ST. ANASTASIA CATHOLIC SCHOOL

Technology Standards and Indicators

2018-2021

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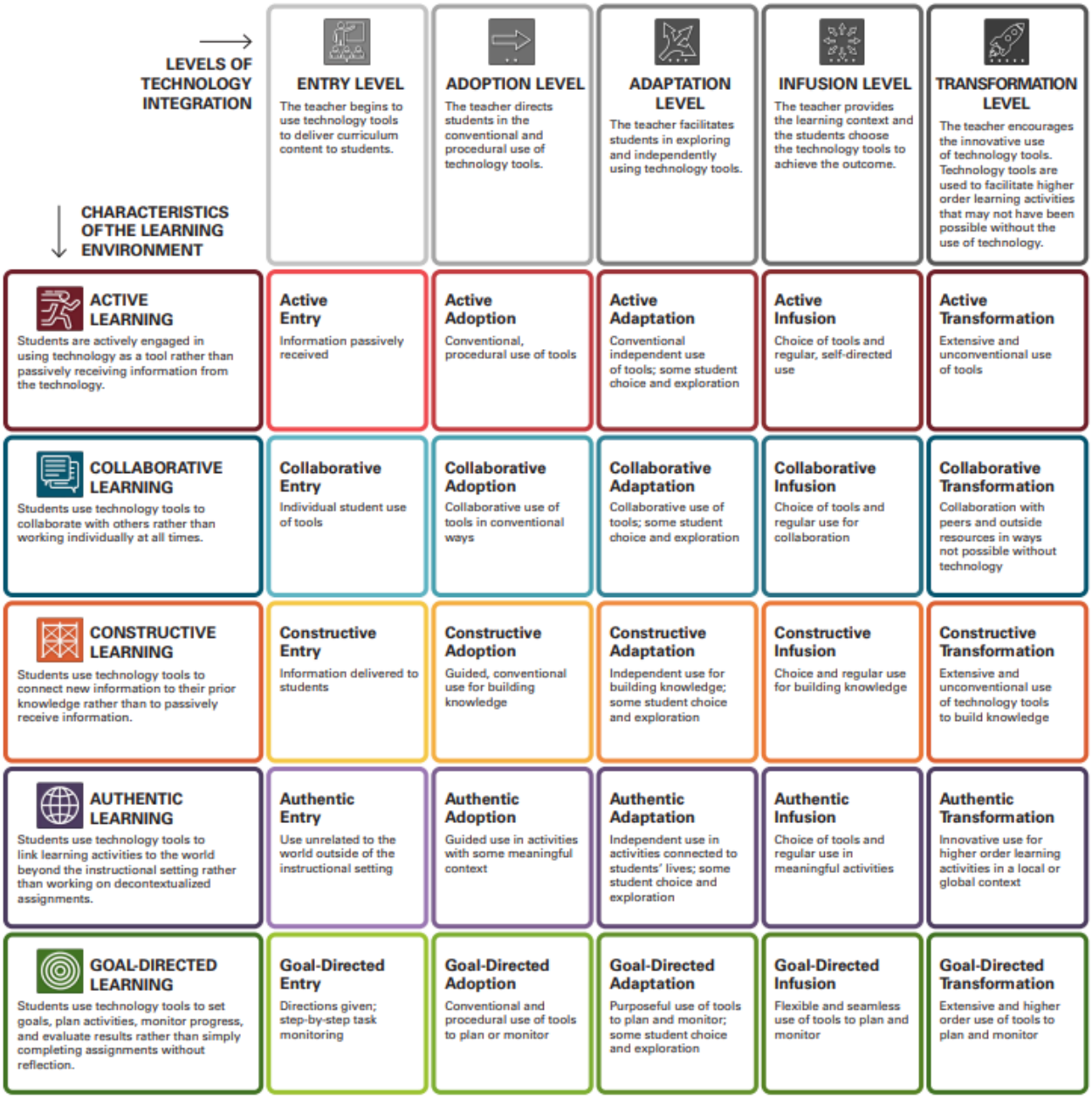
Overview and Explication

Goal: To integrate the appropriate and regular use of technology in classrooms so that technology is not simply the focus of the lesson itself, but rather, a transparent and integral vehicle used to enhance authentic, student-centric learning. This technology curriculum should serve as a reference guide for what types of activities fulfill which standards, levels of technology integration, and how this technology use correlates to Saint Anastasia's profile of a graduate.

