Technology Plan
Covington Independent Public Schools
Covington, Kentucky

http://www.covington.kyschools.us

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Table of Contents

EXECUTIVE SUMMARY

PLANNING PROCESS AND METHODOLOGY

CURRENT TECHNOLOGY AND RESOURCES

CURRICULUM AND INSTRUCTIONAL GOALS

CURRICULUM AND INSTRUCTIONAL GOALS – EVALUATION

STUDENT TECHNOLOGY LITERACY GOALS

STUDENT TECHNOLOGY LITERACY GOALS – EVALUATION

STAFF TRAINING/PROFESSIONAL DEVELOPMENT GOALS

STAFF TRAINING/PROFESSIONAL DEVELOPMENT GOALS – EVALUATION

TECHNOLOGY GOALS

TECHNOLOGY GOALS – EVALUATION

BUDGET SUMMARY

ATTACHMENTS
Executive Summary

Our primary goal is to provide all students and staff with the best possible technology resources to enable them to be life-long learners in a complex and changing society and increase student achievement. We strive to improve communication among educators and between school and home. It is our belief that student learning is improved with the use of computer technologies. Teachers are expected to become effective users of technology to provide an innovative learning environment for all students. Teachers continue to need Technology Integration Instruction. Students should integrate these technologies in a manner that will address their specific needs and learning styles. They should have the opportunity to develop these skills to support their own learning success. It is our mission to deliver instruction through multiple technological resources.

We know that the effective integration of technology in the classroom has a direct and positive impact on student achievement. As we begin our 1:1 instructional device initiative, we will continue to seek all available funds to purchase additional devices.

We believe that technology impacts student learning in a powerful way and it is especially effective for our diverse student population. We believe that we need to remove barriers in order for teachers to use technology effectively to help students achieve high academic goals. We believe that teachers can then create more student-centered classrooms that will benefit students in the following ways:

- Students will be able to direct their own learning and help others.
- Students will be prepared for the 21st Century job market.
- Students will become productive citizens with technology skills needed for life-long learning.
- Students will be able to create, access, share and evaluate information electronically.
Planning Process and Methodology

The DTC meets with each building administrator (Principal or Assistant Principal) on a monthly basis. These meetings often prompt technology plan discussions. These discussions are usually more focused on the individual schools’ needs, but there are many items that are of importance throughout the District. Also, it is common for the building’s Technology Assistant (full-time teachers who are helping others with technology before / after school hours) to join the meetings. They are the ones closest to the teachers and students and are able to share the needs / successes in the classrooms.

Suggestions from these meetings are communicated to the full committee – usually by email. Recommended updates to the District Plan are discussed. The members are notified of the revised plan.

As we move forward there are always goals that are being met, at least on an ongoing basis. We have made significant strides in purchasing updated workstations for staff thru KETS and local funds. This is an ongoing effort.

We are also in the planning stages of a 1:1 endeavor. Our current plan is to start with our 9th Grade students and work from there.

We have been able to continue to fund a stipend for the Building Technology Assistants.

We are maintaining our support and installation of new interactive classroom equipment.

BYOD is enabled for all staff.

As Operating Systems and applications become obsolete, we continue to secure funding for (MS) EES / Campus Agreement program.

We have an online Technology Helpdesk in an effort to provide more support for the students, teachers and staff.
Presently the Covington Independent Public School District's infrastructure could be described as 'state of the art', in that wireless access to the Internet is available district wide. All school’s wiring closets continue to be upgraded to the latest switch technology. The vast majority of the wired wide area network is running at gigabit speeds over district wide fiber optic cabling. In order to take advantage of this situation and to remedy a growing problem of legacy telecommunication equipment, we replaced all telephone infrastructure with a voice over IP capable solution (VoIP). Although we are still using traditional analog/digital phones in most locations, we are expanding true VOIP solution into parts of the district.

The single biggest problem facing the district had been our out of date workstation inventory and the bulk of our efforts have been in the area of replacement. This includes the purchase of emerging technologies to meet the learning needs of students – including more mobile devices. An increasing number of staff computers have been replaced and we continue to purchase as funds are made available. We are striving to eliminate use of legacy machines, by replacing teacher and student workstations with new multimedia workstations that are capable of meeting the demands of On-Line Testing and the instructional software currently available in support of instruction. Newer technologies will be used to improve the productivity of all users. We plan to upgrade all capable workstations to Windows 10 and Office 2016 soon.

