and staff ability to evaluate and share models of effective data analysis, lesson planning, and research based instructional practices.

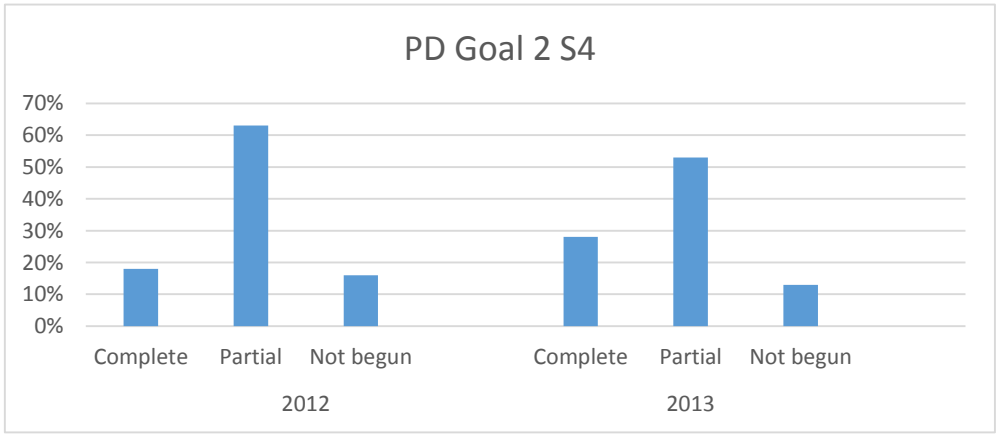
Strategy 1 Use web environment and tools to share best practices, resources.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
32%	55%	8%	40%	45%	8%



Strategy 4 Develop, deliver, and facilitate a systematic approach to assessment & data analysis.

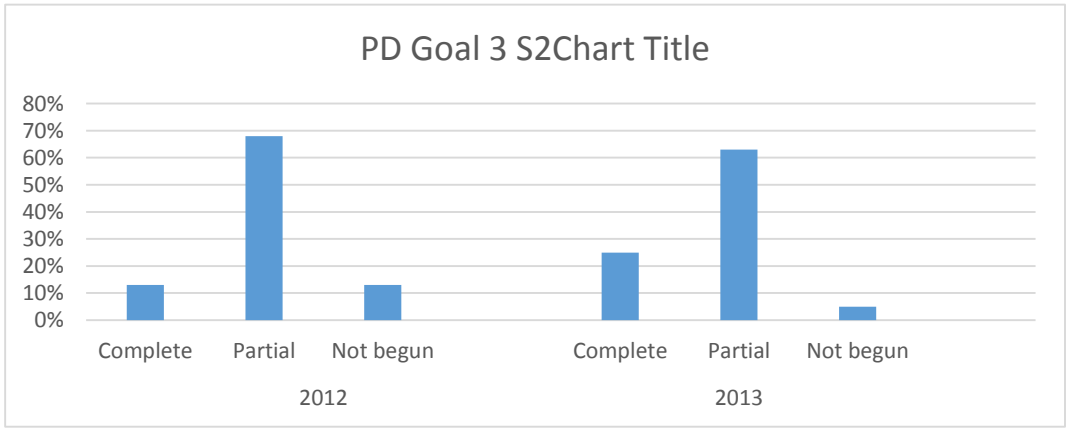
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
18%	63%	16%	28%	53%	13%



Goal 3 CSO develops relationships with existing adult literacy service providers to maximize the use of available technologies, training facilities and project related resources.

Strategy 2 Utilize relationships with local school community to share staff development training & resources.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
13%	68%	13%	25%	63%	5%

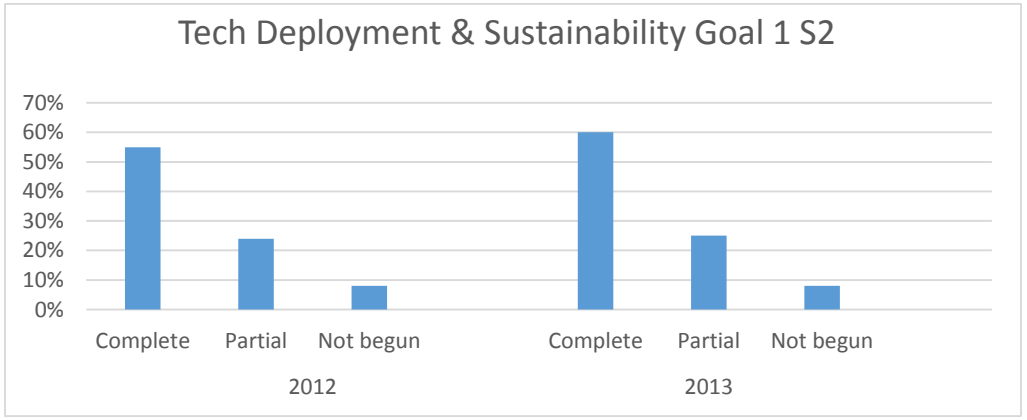


Technology Deployment and Sustainability

Goal 1 Catholic schools have sufficient technology resources for instruction and management.

Strategy 2 Ensure that all schools have an infrastructure that will allow equitable access to web and network resources.

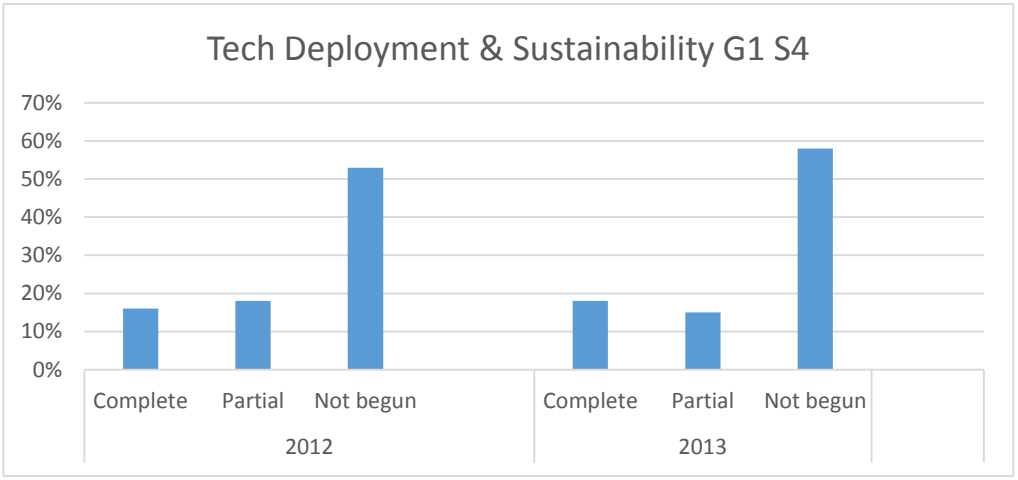
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
55%	24%	8%	60%	25%	8%



Strategy 4 Promote annual review of disaster recovery plan for schools

2012	2013

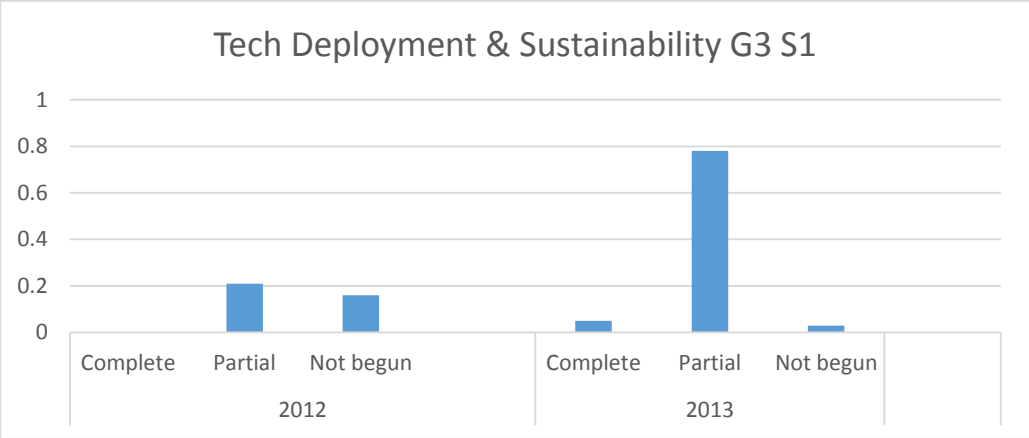
Complete	Partial	Not begun	Complete	Partial	Not begun
16%	18%	53%	18%	15%	58%



Goal 3 Catholic schools leverage financial resources to support interoperability with existing and planned technology delivery systems, upward migration to emerging technology standards and Maintenance requirements.