Utilizing the Technology Integration Matrix developed by the Florida Center for Instructional Technology and Technology Standards for Students developed by the International Society for Technology in Education, we have identified where and how technology is currently being used and have evaluated our strengths and weaknesses by grade level as at the time of publishing, "The Florida Department of Education does not officially endorse any specific technology standards or models of teaching with technology..."

Our aim is to enhance student learning by working together to achieve a truly effective use of technology throughout our school. This will assist our students in attaining a deeper and more full understanding of the information and skills we teach, better preparing them to "... live productively in an increasingly global and digital society" as stated in the ISTE's Student Standards.

The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal-directed. These characteristics are associated with five levels of technology integration: entry, adoption, adaptation, infusion, and transformation. Together, the the five characteristics of meaningful learning environments and five levels of technology integration create a matrix of 25 cells, as illustrated below.



The Technology Integration Matrix was developed by the Florida Center for Instructional Technology at the University of South Florida, College of Education. For more information, example videos, and related professional development resources, visit http://mytechmatrix.org. This page may be reproduced by schools and districts for professional development and pre-service instruction. All other use requires written permission from FCIT. © 2005-2017 University of South Florida

Profile

for Technology (ICT) Literate Students Grades PK–2 (Ages 4–8)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during PK–Grade 2 (ages 4–8):

1. Illustrate and communicate original ideas and stories using digital tools and media-rich resources. (1, 2)
2. Identify, research, and collect data on an environmental issue using digital resources and propose a developmentally appropriate solution. (1, 3, 4)
3. Engage in learning activities with learners from multiple cultures through e-mail and other electronic means. (2, 6)
4. In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area. (1, 2, 6)
5. Find and evaluate information related to a current or historical person or event using digital resources. (3)
6. Use simulations and graphical organizers to explore and depict patterns of growth such as the life cycles of plants and animals. (1, 3, 4)
7. Demonstrate the safe and cooperative use of technology. (5)
8. Independently apply digital tools and resources to address a variety of tasks and problems. (4, 6)
9. Communicate about technology using developmentally appropriate and accurate terminology. (6)
10. Demonstrate the ability to navigate in virtual environments such as electronic books, simulation software, and Web sites. (6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Pre-K

Parts of a Computer System

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a	Annually

Students receive a cursory introduction to computers and their physical parts.

- Display and description of a computer screen, mouse, keyboard, headphones, and tower (system unit), explaining their basic function.
- Displays each component in action
- Allows each student time to use each piece.

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes

authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small groups

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Goal Directed Collaborative	Entry	5.b | 6.a | 6.b	Monthly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- Little Writer (letters), Up to Ten, ABCmouse.com, Writing Wizard

Kindergarten

Technology Education: Parts of a Computer

Learning Environment	Level	Standard	Frequency
Active	Entry	6.a	Annually

Students receive a cursory introduction to computers and their physical parts.

- Display and description of a computer screen, mouse, keyboard, headphones, and tower (system unit), explaining their basic function.
- Displays each component in action
- Allows each student time to use each piece.

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small group work

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Goal Directed Collaborative	Entry	5.b | 6.a | 6.b	Monthly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- IXL
- S.T.A.R.
- AR

First Grade

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily/Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small group work
    - IXL
    - Journeys
    - Saxon
    - Apps for writing
    - YouTube
    - Scholastic News
    - Brainpop

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Collaborative Goal Directed	Entry	5.b | 6.a | 6.b	Monthly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- IXL
- Journeys
- Saxon
- Apps for writing
- Scholastic News
- Brainpop

Computer Aided Student Project

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Goal Directed	Adoption	1.b | 2.a | 2.b | 2.d | | 5.b | 6.d	Quarterly

Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology or in using technology are limited, and are not a regular part of their learning. The teacher directs students in the conventional use of technology tools for working with others. The setting allows for the possibility of group work, and at least some collaborative technology tools are available.