Most technology maintenance is currently a function handled by personnel from the central office or under vendor warranty contacts.

All classrooms are equipped with interactive technology devices.

BYOD is enabled for all staff. BYOD for students is granted as needed as requested by building Principals.

The technology staff strives to stay up-to-date with new technologies that are deployed throughout the district.

Part time Tech Assistants are in place at elementary schools, pre-school and adult education locations to troubleshoot basic needs of teachers.

Technology is available to all students. Every school has at least one computer lab (stationary) for student use. IPads, tablets and other mobile devices are being purchased by schools for student use.

In order to be compliant with the Children’s Internet Protection Act, all Internet traffic is filtered through a district proxy device (LightSpeed) and “Everfi” and / or “Common Sense” Internet Use and Safety Curriculum is being presented at all grade levels.
All teachers, staff and parents have secure access to the State Student Information System (Infinite Campus).

Use of mobile devices (Ipads, ipods, tablets, chromebooks, etc) has been increasing throughout the district.
Curriculum and Instructional Integration Goals

Goal 1
Technology and software applications will be utilized to assist formative evaluation of student abilities.

Action Plan: Projects/Activities

<table>
<thead>
<tr>
<th>Project/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Measured Assessment of Progress (MAP) test is given to students two times a year. (Fall, Spring)</td>
<td>1) MAP assists teachers / administrators to identify what skills students have so that teachers can address any needs. 2) MAP is also integrated with Compass Odyssey software</td>
<td>MAP testing results available to administrators and teachers after each testing window.</td>
<td>July 2016-June 2017</td>
<td>Curriculum Director, DAC, School Administrators</td>
<td>Local, Title I</td>
</tr>
<tr>
<td>Other software including Accelerated Reader, Accelerated Math, APEX will be used to track student progress.</td>
<td>These software packages can assist in providing assessment of skills not evaluated by MAP.</td>
<td>Teacher lesson plans. Software logs.</td>
<td>July 2016-June 2017</td>
<td>School Administrators</td>
<td>Local, Title I</td>
</tr>
</tbody>
</table>
Goal 2
Technology will be utilized for the delivery of specialized courses, including distance learning opportunities.

Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compass Odyssey software is available during the regular school day.</td>
<td>Software will allow teachers to provide a Response To Intervention (RTI) model to assist students with skills they need.</td>
<td>Lesson Plans, software logs.</td>
<td>July 2016-June 2017</td>
<td>School Administrators</td>
<td>Local, Title I</td>
</tr>
<tr>
<td>Explore various Learning Management Systems to integrate with 1:1 Initiative.</td>
<td>Students and Teachers will start to experience online collaborative learning.</td>
<td>Teachers district wide will be encouraged to use a Learning Management System for collaboration.</td>
<td>July 2016-June 2017</td>
<td>School Administrators</td>
<td>Local, Title I</td>
</tr>
<tr>
<td>Students attending Holmes High School and TLC (Tranformational Learning Center) and the A2E (Alternative to Expulsion) program will use the APEX program.</td>
<td>Students can use this program to gain High School Credits.</td>
<td>Number of students who participate and complete the program to achieve graduation credits.</td>
<td>July 2016-June 2017</td>
<td>TLC Director A2E Coordinators /Staff</td>
<td>Local, Title I</td>
</tr>
</tbody>
</table>
Curriculum and Instructional Integration Goals – Evaluation

Evaluation Process: The indicators above describe what data will be used for evaluation.

MAP: DAC and District Curriculum Director works with building principals to create a timeline for MAP testing and assist School Administrators analyze reports from NWEA.

Compass Odyssey: DAC / Curriculum Director share Compass Odyssey usage report with building administrators so they can work with teachers individually.

APEX: TLC and A2E coordinators run reports of usage and make changes as necessary.
Student Technology Literacy Goals

Link to the Program of Studies and the Kentucky Core Academic Standards: http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/program+of+studies/default.htm

Goal 1
Students will acquire Technology and literacy skills as specified and KY Board of Education Program of studies Primary-12

Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will embed technology instruction in classroom</td>
<td>Students will realize that technology is a necessary skill for 21st Century learning.</td>
<td>Lesson plans; observations by administrators</td>
<td>July 2016-June 2017</td>
<td>School Administrators</td>
<td>NA</td>
</tr>
<tr>
<td>Schools will continue to support STLP Programs for students.</td>
<td>STLP allows students to use technology to learn new skills.</td>
<td>STLP Activities documented at the schools</td>
<td>July 2016-June 2017</td>
<td>School Administrators, STLP Coaches</td>
<td>Local, KETS</td>
</tr>
</tbody>
</table>

Goal 2:
Students will become technology Literate by the end of 8th grade.

Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement various resources to promote technology integration addressing Tech Standards</td>
<td>Programs will reinforce the student technology skills providing for positive integration.</td>
<td>Lesson Plans; observations by administrators</td>
<td>July 2016-June 2017</td>
<td>School Administrators</td>
<td>Local, KETS, Title I</td>
</tr>
</tbody>
</table>
All students are instructed on Internet Usage and Safety. (Everfi / CommonSense) Programs will reinforce technology skills and safety. Activities to be documented at each school. July 2016-June 2017 Elementary, Middle & High School Administrators NA

**Goal 3**

**Implement a 1:1 Instruction Device initiative at Holmes High School**

**Action Plan: Strategies/Activities**

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement a 1:1 Instruction Device initiative at Holmes High School</td>
<td>Increased student access to content, collaboration among teachers and peers, e-text access, better formative assessment data, 21st century digital learning</td>
<td>Technology Readiness Survey, Bright Bytes Data, observations by administrators</td>
<td>July 2016-ongoing as funding allows</td>
<td>Technology Staff, District Administrative Staff, Holmes High School Administrators</td>
<td>General Fund, Title I, KETS, possible Grants</td>
</tr>
</tbody>
</table>

**Student Technology Literacy Goals – Evaluation**
**Embedded Instruction**: School Administrators evaluate the use of Technology in the classrooms during formal and informal observations and via the E-Walk Tool.

**STLP Program**: School Administrators will continue to encourage and support STLP programs in their schools.

**Digital Citizenship / Internet Safety / Literacy**: The district will need to determine WHAT constitutes appropriate competency.

**1:1 Initiative**: District will need to develop a long-term plan to sustain the initiative - Financially as well as device support over several years.
### Staff Training/Professional Development Goals

**Goal 1**
Provide staff training to build teacher technology skills.

#### Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
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<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training will be provided regularly based on district, school and individual needs. Include LYNC and other collaboration tools.</td>
<td>Trainings will promote integrated use of technology by teachers in the classroom</td>
<td>Lesson plans; observations; PDExpress records</td>
<td>July 2016-June 2017</td>
<td>School Administartors; Instructional Coaches, Tech Staff, Tech Assistants</td>
<td>Local; KETS, Title I</td>
</tr>
<tr>
<td>Maintain trainings for Digital Citizenship for faculty and staff</td>
<td>Increase the appropriate use of technology devices</td>
<td>Observations; PDExpress records</td>
<td>July 2016-June 2017</td>
<td>Instructional Coaches, Tech Staff, Tech Assistants</td>
<td>Local; Title I</td>
</tr>
</tbody>
</table>

**Goal 2**
Assist staff with new and emerging Technologies.

#### Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
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<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide trainings for teachers using tech-based projects (various hardware / software) including online opportunities. (Edmodo / Onedrive / LYNC/ 21st Century EQ)</td>
<td>Enhancement of teachers’ technology skills, increased awareness of new technologies and related technology activities across the curriculum</td>
<td>observations; PDExpress records</td>
<td>July 2016-June 2017</td>
<td>Instructional Coaches, Tech Staff, Tech Assistants</td>
<td>Local Title I</td>
</tr>
<tr>
<td>Develop an online Self-Help (FAQ) site as part of the District Help Desk for teachers to share information with colleagues.</td>
<td>Increased technology integration awareness and more efficient use of technology observations; PD Express records. Help Desk Access</td>
<td>On Going</td>
<td>Tech Staff, Tech Assistants, Teachers</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Staff Training/Professional Development Goals – Evaluation**

The term “Technology Literate” has many meanings. Over the years, we’ve relied on building administrators and teacher checklists to determine who is (is not) Literate. This is very subjective and sometimes, inaccurate. The attached Teacher Standards (6 – Technology) is a good starting point for administrator evaluations, but we all must continue to strive to keep the teachers engaged and embracing new technologies.
## Technology (Hardware) Goals