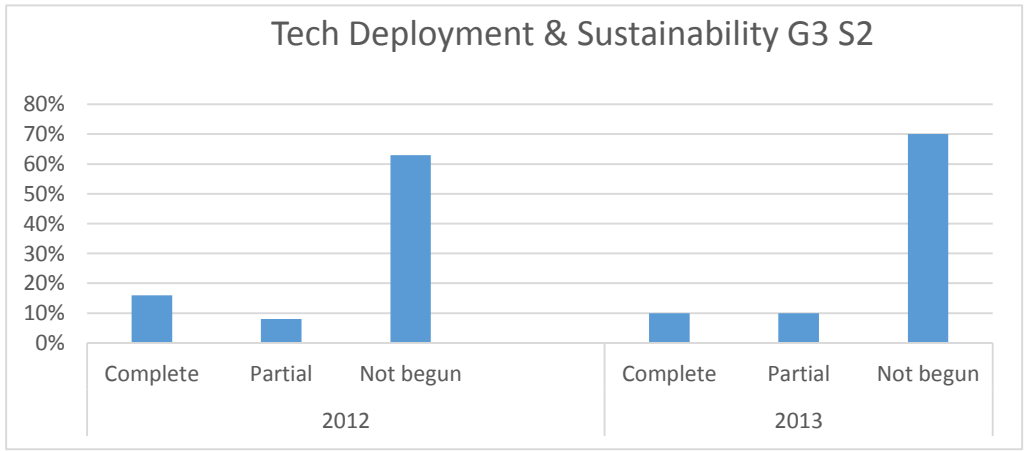
Strategy1 Develop procedures to identify and inform CSO of technology needs, issues & desired improvements.

	2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun	
0	21%	16%	5%	78%	3%	



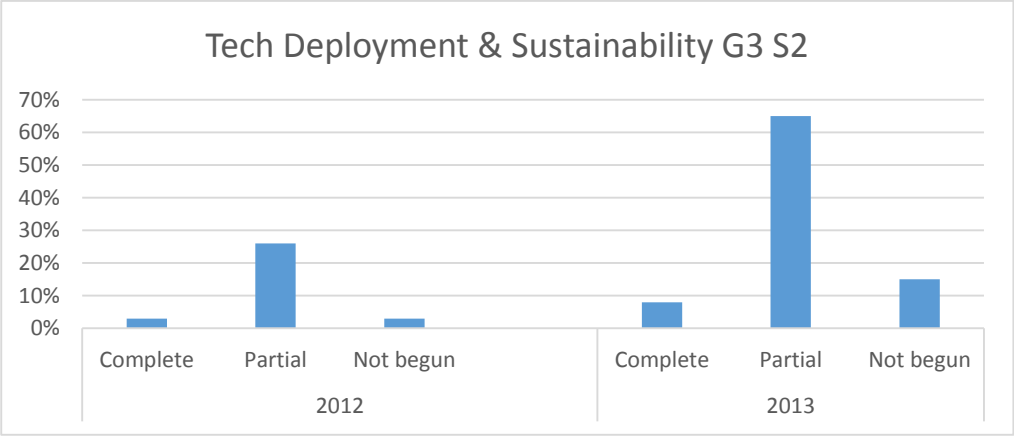
Strategy 2 Increase participation in E-rate program through increased communication and opportunities for training.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
16%	8%	63%	10%	10%	70%



Strategy3 Seek grant opportunities to leverage technology needs, innovative practices, and programs.

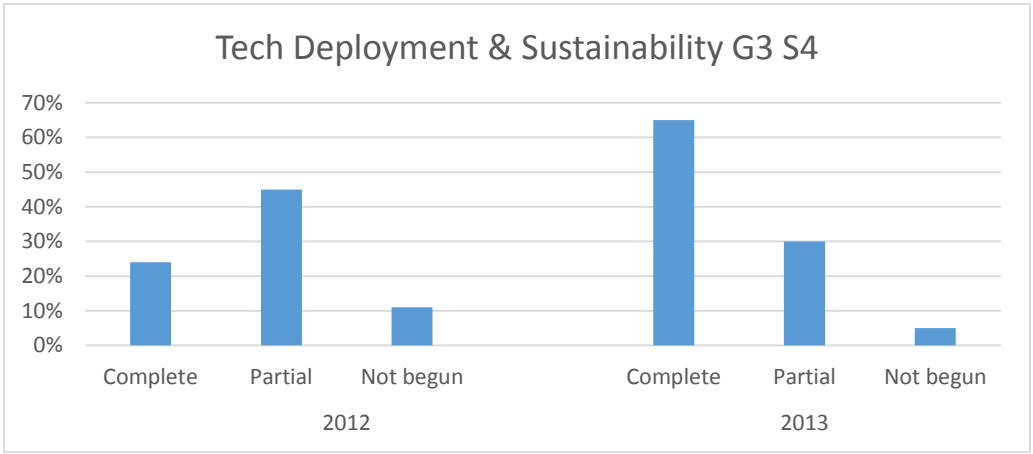
2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
3%	26%	3%	8%	65%	15%



Strategy 4 Seek local title money to leverage PD, innovative practices and programs.

2012	2013

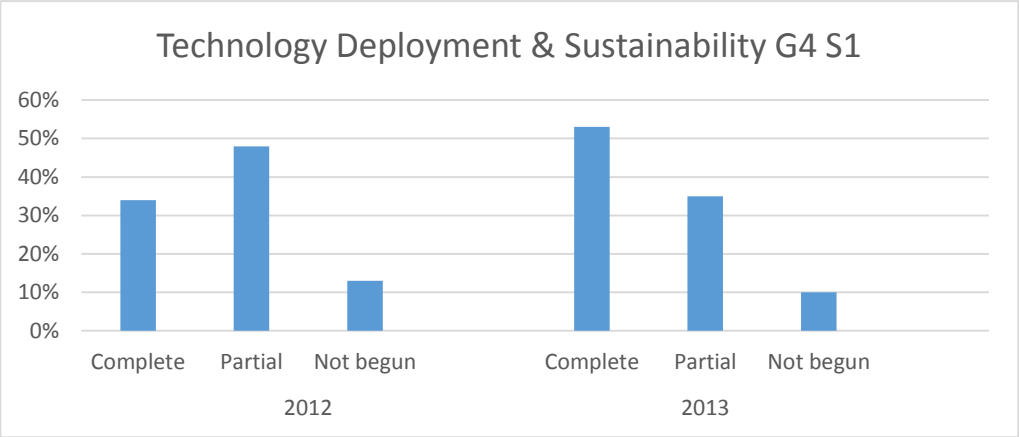
Complete	Partial	Not begun	Complete	Partial	Not begun
24%	45%	11%	65%	30%	5%



Goal 4 Catholic Schools are accountable for the equitable and effective utilization of technological resources by educators and students.

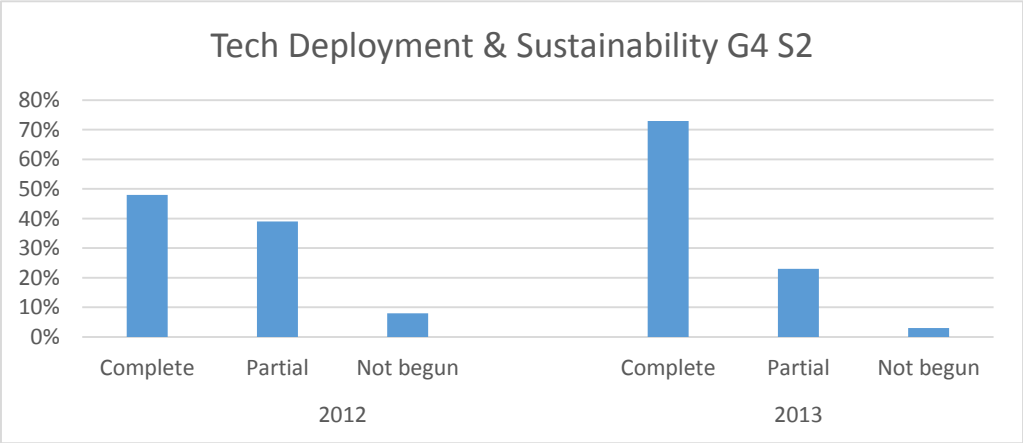
Strategy 1 Provide each teacher with a minimum of 19 hrs annually of technology/curriculum integration training.