The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.

The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.

- Large group project involving Google Slides and iMovie
- PSA Project

Second Grade

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily/Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small group work
    - Renaissance Learning
    - IXL
    - BrainPop
    - Spelling City

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Collaborative Goal Directed	Entry	5.b | 6.a | 6.b	Weekly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- Catholic songs from YouTube
- Saint of the day
- BrainPop
- Reading Rainbow
- Journeys writing program, publishing
- Google Drive
- Renaissance Learning
- IXL

Profile

for Technology (ICT) Literate Students Grades 3–5 (Ages 8–11)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 3–5 (ages 8–11):

1. Produce a media-rich digital story about a significant local event based on first-person interviews. (1, 2, 3, 4)
2. Use digital-imaging technology to modify or create works of art for use in a digital presentation. (1, 2, 6)
3. Recognize bias in digital resources while researching an environmental issue with guidance from the teacher. (3, 4)
4. Select and apply digital tools to collect, organize, and analyze data to evaluate theories or test hypotheses. (3, 4, 6)
5. Identify and investigate a global issue and generate possible solutions using digital tools and resources. (3, 4)
6. Conduct science experiments using digital instruments and measurement devices. (4, 6)
7. Conceptualize, guide, and manage individual or group learning projects using digital planning tools with teacher support. (4, 6)
8. Practice injury prevention by applying a variety of ergonomic strategies when using technology. (5)
9. Debate the effect of existing and emerging technologies on individuals, society, and the global community. (5, 6)
10. Apply previous knowledge of digital technology operations to analyze and solve current hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Third Grade

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily/Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small group work
    - Brainpop
    - YouTubeucation
    - IXL Grammar
    - Spelling city
    - Voki

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Collaborative Goal Directed	Entry	5.b | 6.a | 6.b	Weekly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- Brainpop
- YouTubeucation
- IXL Grammar
- Abcy
- Spelling city
- Voki

Computer Aided Student Project

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Goal Directed	Adoption	1.b | 2.a | 2.b | 2.d | 3.d | 5.b | 6.d	Quarterly

Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology or in using technology are limited, and are not a regular part of their learning. The teacher directs students in the conventional use of technology tools for working with others. The setting allows for the possibility of group work, and at least some collaborative technology tools are available.

The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.

The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.

- Saint Biography Presentation
- Animals Presentation

Fourth Grade

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily/Weekly

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (Small Group)

Learning Environment	Level	Standard	Frequency
Active Authentic	Entry	4.c | 6.a	Weekly

Students may be watching an instructional video on a website or using a computer program/application/site for "drill and practice" activities. The learning environment becomes authentic when the teacher assigns work based on a predetermined curriculum unrelated to the students or issues beyond the instructional setting.

- iPad/Android centers/stations/small group work
    - Brainpop
    - YouTubeucation
    - IXL Grammar
    - IXL
    - Spelling city
    - Think Central

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Collaborative Goal Directed	Entry	5.b | 6.a | 6.b	Weekly

Students receive directions, guidance, and/or feedback via technology. For example, students may work through levels of an application that provides progressively more difficult practice activities. The teacher uses technology to give students directions and monitor step-by-step completion of tasks. The teacher monitors the student's' progress and sets goals for each student. The setting includes access to skill building websites and applications, including the ability to track student progress across levels.

- Brainpop
- YouTubeucation
- IXL Grammar
- IXL
- Spelling city
- Think Central

Active Computer Aided Learning (Collaboration Lab)

Learning Environment	Level	Standard	Frequency
Active Authentic Collaborative Goal Directed	Adaptation	1.b | 2.a | 2.b | 2.d | 3.d | 5.b | 6.d	Bi-Weekly

Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting.
The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting.

Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.
The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.

Workstations are arranged so that multiple students can access technology tools simultaneously. The setting can also include access to information about community and world events and primary source materials.

- Preparation for Computer Aided Student Project
- Reinforcing daily lessons in an authentic way by allowing students to see how the lesson relates to their own lives and the lives of their peers.