### Goal 1
Maintain and upgrade the District Network to provide adequate access for students and staff

#### Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to update switches / wireless network. LightSpeed installed in the District.</td>
<td>Ensure access to instructional and electronic materials for students and staff</td>
<td>Guest devices able to connect via Network Access Controllers (NAC)</td>
<td>July 2016-June 2017</td>
<td>DTC, Tech Staff</td>
<td>Erate KETS Local</td>
</tr>
<tr>
<td>Maintain current/future maintenance contracts with Vendors</td>
<td>Ensure that network is available and reliable for students / staff</td>
<td>Network up and reliable</td>
<td>July 2016-June 2017</td>
<td>DTC, Tech Staff</td>
<td>Local KETS Erate</td>
</tr>
</tbody>
</table>

### Goal 2
Upgrade aging workstations and introduce new devices for faculty, staff and students.

#### Action Plan: Strategies/Activities

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue plan to replace out of warranty workstations in the</td>
<td>Will provide adequate workstations for students (Online)</td>
<td>Reduced percentage of out-of-date workstations −</td>
<td>Ongoing</td>
<td>DTC, Building Administrators</td>
<td>KETS Local Title I</td>
</tr>
</tbody>
</table>
inventory over time (district. assessments, etc) and teachers can plan more effective lessons.

Continue to advise and recommend new technologies to staff as they become available. Will provide a variety of devices for specific uses for students / staff. Increased number of mobile devices, i-devices, tablets, etc on the network. Ongoing. DTC, Tech Staff, Building Administrators. KETS Local Title I.

Maintain funds for MS EES / Campus Agreement. Will provide adequate workstation OS/ Productivity Software for students (Online assessments, etc) and teachers can plan more effective lessons. Reduced percentage of out-of-date workstations – Inventory over time. Ongoing. DTC, Tech Staff, Tech Assistants. KETS Local Title I.

**Goal 3**

Maintain and monitor current phone system and streamline the purchase of cellular phones throughout the district.

**Action Plan: Strategies/Activities**

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Streamline purchases and management of cellular equipment used by employees</td>
<td>Reliable communication between administrators and safety for students</td>
<td>Reduced number of devices (overall). Single vendor to provide all necessary devices /</td>
<td>Ongoing</td>
<td>Purchasing &amp; Finance Dept (Vendor Contracts)</td>
<td>Local, E-Rate</td>
</tr>
</tbody>
</table>
The district will coordinate and monitor land line phone service provided and managed by Cincinnati Bell. As E-Rate Reimbursements decline, district will investigate other trending phone technologies – possibly cloud-based opportunities.

| district wide / staff. | services. | | | |
|------------------------|-----------|------------------|------------------|------------------|-----------------|-----------------|
| Ensure efficient telecommunications are in place. | Phone service up and reliable. Service by Cincinnati Bell in timely manner | Ongoing | DTC, Vendor | Local Erate | |

**Goal 4**
Provide support and Continue to purchase Interactive Classroom Equipment in the district

**Action Plan: Strategies/Activities**

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Instructional Outcome</th>
<th>Indicator</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist classroom teachers with “best practices” concept for care and use of Interactive Classroom Equipment</td>
<td>Fewer “Emergency” calls to District tech support staff. Teachers able to solve basic issues without district help.</td>
<td>Fewer “emergency” calles to District Tech support staff.</td>
<td>Ongoing</td>
<td>Tech Staff, Tech Assistants, Teachers</td>
<td>NA</td>
</tr>
<tr>
<td>Continue to help</td>
<td>Provide classrooms</td>
<td>Nearly 100% of all</td>
<td>Ongoing</td>
<td>Building</td>
<td>KETS</td>
</tr>
<tr>
<td>maintain Interactive Technology Equipment.</td>
<td>with more effective learning options</td>
<td>instructional areas have Interactive Equipment</td>
<td>Administrators, Tech Staff, Tech Assistants</td>
<td>Local Title I</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
Technology Goals – Evaluation

Items in the Indicator columns will be used to evaluate these goals.
From the state contracts (KETS), Covington Independent Public Schools has chosen Dell as the primary computer vendor, Extreme for network infrastructure equipment and Hewlett-Packard for printers.