	2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun	
34%	48%	13%	53%	35%	10%	



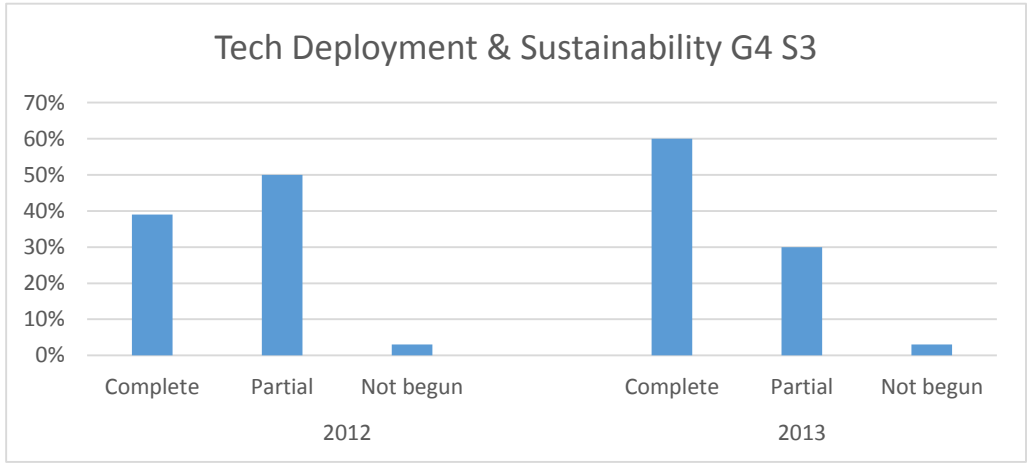
Strategy 2 Professional development plans reflect annual goals to integrate technology.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
48%	39%	8%	73%	23%	3%



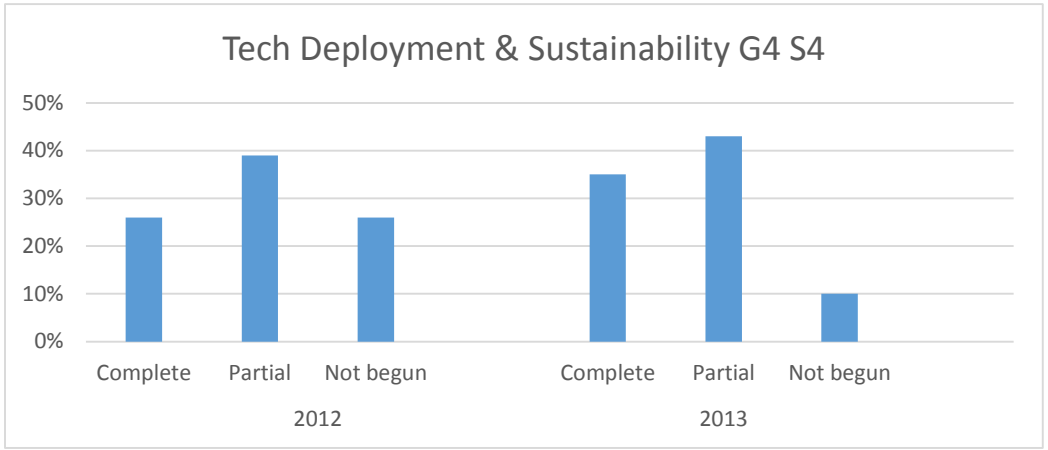
Strategy 3 Provide staff training for personal productivity as required by hardware/software acquisition and upgrades.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
39%	50%	3%	60%	30%	3%



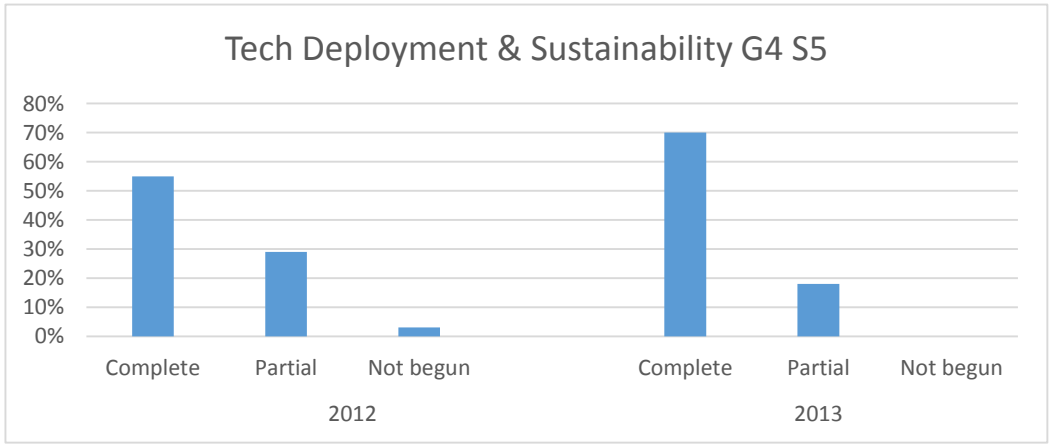
Strategy 4 Assess annually student's progress on NET standards as identified in Tech Curriculum.

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
26%	39%	26%	35%	43%	10%



Strategy 5 Assess 8th grade proficiency with productivity tools/

2012			2013		
Complete	Partial	Not begun	Complete	Partial	Not begun
55%	29%	3%	70%	18%	0%



APPENDIX B – DIOCESAN AUP

Diocese of Joliet Catholic Schools Office

Student Agreement for Internet Access and Related Technology Use

The Catholic Schools Office of the Diocese of Joliet and the Parish School _____(insert school name) support the use of technology in the instructional program through individual computer workstations, notebooks/tablets, lab networks, school-wide networks, school owned handheld devices, the Internet, including Web 2.0 tools(sometimes collectively referred to as "Technology Resources"), as a means to facilitate learning and teaching through communication, access to information, research and collaboration.

All uses of Technology Resources shall be for educational purposes only, and will be consistent with the Diocesan and School's goal of promoting academic excellence as defined in the respective mission and philosophy statements.

The Parents/Guardians of student users of Technology Resources must agree to and accept the Terms and Conditions below before their children will be granted access to the Technology Resources within the School.
Student users must also agree to and acknowledge the Terms and Conditions below. Both the Parent/Guardian and Student user acknowledge that the Code of Conduct herein also applies to privately
owned electronic devices, including, but not limited to cell phones and other handheld devices, laptops or desktop computers and notebooks/tablets ("Privately Owned Devices").

The failure of any user to follow the terms and conditions of this Agreement may result in the loss of privileges, disciplinary action and/or legal action.

TERMS AND CONDITIONS

1. **Acceptable Use**
   The Diocese and Parish School will make reasonable efforts to ensure that technology is used in a responsible, moral and ethical manner consistent with the educational and moral objectives of the Diocese and School.

   Responsibility
   School administrators, teachers and staff work together to help students develop the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals. However, there is an enormous range of material available on the Internet, some of which may not be fitting with the particular values of a students' family. It is not practically possible for the Diocese and School to monitor and enforce a wide array of social and religious values in student use of the Internet. Therefore, the Diocese and School recognize parents as primary educators of their children and the need for them to be involved in instructing their children as to what material is and is not acceptable for access and communication through the School network system.

   The students, teachers and staff have the responsibility to respect and protect the rights of every other user in the School and on the Internet.

The Principal or Pastor has the authority to determine what constitutes inappropriate use and his/her decision is final.

2. **Code of Conduct**

Students are expected to act in a responsible, ethical and moral manner, use the accepted rules of network etiquette and follow federal and state law as well as the terms of this Agreement. Outside of School, it is expected that families bear the same responsibility for such guidance of their child(ren).