Computer Aided Student Project

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Goal Directed	Adoption	1.b | 2.a | 2.b | 2.d | 3.d | 5.b | 6.d	Quarterly

Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology or in using technology are

limited, and are not a regular part of their learning. The teacher directs students in the conventional use of technology tools for working with others. The setting allows for the possibility of group work, and at least some collaborative technology tools are available.

The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.

The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.

- Galilee Flyer in Collaboration Lab

Fifth Grade

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (1:1)

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Authentic Goal Directed	Adaptation	1.a | 1.b | 2.a | 2.b| 2.d| 3.b | 3.c | 3.d | 4.a | 4.b | 4.c | 4.d | 5.a | 5.b | 5.c | 5.d | 6.a | 6.b | 6.c | 6.d |	Daily

Technology tools are available on a regular basis. The teacher chooses which technology tools to use and when to use them. Because the students are developing a conceptual and procedural knowledge of the technology tools, the teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools.

Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.

Students begin to use technology tools independently to facilitate construction of meaning. With their growing conceptual understanding of the technology tools, students can explore the use of these tools as they are building knowledge.

Students begin to use technology tools on their own in activities that have meaning beyond the instructional setting.

The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. For example, in a given project, the teacher may select a spreadsheet program that students use independently to plan and monitor progress. The teacher may provide guidance in breaking down tasks.

- Android, iPad, PC
- QR codes
- Google drive for homework
- Remind 101- text reminder service remind
- Brainpop
- YouTubeucation
- IXL
- Spelling city
- Think Central

Active Computer Aided Learning (Computer Lab)

Learning Environment	Level	Standard	Frequency
Collaborative Goal Directed	Adaptation	5.b | 6.a | 6.b	Weekly

The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.

The teacher selects the technology tools and clearly integrates them into the lesson. The teacher facilitates students independent use of the technology tools to set goals, plan, monitor progress, and evaluate outcomes. The teacher may provide guidance in breaking down tasks.

- AR and STAR
- Dictionary.com
- IXL
- Email
- Streaming videos- united streaming TeacherTube, youtube,
- Scholastic study jam
- Brainpower
- Discovery health
- Powerpoints/prezis/slides/flipogram pictures to music as presentation

Active Computer Aided Learning (Collaboration Lab)

Learning Environment	Level	Standard	Frequency
Active Collaborative Authentic Goal Directed	Adaptation	1.b | 2.a | 2.b | 2.d | | 5.b | 6.d	Bi-Weekly

Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting.
The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting.

Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.
The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.

Workstations are arranged so that multiple students can access technology tools simultaneously. The setting can also include access to information about community and world events and primary source materials.

- Preparation for Computer Aided Student Project
- Reinforcing daily lessons in an authentic way by allowing students to see how the lesson relates to their own lives and the lives of their peers.

Computer Aided Student Projects (1:1)

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Goal Directed	Adoption	1.b | 2.a | 2.b | 2.d | | 5.b | 6.d	Quarterly

Students have opportunities to use collaborative tools, such as email, in conventional ways. These opportunities for collaboration with others through technology or in using technology are limited, and are not a regular part of their learning. The teacher directs students in the conventional use of technology tools for working with others. The setting allows for the possibility of group work, and at least some collaborative technology tools are available.

The teacher directs students step by step in the conventional use of technology tools to either plan, monitor, or evaluate an activity. For example, the teacher may lead the class step by step through the creation of a KWL chart using concept mapping software.

The teacher controls the type of technology and how it is used. The teacher may be pacing the students through a project, making sure that they each complete each step in the same sequence with the same tool. Although the students are more active than students at the Entry level in their use of technology, the teacher still strongly regulates activities.

- STREAM Projects

Profile

for Technology (ICT) Literate Students Grades 6–8 (Ages 11–14)

The following experiences with technology and digital resources are examples of learning activities in which students might engage during Grades 6–8 (ages 11–14):

1. Describe and illustrate a content-related concept or process using a model, simulation, or concept-mapping software. (1, 2)
2. Create original animations or videos documenting school, community, or local events. (1, 2, 6)
3. Gather data, examine patterns, and apply information for decision making using digital tools and resources. (1, 4)
4. Participate in a cooperative learning project in an online learning community. (2)
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content. (3)
6. Employ data-collection technology such as probes, handheld devices, and geographic mapping systems to gather, view, analyze, and report results for content-related problems. (3, 4, 6)
7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (3, 4, 6)
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners. (2, 3, 4, 5)
9. Integrate a variety of file types to create and illustrate a document or presentation. (1, 6)
10. Independently develop and apply strategies for identifying and solving routine hardware and software problems. (4, 6)

The numbers in parentheses after each item identify the standards (1–6) most closely linked to the activity described. Each activity may relate to one indicator, to multiple indicators, or to the overall standards referenced.