<table>
<thead>
<tr>
<th>Acquired Technologies and Professional Development</th>
<th>Ed Tech Competitive Title IID</th>
<th>Ed Tech Formula Title IID</th>
<th>ARRA Competitive Title IID</th>
<th>ARRA Formula Title IID</th>
<th>NCLB/other than Title IID</th>
<th>KETS</th>
<th>ERATE</th>
<th>Non Discounted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware/Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$160000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reimbursements – telephone, data lines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$269000</td>
<td>$14000</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$160000</td>
<td>$269000</td>
<td>$140000</td>
</tr>
</tbody>
</table>
Nine Themes of Digital Citizenship

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use.

1. Digital Etiquette: electronic standards of conduct or procedure.
   Technology users often see this area as one of the most pressing problems when dealing with Digital Citizenship. We recognize inappropriate behavior when we see it, but before people use technology they do not learn digital etiquette (i.e., appropriate conduct). Many people feel uncomfortable talking to others about their digital etiquette. Often rules and regulations are created or the technology is simply banned to stop inappropriate use. It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.

   One of the significant changes within the digital revolution is a person’s ability to communicate with other people. In the 19th century, forms of communication were limited. In the 21st century, communication options have exploded to offer a wide variety of choices (e.g., e-mail, cellular phones, instant messaging). The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else. Anyone is afforded the opportunity to access information anywhere and anytime. Unfortunately, many users have not been taught how to make appropriate decisions when faced so many different digital communication options.

3. Digital Literacy: process of teaching and learning about technology and the use of technology.
   While schools have made great progress in the area of technology infusion, much remains to be done. A renewed focus must be made on what technologies must be taught as well as how it should be used. New technologies are finding their way into the work place that is not being used in schools (e.g., videoconferencing, online Course Management Systems). In addition, workers in many different occupations need information when they need it (just-in-time information). This process requires sophisticated searching and processing skills (i.e., information literacy). Learners must be taught how to learn in a digital society. In other words, learners must be taught to learn anything, anytime, anywhere. Business, military, and medicine are excellent examples of how technology is being used differently in the 21st century. As new technologies emerge, need to learn how to use that technology quickly and appropriately. Digital Citizenship involves educating a new breed of person—information workers with a high degree of information literacy skills.

   Technology need to be aware and support electronic access for everyone to create a foundation for Digital Citizenship. Digital exclusion of any kind does not enhance the growth of human beings in an electronic society. One gender should not have preferential treatment over another. Electronic access should not be determined by race, physical or mental challenges that prevent access to technology have to be overcome. Those in cities or towns with limited connectivity need to be addressed as well. To become productive citizens, we need to be committed to equal digital access.

   Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal exchanges are occurring. The mainstream availability of Internet purchases of toys, clothing, cars, food, etc. has become commonplace. At the same
time, an equal amount of illegal/immoral goods and services are surfacing such as pornography and gambling. Users need to learn about how to be effective consumers in a new digital economy.

Digital law deals with the ethics of technology. Unethical use manifests itself in form of theft and/or crime. Ethical use manifests itself in the form of abiding by the laws of society. Users need to understand that stealing or cause damage to other people’s work, identity, or property online is a crime. There are certain rules of society that fall under illegal acts. These laws apply to anyone who works or plays online. Hacking into others information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone’s identify or property is unethical.

Just as in the American Constitution where there is a Bill of Rights, there is a basic set of rights extended to every digital citizen. Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. Users must help define how the technology is to be used in an appropriate manner. In a digital society these two areas must work together for everyone to be productive.

Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world. Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction. Users need to be taught that there inherent dangers of technology. Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

In any society, there are individuals who steal, deface, or disrupt other people. The same is true for the digital community. It is not enough to trust other members in the community for our own safety. In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for the digital security. We need to have virus protection, backups of data, and surge control of our equipment. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

Publications:
“Digital Citizenship in Schools”: from the International Society for Technology in Education (ISTE).
### 6: The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

<table>
<thead>
<tr>
<th>6.2 Uses available technology to implement instruction that facilitates student learning.</th>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses technology to implement instruction that facilitates student learning.</td>
<td>Designs and implements research-based, technology-infused instructional strategies to support learning of all students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.3 Integrates student use of available technology into instruction.</th>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.</td>
<td>Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.4 Uses available technology to assess and communicate student learning.</th>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses technology to assess and communicate student learning.</td>
<td>Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6.5 Demonstrates ethical and legal use of technology.</th>
<th>Initial-Level Performance</th>
<th>Advanced-Level Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures that personal use and student use of technology are ethical and legal.</td>
<td>Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.</td>
<td></td>
</tr>
</tbody>
</table>