The Principal has the right to intercede when the Parish, School, their employees, volunteers, Administration or students are affected by the inappropriate use of Technology Resources or Privately Owned Devices which are governed by the terms of this agreement including, but not limited to the following:

a. All users are to be polite and use appropriate language. Students using blogs are expected to treat blog spaces as classroom spaces. Speech that is inappropriate for class is not appropriate for blogging. While we encourage students to engage in debate and conversation with other bloggers, we also expect that they will conduct themselves in a manner reflective of representatives of this School.

b. No inappropriate, obscene, or pornographic pictures or drawing are to be downloaded, displayed, printed, or communicated through any electronic or handheld device.

c. No School related picture, video, or other digital images of students, School employees, volunteers and/or School related activities are to be uploaded to any site on the Internet, including video sharing sites, such as You Tube, without the expressed permission of the Principal or Principal's designee.

d. No offensive, harassing or threatening remarks or comments related to another student, teacher, administrator, employee or volunteer of the School or Parish are to be placed on the Internet, personal websites, blogging sites, social networking sites, or sent via texting, instant messaging, email or on handheld devices.

e. Cyber bullying is not tolerated. No student shall participate in communication that spreads hate, or discrimination based on race, national or ethnic origin, color, religion, age, sex, sexual orientation, marital status, family status or disability.

f. No students shall transmit any material that is derogatory or defamatory or which is intended to offend, annoy, harass or intimidate or has the effect of offending, annoying, harassing or intimidating another person or persons through Technology Resources or Privately Owned Devices.

g. No student shall upload, download, copy, forward or transmit any copyrighted material or any portion of such copyrighted materials, including, but not limited to music, video, photographs, pictures, pamphlets, books, newspaper or magazine articles without the permission of the teacher.

h. No offensive, derogatory or defamatory letters, essays, papers, email or other written documents are to be uploaded, downloaded, forwarded, copied, transmitted, displayed, printed or communicated.

i. The use of the School network shall not disrupt the work of other users and this includes, but not limited to disrupting the School network's performance, deleting or altering files or destroying data by downloading or spreading viruses and/or worms.

j. The personal address, phone number or social security number of any student, administrator, teacher, volunteer or staff member is not to be used in email or on the Internet.

k. The School network may not be used for the purchase of any type of merchandise, services, copying of copyrighted material or to send material or communication likely objectionable to the recipients.

l. At School, no user shall be involved in or participate in, chat rooms, blogs or discussion groups without the express permission and/or supervision of the teacher/system administrator.

m. No student shall post or send defamatory comments regarding the Diocese, School, administration, faculty, staff, or other students comments or materials that could damage the reputation of the Diocese, School administration, faculty, staff or other students.

n. No student shall install any software, games, files or other electronic media on school equipment or network, without the permission of the teacher/IT administrator or IT staff.

o. No student shall use or disclose someone else's code or password without authorization.

4. **Safety**

Reasonable efforts will be made to protect users of the network from harassment, unwanted and unsolicited communication. Any network users who receive threatening or unwelcome communication shall immediately bring this to the attention of a teacher or Principal.

5. **Internet Filtering**

The school will use technology protection measures in compliance with the **Children's Internet Protection Act**(CIPA) to protect minors and all users against access through such computers to visual depictions that are violent, obscene, constitute child pornography, or are otherwise harmful to minors.

6. **Privacy**

The user does not have any right of privacy or ownership whatsoever in relation to his/her use of the School network and/or email. Consequently, all electronic and telephone communication systems and all communication and information transmitted by, received from, or stored in any manner are the property of the Parish, School or Diocese and are to be used for educational purposes only.

To ensure that the use of the network is consistent with the educational objectives and philosophy of the School, Parish, and Diocese, authorized representatives may monitor the use of the network from time to time, which may include the printing and reading of all information stored, and all emails entering, leaving or stored and all files created and saved in the system. The system administrator (Principal or designee, Pastor) may remove any material stored by the users which violates the terms of this Agreement.

7. **Consequences for Inappropriate Use**

The School network user shall be responsible for damages to equipment, systems, and software resulting from deliberate and willful acts or installation of unapproved software and/or files. The Illegal use of the School network, intentional deletion or damage to files or data belonging to others, copyright violations or theft of services will be reported to the appropriate authority and will be deemed a failure to follow the terms and conditions of this Agreement.

If a user mistakenly accesses inappropriate information, the user shall immediately inform the teacher or adult supervisor.

8. **Web Pages**

The School may choose to publish Web Pages for purposes of providing School or Parish information and teacher or class information. This may include the posting of meetings, agendas, student activities, projects and accomplishments, schedules and other information of interest to students, parents and the community. Classrooms may participate in the development of web pages as on-going educational projects. The posting of any material that may violate copyright law is expressly prohibited.

Disclosure of student information on the School website will be limited to first name and last initial. Photographs or video of students may be posted on the school website; however, no photograph or video of any student will be captioned with the student's name, or identify the student by name in any other manner. No image of a student may be posted in such a way that the image of that student may be matched up with the student's name.

The principal or his/her designee shall monitor school web publications.

9. **Hand-held Devices**

The use of hand-held devices for educational purposes is limited solely to those devices approved by or distributed by the School. All rules of conduct shall apply. The beaming of information that is considered threatening, unwelcome or inappropriate shall be reported to the teacher or adult supervisor immediately.

10. **Personal Electronic or Cellular Devices**

Students may not carry Privately Owned Devices with them during School hours unless special permission is granted by the Principal or his/her designee. Privately Owned Devices otherwise stored in student lockers must be turned off. These items include, but are not limited to: cell phones, pagers, Mp3 players, IPods, cameras/video recorders, laptops, notebooks/tablets and all other handheld devices (which exception to those covered in #9 of this agreement).

11**. Indemnification**

The user's parent/guardian hereby agrees to indemnify the School/Parish/Diocese for any losses, costs, or damages, including attorney fees, incurred by the School, Parish, or Diocese relating to or arising out of the breach of, or the enforcement of this Agreement or the School/Parish/Diocese enforcement thereof.

12 **Financial Obligations**

The student, parent, guardian, agrees to be responsible for any financial obligation incurred through the use of the School network that is contrary to the terms of this Agreement.

13 **Limitation of Liability**

The School/Parish/Diocese makes no guarantee that functions and services provided by the School's computer system and network will be error free or without any defect. the School/Parish/Diocese have no responsibility for the accuracy or quality of information obtained through the use of the School network or for any damages users suffer.

Appendix C

Video Taping Opt Out Agreement

Diocese of Joliet

PERMISSION TO USE

PERSONALLY IDENTIFIABLE STUDENT IMAGES AND WORK

JOLIET DIOCESAN SCHOOL SYSTEM

The Office of Catholic Schools of the Diocese of Joliet and any of its schools may produce or participate in videotape, Internet (i.e. Website), digital or still photograph productions that may involve the use of students' names, likenesses or voices. Such productions may be used for the educational and/or school marketing purposes and may be copied or copyrighted with the school retaining any and all rights to such productions.

Videotaping and photographing of students is permitted without parent permissions as stated in the agreement. Parents/guardians have the right to object to the use of the child's/children's name, picture, or voice in these media and may do so by completing the form below and returning it to the principal of the school to be kept on file there.

I object to _____

(Name of School)

publishing my child's/children's name, personally identifiable image and work via electronic, video, auditory, print, and any other media accessible by the public (including said school, parish and diocese bulletins, newspapers, websites).

Family Name _____

(Please Print)

Name of child/children _____

(Please Print)

Permission Denied _____

(Signature of Parent/Guardian)

Date_____

Appendix D
Personal Device Guidelines

DIOCESE OF JOLIET CATHOLIC SCHOOLS OFFICE

GUIDELINES for PERSONAL ELECTRONIC DEVICES

Families are under no obligation to supply children with kindles, nooks, tablets, smartphones or other technology devices. The school _____ is allowing those students who have technology the option to bring it to school with the permission of the principal/teacher to be used for instructional purposes. Use of personal technology devices at school is a privilege and not a right. The privilege may be removed if it is abused.

Such use shall be determined on a school and classroom basis.

When a student chooses to bring his/her personal electronic device to school the following guidelines shall apply:

1. Any student who wishes to use a personally owned electronic device must have already signed the Acceptable Use Agreement.
2. Use guidelines when connecting to the school's wireless network with a personal device are the same as when connecting to the school's network with a school owned device. Use of personal technology in school must comply at all times with the Acceptable Use Agreement.
3. The student will strictly use the wireless network for internet access. Student use of 3G and 4G wireless connections to internet content is not allowed on school property during school hours unless approved by the principal/designee.
4. The student takes full responsibility for the daily storing, carrying, and transporting of the device to and from home.
5. Students and parents acknowledge that the school, the Catholic Schools Office, the Diocese of Joliet, is not liable for any loss, damage, or theft of a personally owned device regardless of the circumstances.
6. The school, Catholic Schools Office, the Diocese of Joliet is not responsible for any data charges that a student may incur from a service provider as a result of not following the policy of using only the approved network.
7. Each student is responsible for his/her own device; set-up, maintenance, and charging. Devices shall be capable of running off internal battery power while at school. Teachers will not store student devices personal devices at any time, nor will a school employee diagnose, repair or work on a student's personal device.
8. The student complies with all teacher directions regarding the use or prohibition of person devices; if a teacher has not indicated that it is time to use the device, it is powered off and put away.
9. Administrators, teachers and volunteers have the right to prohibit use of devices at certain times during designated activities (school assemblies, performances, guest speaker) that occur during the school day.
10. Students agree to use their device for authorized and appropriate activities only. Questions concerning whether specific activities, applications or uses are "authorized and appropriate" should be directed to the classroom teacher or principal.
11. Devices may not be used to facilitate academic dishonesty such as cheating, sharing answers, copying assignments, etc.