The categories are:

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

Middle School

Technology Education: Share As You Teach

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	6.a | 6.b	Daily/Weekly

The teacher may be the only one actively using technology. This may include using presentation software to support delivery of a lecture. The students may have very limited and regulated access to the technology resources.

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- When delivering information using technology as a vehicle, or created by using technology, the teacher will verbally describe and show the applications and process used.
    - “We’re going to watch a video today! I’m going to open Google Chrome then search for youtube, click on youtube, and search youtube for X” (allow them to watch the entire process of sharing the video with them while describing what you’re doing).

Passive Computer Aided Learning

Learning Environment	Level	Standard	Frequency
Active Constructive	Entry	3.d | 6.a | 6.b	Daily

Students receive information from the teacher via technology. The teacher uses technology to deliver information to students. The setting is arranged so that all students can view the teacher's presentation.

- Use of Apple TV, Document Camera, Computer Mirroring through the projector.

Active Computer Aided Learning (1:1)

Learning Environment	Level	Standard	Frequency
Active Collaborative Constructive Authentic Goal Directed	Adaptation Infusion Transformation	1.a | 1.b | 2.a | 2.b| 2.d| 3.b | 3.c | 3.d | 4.a | 4.b | 4.c | 4.d | 5.a | 5.b | 5.c | 5.d | 6.a | 6.b | 6.c | 6.d |	Daily

Technology tools are readily available. In middle school, Active Computer Aided Projects are integrated into lesson and individualized to aid teacher in differentiation in order to meet all standards.

Students have options on how and why to use different technology tools, and often extend the use of tools in unconventional ways. Students are focused on what they are able to do with the technology and eventually these tools become an invisible part of the learning.

Technology use for collaboration by students is regular and normal in this setting. Students choose the best tools to use to accomplish their work. The teacher creates a learning context in which students regularly use technology tools for planning, monitoring, and evaluating learning activities. The teacher may still facilitate students' selection of technology tools.

Students use technology to construct and share knowledge in ways that may have been impossible without technology. They have a deep understanding of the technology tools that allows them to explore and extend the use of the tools to construct meaning.

The setting provides a variety of technology tools and access to rich online resources, including information outside of the school and primary source materials, that are available in sufficient quantities to meet the needs of all students.

- 1:1 iPad integration
    - Google Drive and Gsuite (Docs, Sheets, Slides)
    - Showbie
    - IXL
    - iMovie
    - Prezi
    - Camera/Photo Editing
    - ConnectEd
    - Sadlier
    - STAR
    - AR

Active Computer Aided Learning (Collaboration Lab)

Learning Environment	Level	Standard	Frequency
Active Authentic Collaborative Goal Directed	Adaptation Infusion	1.b | 2.a | 2.b | 2.d | | 5.b | 6.d	Bi-Weekly

Students have opportunities to apply technology tools to some content-specific activities that are related to the students or issues beyond the instructional setting.
The teacher directs students in the conventional use of technology tools for learning activities that are sometimes related to the students or issues beyond the instructional setting.

The teacher guides, informs, and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed.

Students independently use technology tools in conventional ways for collaboration. Students are developing a conceptual understanding of the use of technology tools for working with others.

The teacher provides opportunities for students to use technology to work with others. The teacher selects and provides technology tools for students to use in collaborative ways, and encourages students to begin exploring the use of these tools.

Technology tools that allow for collaboration are permanently located in the setting and are available in sufficient quantities to meet the needs of all students.

- Preparation for Computer Aided Student Project
- Reinforcing daily lessons in an authentic way by allowing students to see how the lesson relates to their own lives and the lives of their peers.