12. The classroom teacher and/or principal/designee reserve the right to deny use of all or some privately owned devices in the classroom or building at any time.
13. The principal/principal designee may examine a student's personal device and search its contents, if there is a reason to believe that the Acceptable Use Agreement has be violated.

Violations of the above may result in the following consequences:

Students are accountable for using their devices appropriately and misuse may result in the removal of the privilege, loss of network privileges as well as other disciplinary action. Students should be given a warning about misuse prior to incurring the consequences listed below:

First Violation:

- Device is turned in to _____
- Student signs form acknowledging the confiscation and misuse of the device.
- Students writes a plan for appropriate future use.
- Student receives a copy, teacher has a copy and a copy is kept on file.
- Device is returned

Second Violation:

- Device is turned in to _____
- Student and parent have meeting with the principal or principal designee.
- Student and parents sign form acknowledging the second misuse and return of the device.
- The consequence for the third offense is noted on the document.
- Student and parent receive copies, teacher has a copy and a copy is kept on file.
- Device is returned.

Third Violation:

- Device is turned in to _____
- Student and parent have a meeting with the principal or principal designee.
- All parties sign a form acknowledging the third abuse and loss of the privilege of the possession and use of a personal device at school for the remainder of the school year.
- If a student brings any device to school after this privilege has been taken away he/she may face additional disciplinary action.

Serious infractions may merit immediate remove of privilege or other disciplinary consequences.

GUIDELINE ACKNOWLEDGEMENT

I have read, understand, and will abide by all the guidelines set forth above regarding the use of personal electronic devices in the school. I understand that violations of these guidelines may result in the loss of school network and/or privileges either temporarily or permanently, as well as any other disciplinary action in accordance with the Acceptable Use Agreement.

Signature of Student	Printed Name of Student	Date

I have reviewed and discussed the document with my child. My child understand the expectations and responsibilities associated with the proper care and handling of personal electronic devices while at school. My child clearly understands that the consequences of not upholding his/her responsibilities may result in disciplinary actions in accordance with the Acceptable Use Agreement.

Signature of Parent/Guardian	Printed Name of parent/Guardian	Date

Appendix E – Technology Survey/Audit Form

Diocese of Joliet – Catholic Schools Office
Technology Survey 2014

School:	
City:	
Total enrollment	

Network	
Does your school have a LAN (local area network)?	☐Yes ☐ No
Does your school have wireless connectivity?	☐Yes ☐ No
List any areas of the building that do <u>not</u> have **wired** network connection.	
List any areas of the building that do <u>not</u> have **wireless** connectivity.	
What wireless speeds does your school have? Check all that apply	☐802.11a ☐802.11b ☐802.11g ☐802.11n ☐802.11ac ☐Other: _____
What are the speeds of your wired network connections? Check all that apply.	☐10 Mbps ☐100 Mbps

	☐1000 Mbps ☐Other: _____
Are your school and parish on the same network?	☐Yes ☐ No
Does your school have network servers on-site?	# of virtual servers: _____ # physical (non-virtual) servers:_____ Total # servers: _____
What operating systems do your servers use? (List all)	
Internet	
How many **classroom** workstations do <u>not</u> have an internet connection?	
How many **non-classroom** workstations do <u>not</u> have an internet connection?	
Which internet connections does your school have? Check all that apply.	☐Fiber optic ☐T1 ☐T3 ☐DSL ☐Cable ☐Other: _____
What is your total upload speed? (eg. 20 Mbps)	
What is your download speed?	
How often do you test your upload/download speeds?	☐Weekly ☐Monthly ☐Quarterly ☐Annually ☐Never
Name of your internet provider(s)	

Average cost per month	$
Do you use a web filter?	☐Yes; Brand/Model or Service: _____ ☐No
Do you use a different filtering policy for students as compared to the adult staff?	☐Yes ☐ No
Does your school have a website?	☐No ☐Yes and we host it internally ☐Yes; our host provider is: _____
Security	
Does your network have a firewall?	☐No ☐Yes; the brand/model or service provider is: _____
What antivirus solution do you use?	
What malware prevention do you use?	
Do you employ any method to lock down student workstations/devices? (e.g. Group policies, DeepFreeze, etc.)	☐No ☐Yes; the method is _____

Email	
Do you use school-wide email?	☐Yes ☐ No
Who has school email accounts? Check all that apply.	☐Administrators ☐Faculty ☐Support staff ☐Students ☐Other: _____
Do you host your email or use a web-based service (e.g. gmail)? If web-based service, please give name of vendor.	☐We host on our email server ☐ Web-based; our provider is _____
Tech Support	
How many school employees are full-time technology support personnel?	
How many school employees are part-time technology support personnel?	# employees: _____ Avg # hrs/week for tech support: _____
Does your school outsource network management/maintenance?	☐No ☐Yes; our vendor is: _____
Does your school outsource major hardware repair?	☐No ☐Yes; our vendor is: _____
Student Information System/Database	
Does your school use a Student Information System (SIS)?	☐No ☐Yes; our vendor is: _____
Is the SIS on your local network or web based?	☐Local ☐Web based
Does your parish use a Parish Information System (PIS)?	☐No ☐Yes; our vendor is:

	_____
Is the PIS on your local network or web based?	☐Local ☐Web based

Other Services & Programs	
Indicate other major software/services used in your school. Please provide vendor name. Be sure to include other services not listed here.	☐Electronic Gradebook: _____ ☐Electronic Library Card Catalog: _____ ☐Automated Notification System: _____ ☐Student/Parent Portal: _____ **Other**:
Do you currently have a 1:1 or BYOD program?	☐1:1 ☐BYOD ☐Neither
If neither, are you currently planning for 1:1 or BYOD? Indicate the phase that best applies to your school.	☐No plans at this time ☐Exploratory phase ☐Planning phase ☐Pilot phase ☐Partial implementation
Budget & Assistance	
Does your school have a specific technology budget?	☐Yes ☐ No
If yes, please provide the current year's budget amount for the following:	Hardware & infrastructure: $_____ Software & services: $_____ Professional Development: $_____
Did your school apply for e-rate discount last year?	☐Yes ☐ No
What percent discount did you qualify for?	_____%
What is the total approximate amount you expect to receive?	$ _____

Do you plan to apply for e-rate again this year?	☐Yes ☐ No
Does your school need financial assistance to fund your technology needs?	☐Yes ☐ No
Does your school need additional technical assistance in any of these categories? Check all that apply.	☐Network planning ☐Server Management ☐Wireless Network ☐Hardware purchases ☐SIS ☐1:1 program ☐BYOD program ☐Interactive whiteboards ☐Other: _____

Peripheral Hardware	
List the total number of each peripheral device in your school	
Device	**Total number**
B & W printer	
Color Printer	
Projector	
Interactive whiteboard	
Digital camera	
Video camera	
Document camera	
VOIP phone	
Other (please list)	

Workstation/Devices					
List the number of each type of workstation/device in your school					
	Total # in classrooms for student use	**Total # in dedicated labs**	**Total # in Media Center/ Library**	**Total # for Admin/ Faculty Use**	**Age of Equipment**
Laptop/Netbooks					☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Tablets					☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Desktop computers					☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Other: **_____**					☐0-2 yrs ☐2-5 yrs ☐5+ yrs

Mobile Carts			
If your school has mobile carts, indicate the info below for each cart.			
	# of devices per cart	**Type of device**	**Age of Equipment**
Cart #1			☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Cart #2			☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Cart #3			☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Cart #4			☐0-2 yrs ☐2-5 yrs ☐5+ yrs
Do you have a cycle for replacing your technology equipment? Please explain. (e.g. 4 year replacement plan for workstations, 5 yr plan for switches & routers, etc.)			

Device Specifications		
The Diocese of Joliet recommends the following specifications for school-owned devices:		
Desktops, Laptops, Netbooks, Thin Clients		
	Minimum Specifications	**Recommended Specifications**
Operating System (any below)		
• Windows	Windows Vista	Windows 7 or newer
• Mac OS	Mac OS 10.5	Mac OS 10.7 or newer
• Linux	Ubuntu 9-10; Fedora 6	Linux: Ubuntu 11.10; Fedora 16 or newer
• Chrome OS	Chrome OS 19	Chrome OS 19 or newer
Memory	1 Gb	2 Gb
Connectivity	Wired or wireless connection	Wired or wireless connection
Input Device	Keyboard, mouse, touchpad, or touchscreen	Keyboard, mouse, touchpad, or touchscreen
Audio	Headphone/earphone/earbuds Microphone	Headphone/earphone/earbuds Microphone
Tablets		
	Minimum Specifications	**Recommended Specifications**
Operating System (any below)		
• Android	Android 4.0 with 512 MB RAM	Android 4.0 or newer, with 1 GB RAM or more
• Apple iOS	iPad 2 with iOS 6, 512 MB RAM	iPad 2 or newer, iOS7 or newer, 512 MB RAM or more
• Windows	Windows 8 RT, with 513 MB RAM	Windows 8 or newer, with 1 GB RAM or more
Memory	Based on operating system (see above)	Based on operating system (see above)
Connectivity	Wired or wireless connection	Wired or wireless connection
Screen Size	7 in screen size	9.5 in screen size or larger
Input Device	Keyboard, mouse, touchpad, Touchscreen	Keyboard, mouse, touchpad, Touchscreen
Audio	Headphone/earphone/earbuds Microphone	Headphone/earphone/earbuds Microphone

Based on the specifications listed above, indicate the number of your school's devices in each category.

	# meeting/exceeding Recommended Specs	**# meeting Minimum Specs, but with less than Recommended Specs**	**# not meeting Minimum Specs**	**Total # devices**	**School does not own this device**

Desktop, Laptop, Netbook, Thin Client					☐
Tablet					☐

Appendix F – Diocese of Joliet Technology Curriculum

Revised 2010

National Educational Technology Standards (NETS) and Performance Indicators for Students

1 **Creativity and Innovation**

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

a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.
d. identify trends and forecast possibilities.

2 **Communication and Collaboration**

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

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using as 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.

3 **Research and Information Fluency**

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

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. process data and report results.

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4 **Critical Thinking, Problem Solving, and Decision Making**

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

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.

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

5 **Digital Citizenship**

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

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

6. **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.

1. Creativity and Innovation

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

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

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

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

d. identify trends and forecast possibilities.

**Performance Indicators: ***indicates that the performance indicator applies to more than one standard category

All students should have opportunities to demonstrate the following performances before the end of

PreK-2	3-5	6-8	9-12
1. Use a variety of media and technology resources for directed and independent learning activities. *(1,3)	1. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.	1. Use content-related tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools, concept mapping software) to support learning and research. *(3,5)	1. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). *(3,4)
2. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners (e.g., use draw, paint or graphics software to create simple signs, posters, banners, charts, visuals, etc.)	2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. *(3,4)	2. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. *(3,6)	1. Investigate and apply systems and simulations in real-world situations. *(3,5,6)

3. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. *(3,4,5,6)	3. Identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, paste)	3. Demonstrate the text editing features of a word processing programs.	3. Use desktop publishing and graphics software to produce page layouts in different formats (e.g. brochure, tri-fold, newsletter)
	4. Produce and edit a word-processed document.	4. Demonstrate the special formatting features (e.g., borders, shading, centering, justification) of a word processing program).	4. Develop a partial or complete website for a variety of audiences.
	5. Incorporate graphics, pictures, and sound into a document.	5 Use advanced text formatting and layout styles to produce a document. .	5. Use graphic presentation, digital learning game software to visually communicate ideas or concepts.
	6. Identify and explain basic spreadsheet terms.	6. Construct a simple spreadsheet.	6. Use digital tools to communicate; employing a variety of multimedia.
	7. Use a prepared spreadsheet template to enter and edit data and to produce and interpret a simple graph or chart.	7. Plot and use different types of charts and graphs.	
	8. Describe the purpose and use of security applications.	8. Identify and define basic database terms.	
	9. Identify and explain basic power point terms.	9. Classify collected data and construct a simple database.	
	10. Produce a simple presentation (1-5 slides).	10. Incorporate a variety of file types to create and illustrate a	

		document or presentation.	
	11. Use digital-imaging technology to modify or create a graphic.	11. Describe the various applications of productivity software programs.	
	12. Use digital planning tools.		

2. Communication and Collaboration

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

a. interact, collaborate and publish with peers, experts or others employing a variety of digital environments and media.
b. communicate information and ideas effectively to multiple audiences using as 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.

**Performance Indicators: ***indicates that the performance indicator applies to more than one standard category

All students should have opportunities to demonstrate the following performances before the end of

PreK-2	**3-5**	**6-8**	**9-12**
1. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital	1. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital	1. Design, develop, publish, and present products (e.g., Web	1. Use technology tools and resources for

cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. *(3,4,5,6)	cameras, document cameras) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside, (3,4)	pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. *(4,5,6)	managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). *(3,4)
2. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners	2. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests (e.g. use the functions of a web browser to navigate and save www sites).	2. Collaborate with peers, experts and others using telecommunications and collaborative tools (e.g. online learning) to investigate multicultural curriculum related problems, issues and information and to develop solutions or products for audiences inside and outside the classroom. *(4,5)	2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. *(4,5,6)
	3. Use telecommunications and online resources (e.g., blogs, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. *(4,5)	3. Demonstrate efficient Internet navigation.	3. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. *(4,5)

	4. Identify and use simple search engines and directories.	4. Demonstrate the ability to refine search results.	4. Exhibit efficient techniques using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. *(4,5,6)
			5. Demonstrate the ability to retrieve and download files from a remote computer.
			6. Participate in an on-line discussion group or listserv appropriate to a content area.
			7. Gather and organize statistical or survey data using email, or on-line news or discussion groups.

3. Research and Information Fluency

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

a. plan strategies to guide inquiry.
b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. evaluate and select information sources and digital tools based o n the appropriateness to specific tasks.
d. process data and report results

**Performance Indicators: ***indicates that the performance indicator applies to more than one standard category

All students should have opportunities to demonstrate the following performances before the end of

PreK-2	3-5	6-8	9-12
1. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. *(3,4,5,6)	1. Use telecommunications and online resources (e.g., blogging, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. *(4,5)	1. Use data collection technology, and simulations (e.g., environmental probes, hand held devices, GPS' graphing calculators,) to gather, view, analyze, and report results *(3,5, 6)	1. Evaluate technology-based options, including distance and distributed education, for lifelong learning.
2. Use digital resources including simulations and or graphical organizers to investigate global responsibility.	2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.	2. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to	2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. *(4,5,6)

	*(5,6)	audiences inside and outside the classroom. *(4,5,6)	
	3. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. *(5,6)	3. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. *(4,5)	3. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. *(4,5)
		4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.	4. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. *(3,5,6)
		5. Use digital tools and resources to gather data, examine patterns, and apply information for decision making.	5. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. *(4,5,6)

4. Critical Thinking, Problem Solving, and Decision Making

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

a. identify and define authentic problems and significant questions for investigation.
b. plan and manage activities to develop a solution or complete a project.
c. collect and analyze data to identify solutions and/or make informed decisions.
d. use multiple processes and diverse perspectives to explore alternative solutions.

Performance Indicators: * indicates that the performance indicator applies to more than one standard category

All students should have opportunities to demonstrate the following performances before the end of

PreK-2	**3-5**	**6-8**	**9-12**
1. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories. *(3,4,5,6)	1. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. *(5,6)	1. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration and learning throughout the curriculum. *3,6)	1. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. *(4,5,6)
	2. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. *(5,6)	2. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to	2. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. *(3,5,6)

		audiences inside and outside the classroom. *(4,5,6)	
	3. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.	3. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. *(1,6)	3. Collaborate with peers, experts, and others on a global issue to compile, synthesize, produce, and disseminate information, models, and other creative works. *(4,5,6)
		4. Research and evaluate the accuracy, relevance, appropriateness, timeliness, comprehensiveness, and bias of electronic information sources concerning real-world problems. *(2,5,6)	4. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.
		5.Use digital tools and resources to gather data, examine patterns, and apply information for decision making.	

5. Digital Citizenship

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

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

**Performance Indicators: ***indicates that the performance indicator applies to more than one standard category.

All students should have opportunities to demonstrate the following performances before the end of

PreK-2	3-5	6-8	9-12
1. Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom.	1. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. *(1,2)	1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.	1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs.
2. Demonstrate positive social and ethical behaviors when using technology.	2. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.	2. Exhibit legal and ethical behaviors when using information and technology; discuss consequences of misuse.	2. Make informed choices among technology systems, resources and services. *(1,2)
3. Practice responsible use of technology systems and software.	3. Discuss security issues and procedures (i.e. passwords, privacy).	3. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. *(2,5,6)	3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.
4. Explain copyright and what it means to the student.	4. Discuss copyright issues and laws.	4. Exhibit ethical behaviors when using copyright materials.	4. Discuss, practice and advocate for legal and ethical behaviors

			regarding the use of technology and information.

6. 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.

Performance Indicators:

All students should have opportunities to demonstrate the following performances before the end of

Pre-K - 2	3-5	6-8	9-12
1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer,) to successfully operate computers and multimedia (i.e. DVDs. VCRs, projectors,	1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.	1. Independently develop and apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.	1. Make informed choices among technology systems, resources, and services. *(1,2)

cameras, and other technologies).			*Applies to more than one standard category
2. Use a variety of media and technology resources for directed and independent learning activities. *(1,3) ***Applies to more than one standard category.**	2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. *(1,2) ***Applies to more than one standard category.**	2. Demonstrate an understanding of concepts underlying hardware, software, and connectivity; also practical applications to learning and problem solving. *(1,6) *** Applies to more than one standard category**	2. Demonstrate touch keyboarding mechanics and touch type accurately.
3. Communicate about technology using developmentally appropriate and accurate terminology.	3. Develop touch keyboarding techniques using both hands.	3. Demonstrate touch keyboarding skills at acceptable speed and accuracy levels (25-35 wpm)	3. Identify common graphic, video, sound and file formats.
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.	4. Save and backup files on a computer hard drive, storage medium, or server.	4. Organize and backup files on a computer hard drive, storage, medium, or server.	4. Use desktop or video conferencing equipment and systems.

5. Identify and define basic computer terminology (e.g.,software, hardware, cursor, startup/shutdown, storage medium, file, memory).	5 Practice injury prevention.	5. Identify and define computer networking terms.	5. Demonstrate how to import and export text, graphic and multimedia files.
6. Identify and explain the functions of the components of a computer system(e.g. monitor, central processing unity, storage devices, keyboard, mouse, printer).		6. Describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box, etc.)	
7. Demonstrate proper care and correct use of media and equipment.		7. Use a graphics program to create or modify detail to an image or picture.	
8. Demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer, speakers).		8. Know and use maintenance procedures for available equipment.	
9. Demonstrate appropriate posture and mouse manipulations.			

Appendix G – Samples of Tech Curriculum Assessments

MULTIPLE CHOICE TECHNOLOGY ASSESSMENT
2013-2014

1. The part of the computer responsible for storing data and files is:
   a. CPU (Central Processing Unit)
   b. monitor
   c. hard drive

2. What is the main function of the CPU?
   a. Store data and files
   b. "brain" of the computer
   c. enables printing

3. What is the first thing you do if your computer will not turn on?

   a. check that the printer is connected
   b. make sure the power cords are plugged in
   c. keep pressing the power button until it turns on

4. Why should surge protectors be used with computer systems?

   a. to ensure that computer users have access to systems
   b. to protect the computer from electrical damage
   c. to stabilize the application software

5. An advertisement that appears on your screen without warning or notice is called a

   a. spam
   b. pop-up
   c. webpage

6. A hacker is defined as someone who

a. uses programming skills to gain illegal access to a computer.
b. demolishes out of date computers for resale.
c. copies another student's work and presents it as their own.

7. What is one way software manufacturers protect themselves from software piracy?

a. filters

b. licenses
c. spyware

8. Some social media websites do not allow children to sign up for accounts under what age?

a. 18
b. 13
c. 10

9. If you make a purchase online with your parent's credit card, who is responsible for paying the charges?

a. the credit card company
b. you and your parents are responsible
c. no one as your parents did not authorize the purchase

10. While researching on the Internet for a science fair paper, a student finds the exact information he needs.
    a. He can copy exactly and paste the information into his research paper.
    b. He can read the information, interpret the information and copy it and use in his paper as his own work.
    c. He uses the information within quotation marks in his paper and then cites the source.

11. Which method is used to cite resource materials in multimedia projects?

a. bibliography of print resources
b. bibliography of online resources only
c. bibliography of all resources

12. When working with passwords, all of the following are recommended EXCEPT
a. Change your password on a regular basis.
b. Use the same password for each of your separate accounts.
c. Use a password that is at least eight to ten characters long.

13 Mary and her friends are creating a power point for their class and add music that they found on the Internet.

a. They may use the music.

b. They may use the music and make as many copies of it as they wish.

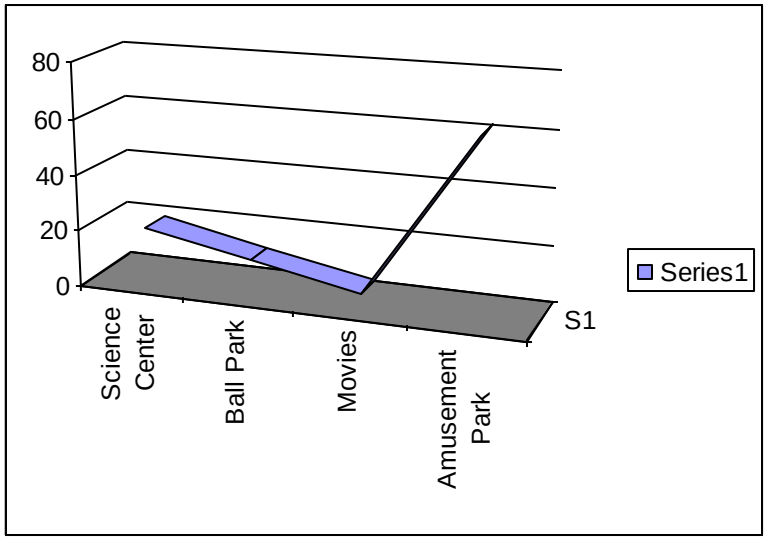
c. They may use only 30 sec. of the music unless they get permission from the company that produced it.

14. Josh has many friends and likes to use Facebook and other web2.0 tools to communicate. He has posted several comments about a fellow student that he feels is not as good a center on the basketball team as he. This type of behavior is

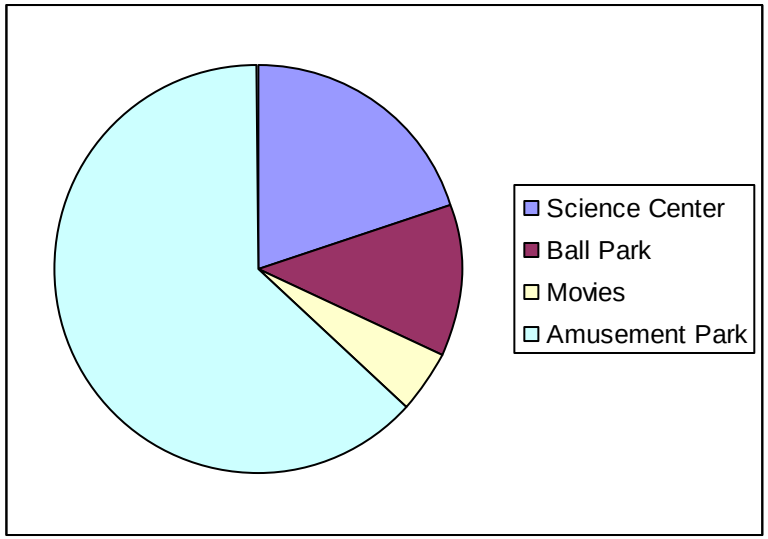
a. acceptable, because he did not make these comments to his face.
b. considered cyberbullying.
c. a good way to release anger.

15. You have taken a class poll in order to find out where students would like to go on a class fieldtrip. After collecting and organizing the information in a spreadsheet, which graph is the best way to visually depict your findings in terms of percentages?

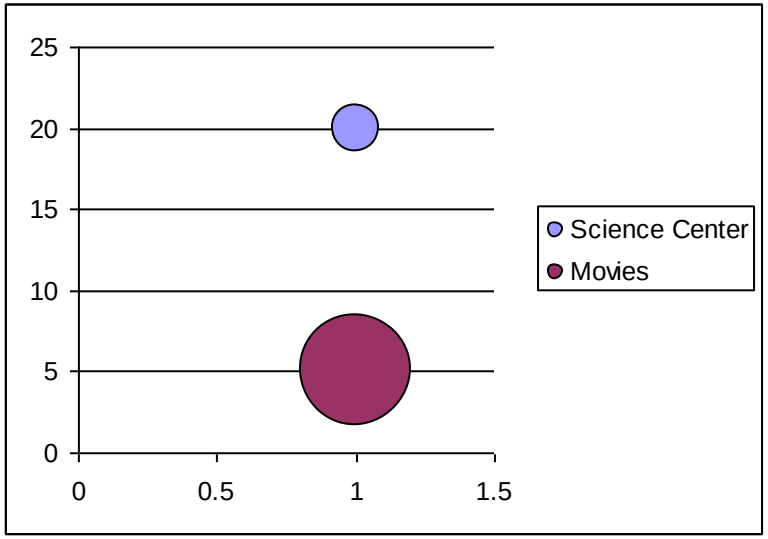
a.


80
60
40
20
0
Science Center
Ball Park
Movies
Amusement Park
S1
Series1

b.


Science Center
Ball Park
Movies
Amusement Park

c.


25
20
15
10
5
0
0
0.5
1
1.5
Science Center
Movies

16. When sorting data on a spreadsheet, you can
    a. sort alphabetically.
    b. sort numerically.
    c. sort alphabetically and numerically.

17. Every formula in Excel begins with a (n)
    a. plus sign (+).
    b. minus sign (-).
    c. equal sign (=).

18. Which software is best suited for creating an image to illustrate the parts of a flower?

    a. drawing program
    b. spreadsheet program
    c. portable document program.

19. To create a Web page, you most likely would use a

    a. spreadsheet and also a database program.
    b. dedicated HTML authoring program.
    c. specific dedicated hardware development program.

20. Your school's Technology Club would like to participate in online discussions about the latest gaming software. What is one method they could use?

    a. Join a discussion group.
    b. Participate in an emoticon.
    c. Subscribe to development software.

21. Which of the following tools would be an efficient way to poll students around the globe on a given topic?

a. email messages
b. online survey tool
c. school newsletter

22. Jeremy is looking online for information to use in his History report. He finds a web site that has a lot of facts but he is concerned about the accuracy of the data. What question should he ask before using the information in his report?

a. Is the site easy to use and understand?
b. Were there pictures or graphics?
c. Where does the information come from?

23. Figure 3 shows trends of DVD sales over four quarters. What can you tell about DVD sales in the three different countries?

a. Asia's sales increased more than Europe's.
b. Quarter 2 had the best sales for the Europe.
c. The U.S. sold more DVDs than the other countries.

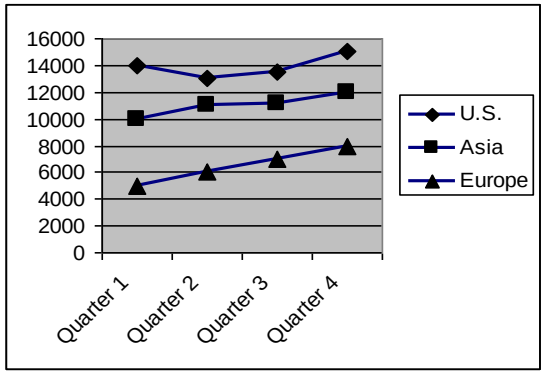


Figure 3—Chart.

24. The most commonly used tools to assist in word processing documents are?

a. headers/footers

b. spell check, grammar check

c. styles, attributes

25. You have been working on a document and want to save it with a different name, what would you do?

a. Select file, save and type in the new name and click save.

b. Select file, open and type in the new name and click save.

c. Select file, save as and type in the new name and click save.

Part II Practical Assessment Jan. 2014

Word Processing

Directions:

1. Use a word processing program to create a document and save the file in a teacher designated space.
2. Create a three to five paragraph informational or persuasive essay on the ethical use of information found on the Internet or on plagiarism.
3. Guidelines:

a. Create a header with your name, class period and date.

b. Add a title, using Times New Roman font with a font size of 16. Center the title and make it bold.

c. The paragraphs should be a font size of 12 Times New Roman.

d.. Set the line spacing to 1.5" in the last paragraph.

e. Insert a Table with 2 columns and 2 rows as show below. For example: one column could be a list of 3 positive bulleted points and the other 3 negative bulleted points on uses of information from the Internet. If writing on plagiarism, it would be a column of three examples of plagiarism and consequences.

Using Information from the Internet

Positive	Negative
At least 3 bulleted points	At least 3 bulleted points

Bold the column headings.

Autofit the table to the contents.

f. Insert a page number in the footer.
g. Center the page number.
h. Insert an image appropriately in the document using text wrapping and proper citation.
i. Do a spell check on your document
j. Print your document if requested by your teacher.
k. Save the file according to your teacher's directions.

Part II Practical Assessment – Excel						
RECYCLED AND NON-RECYCLED ITEMS						
Name, Grade, Date						
For 2014						
Type of Materials	Recycled	Non-Recycled	Total			
Yard Trimmings	600,000	550,000				
Paper Products	750,000	700,000				
Aluminum Cans	450,000	250,000				
Water Bottles	500,000	450,000				
Total						
Directions:						
1. Enter data beginning in cell A3						
2. Resize columns so that all data is visible.						
3. Merge and Center Cells A3 - D3.						
4. Merge and Center A4 - D4.						
5. Update date in Row 4 to include your name, grade and date.						
6. Merge and Center cells A5-D5. Do not change the data.						
7. Center data in Column Headings						
8. Change text color in Column Headings to red.						
9. Put gridlines (full borders) around each cell that contains data.						
10. Enter a formula in Cells D7 and D11 that will calculate the totals for each row,						
using cell names and math symbols only.						
11. Enter a formula in Cells B11 through C11 that will calculate the totals for those columns,						
using cell names and math symbols only.						
12. Create a column graph for Recycled Materials. Do not include cells with totals.						
13. Be sure your graph includes a title and x+y axis labels and data labels on top.						
14. Size the graph to match the size of the data and place the graph under the data.						
15. Remove the legend						
16. Select fit to one page if printing. Print once showing answers in columns and once showing the formulas. (Optional)						
17. Save using name and location determined by your teacher.						

Part II Practical Assessment

Slide Show Presentation

Directions for Slide Show Presentation Assessment

Create a minimum of 5 slides for the presentation.

Use a visually appealing appropriate background for all slides.

Use animation on one slide only.

Use automation/transition set to mouse click only for all slides.

Use Arial font for all text except WordArt title.

Check for proper spelling, punctuation and word usage.

Save in location specified by instructor.

Print in Handout format with 6 slides per page, or as your instructor states.

Refer to the rubric often.

Slide 1: Include title of presentation, student name, grade, and date. Title to be done in WordArt. Rest of slide text to be done in Arial font in an appropriate size.

Slide 2: Bulleted list slide. Phrases only! Use between 3-5 bullet points.

Slide 3: Slide to include picture and caption. Put a caption under the picture and include a citation for the image. (Example "Image from Microsoft ClipArt Gallery" or the web URL).

Slide 4: Include a diagram of some sort (table, flow chart, Venn diagram, Smart Art, etc). Type an explanation of the diagram in the Notes section for the slide.

Slide 5: Reference List. Include proper citations for all sources used for this project. Web addresses should be live hyperlinks when in slide show format

Diocese of Joliet Slide Show Assessment Rubric 2013

Teacher Name: _____

Student Name: _____

Cut Score 45 Score: _____/56

Category	4	3	2	1
Background	Visually appealing/appropriate background is used on all slides.	Appropriate background is used on most slides.	Background color is used, but is not appropriate.	No background color is used.
Font Choice and Size	Arial font is used for all text except Title.	Most of the font is Arial.	Some of the font is in Arial.	Specifications for font and/or size were not followed.
WordArt	WordArt used enhances the slide.	WordArt used minimally enhances slide.	WordArt used but does not enhance the slide	WordArt is not used.
Content – Accuracy	Content is correct and accurate.	Content is mostly correct and accurate.	Content is somewhat correct and accurate.	Content is not correct.
Spelling and Grammar	Proper use of sentences structure, spelling, punctuation, & grammar.	1 spelling or grammar error.	More than 1 spelling and/or grammar error.	Spelling and grammar not checked.
Bullets	Uses 3-5 bullets with text in phrases only	Bullets used but text is a little wordy.	Bullets used but text in sentences	No bulleted list used
Diagram	Use a clear and appropriate diagram.	An appropriate diagram.	A somewhat appropriate diagram.	No diagram is used.
Notes Section	Explanation of diagram is written in notes section of slide.	Most of an explanation is written in notes section.	Partial explanation of diagram is written in notes section.	No explanation is written in notes section.
Animation	Animation used on 1 slide.	Animation used on 2 slides.	Animation used on more than 2 slides.	No animation used.
Automation	Automation used as directed	Automation is not used consistently for entire presentation.	Automation is not used as directed.	No automation is used.
Slides	All 5 required slides created	Only 4 required slides created	Only 3 required slides created	Two or less required slides created.

Saving	File saved in specified location & with specified filename	File saved in correct location, but filename is incorrect.	File saved, incorrect location & filename is incorrect.	File not saved.
Printing	Printing directions are completely followed.	Printing directions are mostly followed.	Some of the printing directions are followed.	Printing directions were not followed.
References	References are complete and links are active.	References are not complete, but links are active.	References are not complete and links are not active.	References not listed.

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